May 5, 2020

Dear Superintendent,

Thank you for submitting the East Cleveland City School District Reading Achievement Plan. The submitted plan is compliant with Ohio Administrative Code 3301-56-02. The Ohio Department of Education is committed to working with districts to raise student achievement in reading. Please find feedback on the district's submitted Reading Achievement Plan below.

Strengths of the Reading Achievement Plan:
- The Reading Achievement Plan and the East Cleveland Recovery and Revitalization Plan are aligned and focus on Tier 1 supports and instruction.
- Leadership has analyzed student data and connected the data to what they are seeing during walkthroughs.
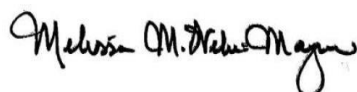
This plan will benefit from:
- Including teacher leaders' perspectives on the team.
- Prioritizing student performance goals to determine the most important areas of focus for leadership and creating goals for instructional practices for educators.

In January 2020, the Department published the revised version of *Ohio's Plan to Raise Literacy Achievement*. This plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in all manners of educational settings. We encourage district and school teams to review the state plan and contact the Department or State Support Team for professional learning opportunities aimed at implementing this plan in districts and schools across Ohio.

The district's Reading Achievement Plan and this memo will be posted on the Ohio Department of Education's website. If the district revises the Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the revised plan and this request must be sent to readingplans@education.ohio.gov.

Please note that House Bill 197 of the 133rd General Assembly contains emergency legislation regarding spring testing and state report cards. The Department is working on further guidance pertaining to FY20 Reading Achievement Plan requirements.

Sincerely,

Melissa Weber-Mayrer, Ph.D.
Director, Office of Approaches to Teaching and Professional Learning

READING ACHIEVEMENT PLAN

DISTRICT NAME: East Cleveland City School District

DISTRICT IRN: 043901

DISTRICT ADDRESS: 1843 Stanwood Drive

PLAN COMPLETION DATE: 12/18/2019

LEAD WRITERS: Andratesha Fritzgerald, Monique Ceasor, Felicia Curtain, Paula Elder, Brad Lanier

Contents

SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Insert a list of all leadership team members, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Henry Pettiegrew	Chief Executive Officer/ Superintendent	East Cleveland, Ohio	hpettiegrew@eastclevelandschools.org
Andratesha Fritzgerald	Director of Teaching, Learning & Innovation	East, Cleveland, Ohio	afritzgerald@eastclevelandschools.org
Thomas Domzalski	Director of Data, Research and EMIS	East Cleveland, Ohio	tdomzalski@eastclevelandschools.org
Paula Elder	Director of Curriculum, Instruction and Assessment	East Cleveland, Ohio	pelder@eastclevelandschools.org
Monique Ceasor	Curriculum Specialist	East Cleveland, Ohio	mceasor@eastclevelandschools.org
Felicia Curtain	Curriculum Specialist	East Cleveland, Ohio	fcurtain@eastclevelandschools.org
Lori Crum	Shaw High School	East Cleveland, Ohio	lcrum@eastclevelandschools.org
Shawna Lesure	Superior Elementary School	East Cleveland, Ohio	slesure@eastclevelandschools.org
Danielle Simmons	Heritage Middle School	East Cleveland, Ohio	dsimmons@eastclevelandschools.org
Brad Lanier	Curriculum Specialists	East Cleveland, Ohio	blanier@eastclevelandschools.org

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

Describe how the district leadership team developed the plan and how the team will monitor and communicate the plan.

SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT EFFORTS

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district or community school. Districts and community schools required to develop improvement plans or implement improvement strategies, as required by Ohio Revised Code 3302.04 and 3302.10 or any other section of the ORC, must ensure the Reading Achievement Plan is aligned with other improvement efforts.

The Reading Achievement plan mirrors the East Cleveland City School District Revitalization and Recovery plan by stating, "*If* the East Cleveland City School District implements a system of reading instruction that:

- delivers Ohio Learning Standards-aligned curriculum in a safe and supportive environment;
- drives learning by continually collecting, analyzing and acting on student performance data to improve teaching and learning;
- designs and adopts a system of quality professional development that supports all stakeholders in meeting their professional and district determined goals;

then we will ensure our students are socially, emotionally and academically prepared to succeed in college or career of their choice."

The two goals from the East Cleveland City School District Revitalization and Recovery plan that are supported by the Reading Achievement Plan are:

- Our overall performance index (PI) on the local report card will increase from 56.4 to 66.0 by June 2020. (80.0 by June 2021).
- Our overall graduation rate on the local report card will increase from 74.2 (class of 2018) to 80.0 (class of 2019) to 88.0 (class of 2020) to 93.0 (class of 2021).

The mission of the Reading Achievement Plan is, "The East Cleveland City School District will foster a community of diverse learners where reading, writing, speaking, listening, and thinking serve as the foundation for life-long learning." The Reading Achievement Plan locks arms with our district vision and mission to prepare students for the college and career of their choice and thereby to become a model urban school for student achievement focused on the whole child.

With the urgency of our data and the findings from our comprehensive needs assessment in mind, we will focus our efforts on three essential components of the action map:

1. Teaching and Learning - Provide professional development for evidence based instructional strategies used for core instruction will lead to an increase in academic achievement;
2. Implementation and Monitoring - Continued implementation of the Ohio Improvement Process to increase student achievement and enhance the effectiveness of the adult implementation strategies;
3. Intervention - Utilize tiered intervention strategies to ensure that the unique needs of all students are addressed and met.

These three areas will bring about an increase in teacher effectiveness, student academic achievement and help each student become successful in academics and in life. The professional development will increase teacher effectiveness at implementing the research based strategies in the essential components of the action map. Adult Implementation will be monitored and evaluated based on the impact on increasing student achievement. The effectiveness of the three components of the action map are measured by analyzing student academic performance data on benchmark assessments, aggregating walk through data, and analyzing teacher self-assessment surveys .The results are reported to the DLT, BLTs, and TBTs. The Literacy Team will have an agenda item at each District Leadership Team meeting. In the event that students are not progressing to their achievement goals as outlined by the measurable student performance goal in Section 5 , each team (DLT, BLT, TBT) must respond according to the timeline established in the action plan map with next steps for implementation in terms of fidelity or a shift in strategies. Student progress for K-3 will be captured on their RIMPS. The vision for this Reading Achievement plan is, "Students will master essential literacy skills." This Reading Achievement plan will bring about the increases needed for our students to achieve their academic and life goals.

This plan aligns resources, leverages innovation and empowers stakeholders, with a focus that connects the dots to achieve the goal of increasing the academic performance of students.

Districts and community schools that are required under state law or policy to develop improvement plans or implement improvement strategies must ensure that the Reading Achievement Plan is aligned with other improvement efforts.

- This can be done by describing how the district or community school continuous improvement plan incorporates the components required of the Reading Achievement Plan. Districts and community schools should describe the collaborative efforts that combine multiple strategies of their improvement plans to collectively impact improvement of system structure supports and leadership supports.

The three components of the action map, 1.implementing differentiated instructional strategies for core instruction and intervention in order to evidence an increase in student academic achievement; 2. continued implementation of the Ohio Improvement Process to enhance the effectiveness of the adult implementation strategies and student achievement; and 3. decrease non-academic barriers and increase academic achievement are driven by data from three areas: teacher self-assessment surveys, student academic performance, and walk through feedback.

The effectiveness of the three components of the action plan map will be monitored by teacher reflection, student performance data, student-produced artifacts, documented classroom walk throughs with feedback, interdisciplinary collaboration in OIP structures, and teacher self-assessment surveys.

The effectiveness of the three components of the action plan map are measured by analyzing student academic performance data on benchmark assessments, aggregating walk through data, and analyzing teacher self-assessment surveys. The impact of efforts to minimize non-academic achievements will also be measured by analyzing the above mentioned data. All efforts are designed to lead to an increase in student academic achievement.

The results are of the three components of the action map reported to the DLT, BLTs, and TBTs. In the event that students are not progressing to their achievement goals as outlined by the measurable student performance goal in Section 5 , each

team (DLT, BLT, TBT) must respond according to the time- line established in the action plan map with next steps for implementation in terms of fidelity or a shift in strategies.

Implementing and monitoring these three areas deeply will impact grade level achievement and be evidenced by reaching the following goals:

All students in the East Cleveland City School District will show improved achievement outcomes through the delivery of relevant, rigorous, appropriate instruction that utilizes differentiation strategies in literacy.

The District has determined that we will know that the components of the action map are successful when we decrease the gap from our current level of proficiency to the state standard by at least 50% each year until the state standard is reached. Progress toward the goals mentioned below will be monitored by benchmark assessments, diagnostic assessments and RIMPS. The levels of proficiency are differentiated by grade level (see attachment)

The team has set a minimum goal of increasing a K - 3 Literacy indicator by one letter grade each year until an A is achieved. In grades 3-12, we are moving students by one performance level (i.e limited to basic and basic to proficient).

Currently, the goal is based on 50% of the difference between the state benchmark and the current level of proficiency. In order to satisfy sufficient stretch, grade levels that meet the goal will be assigned a new, more rigorous goal.

Based on the information learned in the sessions with Kim St. Martin and the data gathered and analyzed in grades K-12 in all content areas and reading, East Cleveland City Schools will continue to increase literacy achievement by engaging in Anita Archer's Train the Trainer Explicit Instruction Evidence Based Strategies professional development sessions. By implementing the evidence based strategies in classrooms in grades K-12 in the District, universal, effective strategies for improved literacy will be executed in all classrooms.

SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL
SECTION 3 PART A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA

*Insert an **analysis** of relevant student performance data from sources that **must include**, but are not limited to, the **English language arts assessment prescribed under ORC 3301.0710 (grades 3-8), the Kindergarten Readiness Assessment, reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee)** and benchmark assessments, as applicable.*

SECTION 3 PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT

Insert an analysis of relevant student performance data from sources that must include, but are not limited to, the English language arts assessment prescribed under ORC 3301.0710 (grades 3-8), the Kindergarten Readiness Assessment, reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee) and benchmark assessments, as applicable.

Insert an analysis of factors believed to contribute to low reading achievement in the school district or community school.

The East Cleveland City Schools' Reading Achievement Plan (RAP) is needed for the district and the community for a number of reasons. The primary driver for the district's RAP is the fact that, based upon currently available data, particularly among all subgroup student populations, more than half of East Cleveland City Schools' students in kindergarten are not entering ready to learn. In addition, nearly half of East Cleveland City School students in third grade are not considered on-track academically. Similarly, students in upper elementary (grades 4-6), middle school students (grades 7,8) and high school students (grades 9-12) also perform at a range of more than 50 percent below proficient; thus demonstrating a need for equitable access to quality core instruction, ongoing intensive and job-embedded teacher supports and professional development in grades Pre K-12. The following data sources were utilized to review and analyze student performance indicators in language and literacy within the targeted Pre K-12 grade-levels, particularly among subgroup populations:

Both NWEA and OST data (2016-2017, 2017-2018, and 2018-2019) indicate that on average, more than 60 % of the students in East Cleveland Schools perform below proficient levels in reading in grades Pre-K through high school. Low OST and NWEA proficiency numbers raises the question of the capacity of the teaching staff to implement evidence-based strategies in their classrooms at the RTI Tier 1 and 2 levels.

Staffing/Human Resources
In East Cleveland City Schools, only 9% of elementary school educators have reading endorsements. Additionally, only 7.3% of all building level administrators have reading endorsements or advanced degrees related to reading/language arts. As a result, it is imperative that explicit and intensive professional development be provided to the teachers in the District.

Dr. Anita Archer's explicit language instruction training where the train the trainer model is employed and teachers and administrators become certified, will be utilized as a strategy for systemic change and improvement.

East Cleveland City Schools averages 150 certificated teaching staff each academic year. In 2016-2017, there were a total of 21 teachers that resigned and/or retired. In 2016-2017, the total number of new hires was six. In 2017-2018, 21 teachers resigned/retired, and 13 teachers were hired. In 2018-2019, there were a total of 10 teachers that resigned/retired, and 19 educators hired. The preceding numbers are inclusive of both elementary, middle and high school, and across subject areas. Based on the preceding data, less than 10% of the certified staff resigned or retired (2016-2019). The number of new hires also averaged less than 10%. The most new hires were in the 2019-2020 academic year. The new certificated staff varied in educational background and training, making it incumbent for the District to provide extensive, explicit, and consistent professional development to ensure that the teachers have the knowledge and skill-set to provide the students of the District with effective evidence based strategies for improved achievement in literacy across all grade levels and disciplines.

Preschool
East Cleveland City Schools houses five preschool classrooms. Two classes are inclusion classrooms and three classrooms have typical students. The East Cleveland school district has two three year-old classroom, and three four-year old classrooms.

Typically students are waiting to be served in our five star preschool. This year all classrooms are full and we service 88 students.

Students within the preschool program are assessed using the Early Learning Assessment. This assessment is given three times a year. Ohio's Early Learning Assessment (ELA) is a tool for teachers of preschool age children to learn about the current level of each child's skills, knowledge and behaviors in the areas of Social Foundations, Language and Literacy, Mathematics, Science, Social Studies, Physical Well-Being and Motor

Development, as well as the Fine Arts." (Ohio Department of Education website retrieved November 2019). After reviewing the data for the areas of vocabulary and phonological awareness, it is evidenced that students enter kindergarten lacking language/reading readiness skills.

When students lack skills in phonological awareness in preschool, their ability to be successful in future grade level work is embedded. As we continue to review the data for students in Kindergarten through twelfth grade, we observe the effects of preschool students being unprepared. Therefore, it is apparent that we need to establish a progress monitoring tool that will check the performance of students who have been identified through the screener as being low in various reading areas and provide acute interventions accordingly.

Preschool Data - Early Learning Assessment
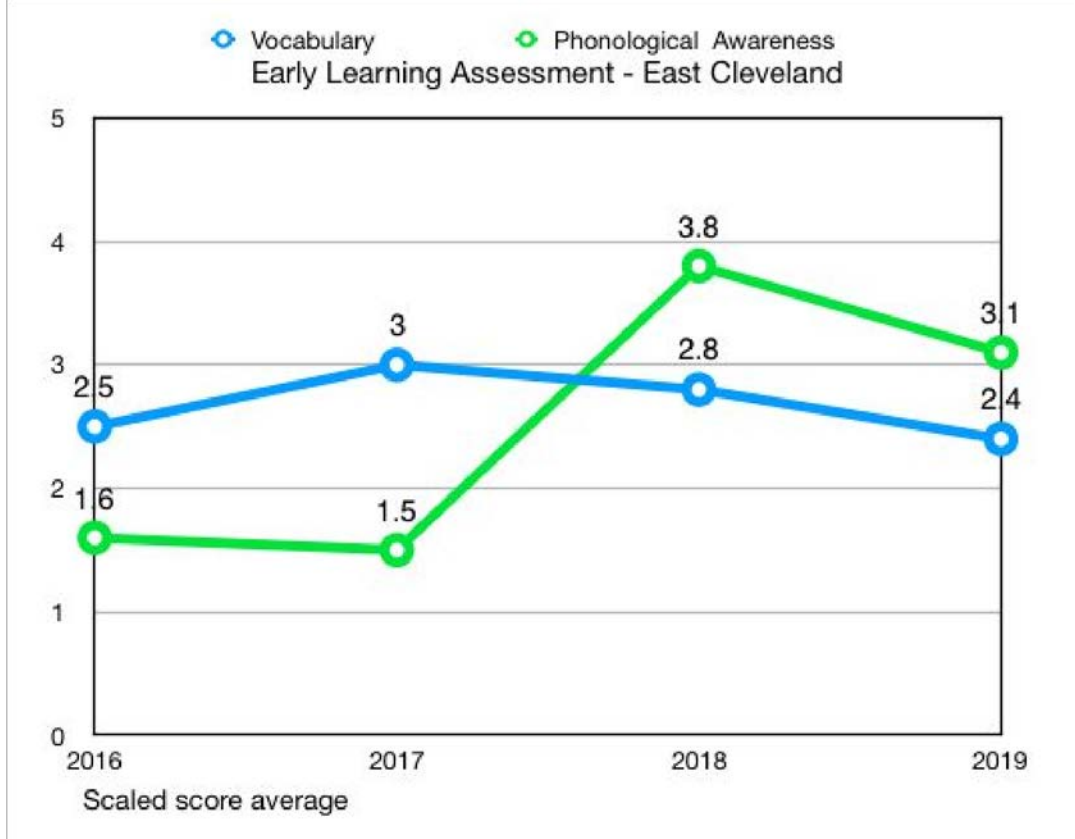
Figure 1 .1

Kindergarten
In Figure 1.1, the Fall 2016 to Fall 2018, a quarter (25%) of our students were on-track. This analysis aligns with our preschool data. However, it shows that student deficiencies are not being addressed and the gap closing within a years' time. As we continue to review the data, we find that as a district we do not have a diagnostic assessment tool that will allow us to analyze exactly where the breakdown in skills occurs, so that we can effectively close gaps. Research states that it is easier to minimize deficiencies and to bring students to grade level in early grades than to attempt to close the gap in upper elementary and beyond . East Cleveland City Schools has four elementary buildings. Each elementary building houses one to two kindergarten classrooms. Students in Kindergarten begin the year taking the state assessment which is the Kindergarten Readiness Assessment. This assessment looks at students' development in the areas of social foundations, mathematics, language and literacy, physical well-being and motor development. All classrooms are finished with the assessment by November 1st of each year.

KRA		
Assessment year	**Total Percent of students on-track**	**Percentage of special education on-track**
Fall 2016	26%	Less than .5%
Fall 2017	22%	Less than .5%

Fall 2018	29%	Less than .5%
Fall 2019	26%	Less than 1%

Figure 1 .2

We also give our Kindergarten students the NWEA or Map assessment. The NWEA is a nationally normed assessment. Students are tested three times a year and instruction is adjusted based on the results of the assessment. The skills assessed are language and writing, Literature and Information, foundational skills and vocabulary. We began using this assessment in the Fall of 2018. During the 2018-2019 school year less than half of our students scored at the 40th percentile or above which NWEA considers average to high average. In the Fall of 2019, we administered the assessment in small groups to account for the computer skills students lack, and 75% of our students were at the 40th percentile or better. This data does not align with our Fall KRA data (Figure 1.2), which puts only 26% of our students on-track. Looking deeper at this discrepancy, we reviewed our Illuminate standards-based assessment for the first month of this school year. Kindergarten students that were proficient or above was 24%. This data aligns more with KRA which makes us think about whether the NWEA assessment is the best assessment for Kindergarten students. The lowest area of deficiency is foundational skills but it is only a little lower than language and writing and vocabulary. Scarborough's view of needing two strands of reading (language comprehension and word recognition) to make a tightrope which symbolizes a fluent reader leads us to look at skills needed in both strands. Our Kindergarten students are lacking word the word recognition needed to become fluent readers. This same analogy is used in the Simple view of reading. Students need both sides of the equation to make the positive product which is reading. Furthermore, teachers need to be more informed using a progress monitor to provide immediate interventions when students are not mastering a specific skill.

NWEA Data			
	Fall 2018	**Spring 2019**	**Fall 2019**
K	43%	35%	75%

Figure 2.1

	Kindergarten Skills			
Year	**Language and Writing**	**Literature and Informational**	**Foundational Skills**	**Vocabulary**
Fall 2018	24	66	39	59
Spring 2019	44	43	32	51
Fall 2019	65	88	52	81
Average	44	66	41	46

Figure 2.2

Primary Grades (First through Second Grade)
Students in first through second grade also use the NWEA (MAP) assessment as a screener with the East Cleveland School District. Over the last school year and the Fall of the 2019-2020 school year, more than half of the first through second grade students have scored below the 40th percentile, with the exception of first grade in the 2019-2020 school year (Figure 2.1, 2.3). Since the first grade data is an outlier, we reviewed our Illuminate data at the beginning of the 2019-2020 school year to determine if the numbers are consistent. For the cycle 1 assessment, 58% of our first graders were proficient or better. However, because this is the first time using this assessment, we will continue to watch these first graders to see how well they do on subsequent assessments.

Next, the NWEA strand data was reviewed (Figure 2.2, 2.4, 2.5). First and second grade strands are language and writing, literature and information, foundational skills, and vocabulary. After analysing the strand data, it appears to be a tier 1 instruction issue because all of the strands are around 30% proficient. Going further, there has to be a signaler put in place, such as a progress monitor to quickly inform teachers of students who are not responding to the core instruction.

NWEA Data			
	Fall 2018	**Spring 2019**	**Fall 2019**
1	16%	25%	60%
2	28%	32%	38%

Figure 2.3

NWEA First Grade Reading Skills Data				
Year	**Language and Writing**	**Literature and Informational**	**Foundational Skills**	**Vocabulary**
Fall 2018	16	24	21	17
Spring 2019	24	32	30	30
Fall 2019	49	65	54	65
Average	30	40	35	37

Figure 2.4

NWEA Second Grade Reading Skills Data				
Year	**Language and Writing**	**Literature and Informational**	**Foundational Skills**	**Vocabulary**
Fall 2018	24	31	40	37
Spring 2019	21	35	27	30
Fall 2019	27	42	38	41
Average	54	36	35	36

Figure 2.5

Upper Elementary Grades Third Through Fifth Grade Reading Data

NWEA Reading Overall Performance Percentile of 41% and Above				
Grade	Fall 2018	Spring 2019	Fall 2019	Average Grade Performance
3rd	24%	32%	38%	31%
4th	28%	33%	33%	31%
5th	32%	25%	36%	33%
X̄ %tile Per Term	28%	30%	36%	32%

Figure: 3.1

NWEA Third Through Fifth Grade Reading Skills Results

NWEA Reading Overall Performance Percentile of 41% and Above															
Year	Vocabulary			Informational Text: Language, Craft and Structure			Literary Text: Key Ideas and Details			Informational Text: Key Ideas and Details			Literary Text: Language, Craft and Structure		
	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th
Fall 2018	23%	28%	35%	21%	33%	36%	31%	30%	40%	25%	29%	34%	28%	40%	37%
Spring 2019	32%	35%	35%	32%	37%	27%	35%	35%	31%	32%	38%	33%	34%	34%	28%
Fall 2019	37%	37%	35%	34%	36%	44%	38%	40%	37%	32%	30%	32%	34%	31%	36%
Average	31%	33%	35%	29%	35%	53%	35%	35%	36%	30%	32%	33%	32%	35%	34%
X̄ %tiles	33%			38%			35%			32%			34%		

Figure: 3.2

NWEA Analysis

The 3rd, 4th and 5th graders also took the **Northwest Evaluation Association or NWEA MAP Assessment.** This assessment tool was used to measure what students know and to inform teachers and school leaders of the next instructional steps needed to yield academic growth. To date, this universal screener has been administered to all Kdg.-12th grade students in East Cleveland City School District a total of four times. Within this analysis the review will speak to the specific administration terms of Fall 2018, Spring 2019 and Fall 2019.

Based upon the NWEA results the 3rd through 5th graders showed an overall *low performance* across the three terms captured in the preceding table (Figure 3.1). Consistently the students have scored between the high 20 percentile to the mid 30 percentile. This is true for the administration terms AND across the three grade levels. Specific to learning standards, the students had the highest performance in **Informational Text: Language,**

Craft and Structure-- averaging in the **38th percentile.** These students all showed the **lowest performance in Informational Text: Key Ideas and Details** landing in the **32nd percentile** (Figure 3.2). These results show that there was little to no measurable growth from when students entered and exited these grades, there were no real areas of strength amongst the learning standards that were on the test nor could it be said that one of these grade levels made notable advancements over the other two. For several years our students have left second grade and entered the third grade at a deficit in phonological awareness and phonics skills. The lack of foundational skills have been outlined in the pre-k through second grade analyses (Figures). These results support the argument that if a student starts school well below the academic norms they typically will stay below. Dr. Keith Stanovich calls this the **Matthew Effect**. He says that "there is strong and persuasive evidence that children who get off to a slow start rarely become strong readers" (Stanovich, 1986). Therefore, a progress monitoring tool that will check the performance of students who have been identified through the screener as being in low various reading areas.

One positive note to take away is that each year the average overall performance (though marginal) had increased. From Fall 2018 to Spring 2019 there was an *increase* by **+2 percentile.** Then another increase occurred between Spring 2019 to Fall 2019 by **+6 percentile.** The small bump in the overall performance could suggest that the students are becoming more comfortable with taking the assessment. Furthermore it could indicate that teachers are becoming better at proctoring and using the data from this benchmark assessment to determine what skills are needed to intervene or push the students to the next level.

Third Grade Test Results

Assessment Subject ▲ ⬇⬆⬇	School Year ▲ ⬇⬆⬇	2018-2019 School Year			2017-2018 School Year			2016-2017 School Year		
	Metrics ⬇⬆⬇	Students At Least Proficient ▽ ⬆	Students Tested ▽ ⬆⬆	Proficient Percentage ▽ ⬆	Students At Least Proficient ▽ ⬆	Students Tested ▽ ⬆⬆	Proficient Percentage ▽ ⬆	Students At Least Proficient ▽ ⬆	Students Tested ▽ ⬆⬆	Proficient Percentage ▽ ⬆
English Language Arts		53	125	42.4%	40	140	28.6%	50	140	35.7%

Fourth Grade Test Results

Assessment Subject ▲ ⬇⬆⬇	School Year ▲ ⬇⬆⬇	2018-2019 School Year			2017-2018 School Year			2016-2017 School Year		
	Metrics ⬇⬆⬇	Students At Least Proficient ▽ ⬆	Students Tested ▽ ⬆⬆	Proficient Percentage ▽ ⬆	Students At Least Proficient ▽ ⬆	Students Tested ▽ ⬆⬆	Proficient Percentage ▽ ⬆	Students At Least Proficient ▽ ⬆	Students Tested ▽ ⬆⬆	Proficient Percentage ▽ ⬆
English Language Arts		31	105	29.5%	54	126	42.9%	47	134	35.1%

Fifth Grade Test Results

Assessment Subject ▲ ⬇⬆⬇	School Year ▲ ⬇⬆⬇	2018-2019 School Year			2017-2018 School Year			2016-2017 School Year		
	Metrics ⬇⬆⬇	Students At Least Proficient ▽ ⬆	Students Tested ▽ ⬆⬆	Proficient Percentage ▽ ⬆	Students At Least Proficient ▽ ⬆	Students Tested ▽ ⬆⬆	Proficient Percentage ▽ ⬆	Students At Least Proficient ▽ ⬆	Students Tested ▽ ⬆⬆	Proficient Percentage ▽ ⬆
English Language Arts		46	131	35.1%	60	128	46.9%	48	127	37.8%

Figure 3.4

OST Reading Data

2018-2019 Ohio's State Test
3rd grade Spring ELA- 58 % of all students did not meet the state standards *Special education students- Less than 1% were proficient* (Lowest performing category- Reading Informational Text, with 54% of students below standard)

4th grade Spring ELA- 70% of all students did not meet the state standards *Special education students- Less than 1% were proficient* (Lowest performing category-Reading Informational Text, with 67% of students below standard)

5th grade ELA- 65% of all students did not meet the state standards *Special education students- Less than 1% were proficient* (Lowest performing category-Reading informational Text, with 57% of students below standard)

2017-2018 Ohio's State Test

3rd grade Spring ELA- 54 % of all students did not meet the state standards *Special education students- Less than 1% were proficient* (Lowest performing category- Reading Informational Text with 54% of students below standard)

4th grade ELA- 57% of all students did not meet the state standards *Special education students- Less than 1% were proficient* (Lowest performing category-Reading Informational Text with 67% of students below standard)

5th grade ELA- 54% of all students did not meet the state standards *Special education students- Less than 1% were proficient* (Lowest performing category-Reading Informational Text with 53% of students below standard)

2016-2017 Ohio's State Test

3rd grade Spring ELA- 64% of all students did not meet the state standards *Special education students- Less than 1% were proficient* (Lowest performing category-Reading Informational Text with 52% of students below standard)

4th grade ELA- 65% of all students did not meet the state standards *Special education students- Less than 1% were proficient* (Lowest performing category-Reading Informational Text, with 49% of students below standard)

5th grade ELA- 62% of all students did not meet the state standards *Special education students- Less than 1% were proficient* (Lowest performing category-Reading Informational Text, with 56% of students below standard)

Special education students- Less than 1% were proficient

(Lowest performing category-Reading Informational Text, with 56% of students below standard)

Ohio's State Test - Reading Results Analysis
The East Cleveland City School District administered the Ohio State Test (OST) - Reading portion to all third through eighth grade students. Per the Ohio Department of Education - state tests webpage, the purpose of this test is to "tell [all stakeholders] how well our students are growing in the knowledge and skills outlined in Ohio Learning Standards" (2019). For the purpose of this analysis, we will only reference the OST Reading results for grades 3rd, 4th and 5th between Spring 2017 - Spring 2019. Upon review of the test results in figure 3.3, All grades showed **low performance** percentages. Similar to the low ranking of the NWEA percentiles, the average OST percent proficient in reading were 27% in Spring 2017, 37% in Spring 2018 and 38% in Spring 2019. Although low in all texted standards, specifically grades 3rd, 4th and 5th have scored the lowest in Informational Text.

Upon looking at the data comprehensively, it has consistently shown that the 3rd, 4th and 5th graders have demonstrated very marginal growth from grade level to grade level, across all school years that are captured in this data. They are entering the 3rd grade and leaving 5th grade with weak phonemic awareness and phonics skills. Additionally as the reading instruction becomes more sophisticated, the students have had difficulty in showing automaticity in decoding, vocabulary knowledge and an understanding of text and sentence structures.

At this grade band, students should show movement from learning how to read to reading to learn.

The Simple View of Reading states that in order for students to become proficient at constructing meaning from written text, they need explicit instruction on decoding and language comprehension in order to obtain reading comprehension **(Figure: 3.5)**.

Simple View of Reading

D = decoding
C = comprehension
R = reading

Simple View of Reading (SVR; Gough & Tunmer, 1986)
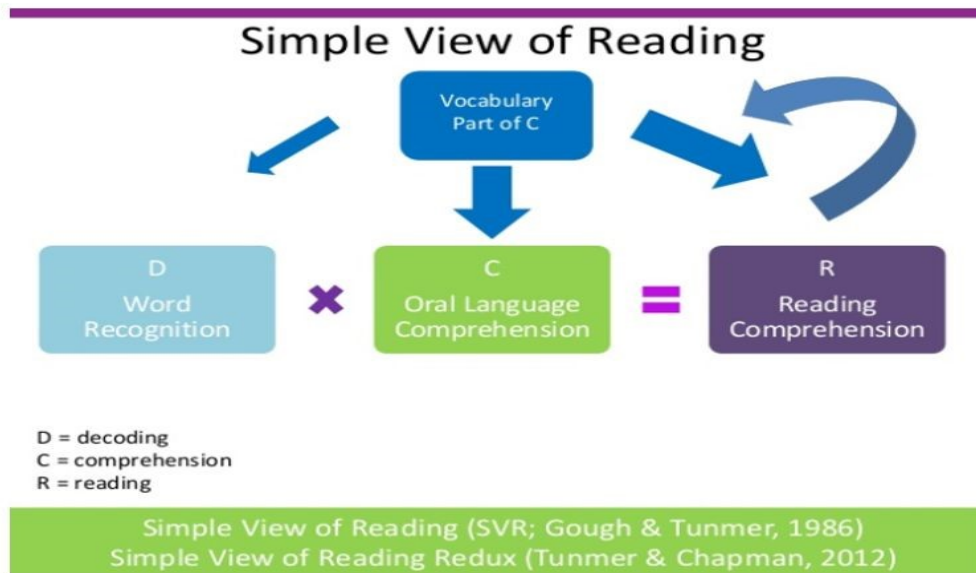Simple View of Reading Redux (Tunmer & Chapman, 2012)

Figure: 3.5

Consequently, the data leads to the assumption that there is a void in the intentional and explicit instruction that the students have needed in order to increase their reading performance. It is suspected that teachers are not clearly aware of what the universal reading instruction should consist of or interventions for those students who are not making academic gains in reading nor are they getting closer to state/district reading goals. Therefore, there is an immediate need to train curriculum leaders, building administrators and teachers on how to better interpret data, identify the areas of weakness and ultimately deliver explicit instruction to correct and improve the reading performance of all these students.

Upper elementary and middle school (grades 6-8)

NWEA Data			
	Fall 2018	**Spring 2019**	**Fall 2019**
6	37%	40%	27%
7	35%	33%	32%
8	45%	39%	37%

Figure 4.1

			6th grade NWEA Data		
	Vocabulary acquisition	**Informational Text/Craft**	**Literacy Text/Key Ideas**	**Informational Text**	**Literary Text/Language and craft**
Fall 2018	44 %	39%	43%	29%	44%
Spring 2019	37%	39%	39%	37%	51%
Fall 2019	35%	30%	36%	30%	40%
Average	39%	36%	39%	32%	45%

Figure 4.2

			7th grade NWEA Data		
	Vocabulary acquisition	**Informational Text/Craft and Structure**	**Literacy Text/Key Ideas and Details**	**Informational Text: Key Ideas and Details**	**Literary Text/Language, Craft and Structure**
Fall 2018	40 %	35%	38%	35%	35%
Spring 2019	39%	35%	38%	46%	41%
Fall 2019	43%	31%	27%	32%	35%
Average	%	34%	34%	38%	37%

Figure 4.3

8th grade NWEA Data					
	Vocabulary acquisition	Informational Text/Craft and Structure	Literacy Text/Key Ideas and Details	Informational Text: Key Ideas and Details	Literary Text/Language, Craft and Structure
Fall 2018	43 %	43%	45%	44%	43%
Spring 2019	60%	53%	46%	50%	50%
Fall 2019	38%	28%	31%	33%	28%
Average	47%	41%	41%	42%	40%

Figure 4.4

OST Proficiency Data			
	Spring 2017	Spring 2018	Spring 2019
6	34%	32%	24%
7	14%	24%	19%
8	22%	17%	17%

Figure 4.5

Students in grades sixth through eighth are also administered NWEA, as well as OST.According to NWEA data (Spring 2017, Spring 2018 and Spring 2019), sixth grade students averaged 27% proficiency, with the areas of informational text key ideas and details and writing being the lowest performing areas (Figure 4.1-4.4). According to OST data (Spring 2017, Spring 2018 and Spring 2019), the students averaged a proficiency rate of 2% (Figure 4.5). The data suggests that students need more consistent exposure to informational texts and instructional support with proven evidence-based strategies.

Sixth grade Reading OST data (Spring 2017, Spring 2018, and Spring 2019) indicates that showed a steady decline. The decline in sixth grade reading may be attributed to the increased rigor and demands of the curriculum, as also noted in earlier grades. *Special education students in sixth grade performed at less than 1% proficiency levels Spring 2017, 2018, and 2019.*

According to NWEA data (Fall 2018, Spring 2018, and Fall 2019), middle school students (grades 7 and 8), performed the lowest in the areas of informational craft and structure and literary text, key ideas and details. Since the students performed low in both informational and literary text, evidence-based strategies should be implemented with fidelity during instruction aimed at both reading strands. Professional development for teachers focused on providing students tired levels of support would also serve as an intervention for both the student and adult learner.

Based on NWEA data (Fall 2018, Spring 2018 and Fall 2019), the area of vocabulary is an area of concern, with only 41% of the students averaging performing at the proficient level.

According to OST data, seventh grade students average 32% proficiency in reading (based on Spring 2017, Spring 2018 and Spring 2019). Eighth grade students average 37% proficient in the area of reading. *In Spring 2019 and Spring 2017, there were no special education students in grade 7 that performed at proficient. In Spring 2018, less than 1% of seventh*

grade special education students performed at a proficient level. Similarly, eighth grade special education students in Spring 2017, Spring 2018, and Spring 2019 performed at less than 1% proficiency levels.

Morphemic and word-formation analysis includes determining the structural and word formation features which are noted at the level of allocating morphemes and establishing the relations between the derivative components.

As a result, morphemic awareness will be a focus for students in grades 4-9 (inclusive of middle school students). Teachers will receive District led professional development coupled with other local, state, and national professional development over the course of the next several years.

High school (Grades 9-11)

NWEA Data			
	Fall 2018	**Spring 2019**	**Fall 2019**
9	31%	47%	26%
10	42%	38%	40%
11	40%	53%	N/A

Figure 5.1

9th grade NWEA Data					
	Vocabulary acquisition	**Informational Text/Craft**	**Literacy Text/Key Ideas**	**Informational Text**	**Literary Text/Language and craft**
Fall 2018	37%	34%	24%	33%	38%
Spring 2019	43%	37%	34%	33%	31%
Fall 2019	32%	29%	24%	25%	26%
Average	37%	33%	27%	30%	32%

Figure 5.2

10th grade NWEA Data					
	Vocabulary acquisition	Informational Text/Craft and Structure	Literacy Text/Key Ideas and Details	Informational Text: Key Ideas and Details	Literary Text/Language, Craft and Structure
Fall 2018	44%	42%	38%	38%	44%
Spring 2019	60%	52%	46%	46%	54%
Fall 2019	41%	41%	40%	39%	41%
Average	48%	45%	41%	41%	46%

Figure 5.3

11th grade NWEA Data					
	Vocabulary acquisition	Informational Text/Craft and Structure	Literacy Text/Key Ideas and Details	Informational Text: Key Ideas and Details	Literary Text/Language, Craft and Structure
Fall 2018	50%	37%	37%	38%	44%
Spring 2019	55%	42%	44%	44%	48%
Fall 2019	N/A	N/A	N/A	N/A	N/A
Average	53%	40%	41%	41%	46%

Figure 5.4

OST Data			
	Spring 2017	Spring 2018	Spring 2019
9	31%	26%	27%
10	15%	34%	20%

Figure 5.5

According to ninth grade NWEA data (Fall 2018, Spring 2019 and Fall 2019), the students scored lowest in literary text: key ideas and details, with an overall average of 27% proficient (Figure 5.1-5.2).

According to tenth grade NWEA data (Fall 2018, Spring 2019 and Fall 2019), the students scored lowest in the areas of literary text: key ideas and details and informational text: key ideas and details, with an average of 41% proficient in each of the previously mentioned strands(Figure 5.1 and 5.3).

According to eleventh grade NWEA data (Fall 2018, Spring 2019, and Fall 2019), the students scored lowest in the area of informational text: language and craft (Figure 5.1 and 5.4).

According to ninth grade ELA OST data (2017, 2018, and 2019), the students scored lowest in literary text, with an overall average of 28% proficient (Figure 5.5).

According to tenth grade ELA OST data (2017, 2018, and 2019), the students scored lowest in literary text, with an overall average of 23% proficient. (Figure 5.5).

High school special education students' OST performance almost mirrored that of both elementary and middle school students, with the students performing at less than 1% proficiency in Spring 2017, Spring 2018, and Spring 2019.

Eleventh grade does not take an OST ELA assessment.

NWEA MAP tests give the district an assessment of students' reading ability along with prescriptive skills needed to improve each students' reading ability. In addition to the student scores being broken down by Ohio's Critical Areas of Focus for English Language Arts they are also broken down by Lexile Levels. 68% of Shaw grades 9-11 students score at a Lexile level of 5th grade reading ability or below. 45% of Shaw grades 9-11 students score at a Lexile level of 3rd grade reading ability or below.

As the ELA skills get more challenging, teachers are less prepared to teach the harder curriculum. Low OST and NWEA proficiency numbers raises the question of the capacity of our teaching staff to implement evidence-based strategies in their classrooms at the RTI Tier 1 and 2 levels. Very low OST and NWEA proficiency numbers for special education students further raises questions about our tiered supports. Finally, Students in grades 9-11 lack the morphemic awareness skills necessary to focus on the skill of reading to learn.

Instead our students spend too much valuable time struggling to get past the learning to read phase

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Describe the district's or community school's literacy mission and/or vision statement. The Department's literacy vision is described in Section 4 of [Ohio's Plan to Raise Literacy Achievement](#).

The mission of East Cleveland City School District is: We will provide the children of East Cleveland with the academic and social-emotional preparation to succeed in the college and/or career pathway of their choice.

The vision is East Cleveland City School District will be the model urban school system for student achievement focused on the whole child.

Through this vision and mission East Cleveland City School District will foster a community of diverse learners where all students will be provided evidence based instructional strategies to increase student achievement across all content areas and levels.

Our plan is aligned to the Ohio's Plan to Raise Literacy Achievement in the following ways:

1. We have embedded the Simple View of Reading (decoding and language comprehension)..
2. The district is focusing on the continuum of literacy development,
3. Our plan is grounded in evidence-based language and literacy based practices.
4. Also, the district is enhancing partnerships and collaborations of general and special education practices by co-teaching and collaborative efforts across the content areas.
5. Community, parents and Educational Service Center of Northeast Ohio are essential stakeholders in the process.

The Reading Achievement plan is also fully aligned to the East Cleveland Recovery and Revitalization plan.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Describe the measurable learner performance goals addressing learners' needs (Section 3) that the Reading

Achievement Plan is designed to support progress toward. The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

If the East Cleveland City School District implements a system of reading instruction that:

- delivers Ohio Learning Standards-aligned curriculum in a safe and supportive environment;
- drives learning by continually collecting, analyzing and acting on student performance data to improve teaching and learning;
- designs and adopts a system of quality professional development that supports all stakeholders in meeting their professional and district determined goals;

then we will ensure our students are socially, emotionally and academically prepared to succeed in college or career of their choice.

The two goals from the East Cleveland City School District Revitalization and Recovery plan that are supported by the Reading Achievement Plan are:

- Our overall performance index (PI) on the local report card will increase from 56.4 to 66.0 by June 2020. (80.0 by June 2021).
- Our overall graduation rate on the local report card will increase from 74.2 (class of 2018) to 80.0 (class of 2019) to 88.0 (class of 2020) to 93.0 (class of 2021).

SECTION 6: ACTION PLAN MAP(S)

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans.

Goal #1- Action Plan Map: Develop a reading block that includes reading comprehension strategies through the use of Journeys that will increase the third grade OST scores from 43% to 58% by June 2020.

Goal Statement: Third Grade Reading Guarantee: Increase the percentage of students meeting or exceeding the Third grade proficiency standards.

Evidence-Based Practice: Educators will use reading comprehension strategies. These strategies are:

- activating prior knowledge
- questioning
- visualization
- monitoring, clarifying, or fix up
- inference
- retelling

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teaching and Learning: Train all K - 6 teachers and intervention specialists, Title I reading specialists, elementary principals, curriculum specialists and curriculum directors in the use of the above reading strategies during professional development days and design lab. Model one strategy for teachers during each design lab.	Implementation and Monitoring: During design lab teachers will be shown and instructed to use at least one strategy to implement for comprehension. During walkthroughs, district administrators will look for evidence of the pedagogical strategy introduced during design lab	Reteaching: Based upon the reading instruction walkthroughs and student achievement data, teachers will receive descriptive feedback on their implementation from administrators referencing how to improve the delivery of reading comprehension strategies. Monthly professional development will be planned and executed based on data from walkthroughs and student achievement. Individual teacher instructional coaching by the curriculum specialists will be given to the teachers demonstrating the most need

	Action Step 1	Action Step 2	Action Step 3
		and professional development days. Data from the walkthroughs and illuminate student achievement data will be used to monitor implementation progress	from their walkthroughs and student achievement data.
Timeline	September 2019 - January 2020	September 2019 - June 2020	September 2019 - June 2020
Lead Person(s)	Felicia Curtain, Curriculum Specialist Felicia Woods Wallace, Curriculum Specialist	Felicia Curtain, Curriculum Specialist Felicia Woods Wallace, Curriculum Specialist	Felicia Curtain, Curriculum Specialist Felicia Woods Wallace, Curriculum Specialist
Resources Needed	Professional Development Books Instructional Materials Illuminate Cycle Data Walkthrough Data	Professional Development Books Instructional Materials Illuminate Cycle Data Walkthrough Data	Professional Development Books Instructional Materials Illuminate Cycle Data Walkthrough Data
Specifics of Implementation	Curriculum specialists outlined evidenced based strategies for comprehension Curriculum specialists planned which strategies that will be introduced at each design lab based on instructional sequencing chart for rough draft professional development was outlined through January 2020 Reading block structures were introduced to teachers and briefly discussed.	Teachers received first professional development in August of 2019 Instructional strategies were introduced at monthly design labs from September through November 2019 Walkthroughs were completed and analyzed from September through November 2019. Professional development has been planned through January 2020. Student achievement data has been analyzed.	Based on walkthrough and student achievement data, professional development is being planned for December 2019 and individual instructional coaching support is taking place. Additional professional development will be planned for 2020 and 202.
Measure of Success	R-TFI Data student achievement data Journeys portion of reading block outlined Professional development and design lab schedule	R-TFI Data walkthrough data student achievement data TBT and BLT documentation Design lab templates implementation of	R-TFI Data professional development planning notes student achievement data teacher coaching notes

	Action Step 1	Action Step 2	Action Step 3
	Design lab warehouse templates	Journeys reading block	
Check-in/Review Date	Monthly based on the 20-day instructional cycle	Monthly based on the 20-day instructional cycle	Monthly based on the 20-day instructional cycle

Goal #2- Action Plan Map

Goal Statement: Develop a reading block that includes the foundational skills of phonemic awareness and phonics that will increase the third grade OST scores from 43% to 58% by June 2020.

Evidence-Based Practice: Daily phonics lessons taught using the five components of reading instruction. Teaching phonics is an Institute of Education Science's "Teach students to decode words, analyze word parts, and write and recognize words" strong evidence strategy. Daily Phonemic Awareness lessons taught using the 10 components of phonemic awareness instruction. Teaching phonemic awareness is an Institute of Education Science's "Develop awareness of the segments of sounds in speech and how they link to letters: strong evidence strategy."

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teaching and Learning: Train all K - 6 teachers and intervention specialists, Title I reading specialists, elementary principals, curriculum specialists and curriculum directors in the use of the above reading strategies during professional development days and design lab. Model one strategy for teachers during each design lab.	Implementation and Monitoring: During design lab teachers will be shown and instructed to use at least one strategy to implement for comprehension. During walkthroughs, district administrators will look for evidence of the pedagogical strategy introduced during design lab and professional development days. Data from the walkthroughs and illuminate student achievement data will be used to monitor implementation progress	Reteaching: Based upon the reading instruction walkthroughs and student achievement data, teachers will receive descriptive feedback on their implementation from administrators referencing how to improve the delivery of reading comprehension strategies. Monthly professional development will be planned and executed based on data from walkthroughs and student achievement. Individual teacher instructional coaching by the curriculum specialists will be given to the teachers demonstrating the most need from their walkthroughs and student achievement data.
Timeline	September 2019 - June 2020	September 2019 - June 2020	September 2019 - June 2020
Lead Person(s)	Felicia Curtain, Curriculum Specialist Felicia Woods Wallace, Curriculum Specialist	Felicia Curtain, Curriculum Specialist Felicia Woods Wallace, Curriculum Specialist	Felicia Curtain, Curriculum Specialist Felicia Woods Wallace, Curriculum Specialist
Resources Needed	Professional Development Books Instructional Materials Illuminate Cycle Data Walkthrough Data	Professional Development Books Instructional Materials Illuminate Cycle Data	Professional Development Books Instructional Materials Illuminate Cycle Data Walkthrough Data

	Action Step 1	Action Step 2	Action Step 3
		Walkthrough Data	
Specifics of Implementation	Curriculum specialists and the State Support Team led professional development in phonemic awareness and phonics Curriculum specialists planned professional development in phonemic awareness and phonics for the 2019-20 school year Reading block structures were introduced to teachers and discussed	Teachers received first professional development in August of 2019 Phonemic Awareness coaching and planning was conducted throughout K-3 Walkthroughs were completed and analyzed from September through November 2019. Professional development has been planned through January 2020 Student achievement data has been analyzed.	Based on walkthrough and student achievement data, professional development is being planned for December 2019 and individual instructional coaching support is taking place. Additional professional development will be planned for 2020 and 2021.
Measure of Success	R-TFI Data Student achievement data Foundational reading skills portion of reading block outlined Professional development schedule	R-TFI Data Walkthrough data Student achievement data TBT and BLT documentation Implementation of Foundational skills portion of reading block	R-TFI Data Professional development planning notes Student achievement data Teacher coaching notes
Check-in/Review Date	Monthly based on the 20-day instructional cycle	Monthly based on the 20-day instructional cycle	Monthly based on the 20-day instructional cycle

Goal #3- Action Plan Map (Secondary)

Goal Statement: Educators will provide students with explicit vocabulary instruction, specifically morphemic awareness, in 7th through 9th grade ELA classes which will increase OST scores as follows:

7th grade - 19% in Spring 2019 to 39% in Spring 2020

8th grade - 17% in Spring 2019 to 38% in Spring 2020

10th grade - 40% in Spring 2019 to 54% in Spring 2020

Evidence-Based Practice: Provide explicit vocabulary instruction.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teaching and Learning: Train all K - 6 teachers and intervention specialists, Title I reading specialists, elementary principals, curriculum specialists and curriculum directors in the use	Implementation and Monitoring: During design lab teachers will be shown and instructed to use at least	Reteaching: Based upon the reading instruction walkthroughs and student achievement data, teachers will receive descriptive feedback on their

	Action Step 1	Action Step 2	Action Step 3
	of the above reading strategies during professional development days and design lab. Model one strategy for teachers during each design lab.	one strategy to implement for comprehension. During walkthroughs, district administrators will look for evidence of the pedagogical strategy introduced during design lab and professional development days. Data from the walkthroughs and illuminate student achievement data will be used to monitor implementation progress	implementation from administrators referencing how to improve the delivery of reading comprehension strategies. Monthly professional development will be planned and executed based on data from walkthroughs and student achievement. Individual teacher instructional coaching by the curriculum specialists will be given to the teachers demonstrating the most need from their walkthroughs and student achievement data.
Timeline	November 2019 – June 2020	November 2019 – June 2020	November 2019 – June 2020
Lead Person(s)	Monique Ceasor, Curriculum Specialist Bradley Lanier, Curriculum specialist Bennie Neal, Curriculum Specialist	Monique Ceasor, Curriculum Specialist	Monique Ceasor, Curriculum Specialist
Resources Needed	Professional Development Books Instructional Materials Illuminate Cycle Data Walkthrough Data	Professional Development Books Instructional Materials Illuminate Cycle Data Walkthrough Data	Professional Development Books Instructional Materials Illuminate Cycle Data Walkthrough Data
Specifics of Implementation	Curriculum specialists and the State Support Team led professional development morphemic awareness Curriculum specialists planned professional development in morphemic awareness for the 2019-20 school year	Teachers received first professional development in November of 2019. Morphemic Awareness planning was conducted for grades 4-12. Walkthroughs were completed and analyzed from September 2019 through November 2019. Professional development has been planned through January 2020 Student achievement data has been analyzed.	Based on walkthrough and student achievement data, professional development is being planned for December 2019 and individual instructional coaching support is taking place. Additional professional development will be planned for 2020 and 2021.
Measure of Success	R-TFI Data Student achievement data Professional development schedule for morphemic awareness	R-TFI Data Walkthrough data Student achievement data TBT and BLT documentation	R-TFI Data Professional development planning notes Student achievement data Teacher coaching notes
Check-in/Review Date	Monthly based on the 20- day instructional cycle	Monthly based on the 20-day instructional cycle	Monthly based on the 20-day instructional cycle

Goal #4- Action Plan Map (Secondary)

Goal Statement: Educators will provide students with explicit reading strategies, in 7th through 12th grade ELA classes which will increase OST and ACT scores as follows:

7th grade - 19% in Spring 2019 to 39% in Spring 2020

8th grade - 17% in Spring 2019 to 38% in Spring 2020

10th grade - 40% in Spring 2019 to 54% in Spring 2020

11th grade - % in Spring 2019 to % in Spring 2020

Evidence-Based Practice:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teachers will participate in research-based language and literacy professional learning targeting comprehension.	Grade level data analysis: MAP Illuminate	Implementation and Monitoring: Curriculum specialist and building leaders will complete walkthroughs to assess the progress of the implementation
Timeline	2019-2020 school year	2019-2020 school year	2019-2020 school year
Lead Person(s)	Monique Ceasor, Curriculum Specialist Bradley Lanier, Curriculum Specialist Bennie Neal, Curriculum Specialist	Monique Ceasor, Curriculum Specialist Bradley Lanier, Curriculum Specialist Bennie Neal, Curriculum Specialist	Monique Ceasor, Curriculum Specialist Bradley Lanier, Curriculum Specialist Bennie Neal, Curriculum Specialist
Resources Needed	Curriculum specialists and the State Support Team led professional development in phonemic awareness and phonics Curriculum specialists planned professional development in phonemic awareness and phonics for the 2019-20 school year Reading block structures were introduced to teachers and discussed	Teachers received first professional development in August of 2019 Phonemic Awareness coaching and planning was conducted throughout K-3 Walkthroughs were completed and analyzed from September through November 2019. Professional development has been planned through January 2020 Student achievement data has been analyzed.	Based on walkthrough and student achievement data, professional development is being planned for December 2019 and individual instructional coaching support is taking place. Additional professional development will be planned for 2020 and 2021.
Specifics of Implementation	R-TFI Data Student achievement data Foundational reading skills portion of reading block outlined Professional development schedule	R-TFI Data Walkthrough data Student achievement data TBT and BLT documentation Implementation of Foundational skills portion of reading block	R-TFI Data Professional development planning notes Student achievement data Teacher coaching notes
Measure of Success	Curriculum specialists and the State Support Team led professional development in phonemic awareness and phonics Curriculum specialists planned professional development in	Teachers received first professional development in August of 2019 Phonemic Awareness coaching and planning was conducted throughout K-3	Based on walkthrough and student achievement data, professional development is being planned for December 2019 and individual instructional coaching support is taking place.

	Action Step 1	Action Step 2	Action Step 3
	phonemic awareness and phonics for the 2019-20 school year Reading block structures were introduced to teachers and discussed	Walkthroughs were completed and analyzed from September through November 2019. Professional development has been planned through January 2020 Student achievement data has been analyzed.	Additional professional development will be planned for 2020 and 2021.
Check-in/Review Date	Monthly	Monthly meetings	Weekly check-ins

Goal #5- Action Plan Map (Kindergarten - 3rd Grade)

Goal Statement: Establish Progress Monitoring: To increase the primary phonological awareness and phonics skills levels by 15% by spring of 2020 as measured by the Ohio State Assessment

Evidence-Based Practice: Progress Monitoring

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teachers will participate in research-based language and literacy professional learning targeting comprehension.	Grade level data analysis MAP Illuminate	Implementation and Monitoring Curriculum specialist and building leaders will complete walkthroughs to assess the progress of the implementation
Timeline	2019-2020 school year	2019-2020 school year	2019-2020 school year
Lead Person(s)	Monique Ceasor, Curriculum Specialist Bennie Neal, Curriculum Specialist Bradley Lanier, Curriculum Specialist	Monique Ceasor, Curriculum Specialist Bennie Neal, Curriculum Specialist Bradley Lanier, Curriculum Specialist	Monique Ceasor, Curriculum Specialist Bennie Neal, Curriculum Specialist Bradley Lanier, Curriculum Specialist
Resources Needed	Teachers need access to the strong Tier 1 literacy plan Research-Based professional development State Support Team Members Substitute costs Professional Development funding	Substitute costs (rotating subs) Time (TBT, planning time) MAP Data	Calibration Meeting with Administrators Professional Development for Administrators on Walkthrough Protocol
Specifics of Implementation	Teachers will acquire knowledge, skills, and abilities of Scientifically-Based Reading Research so they understand how to implement with fidelity these best practices in comprehension.	Monthly grade level data analysis meetings will occur The first meeting will result in the development of strong Tier 1 comprehension Grade Level instructional plans based on the data analysis.	Administrators will meet to discuss and calibrate on the Walkthrough Protocol Administrators will perform instructional rounds.
Measure of Success	Module completion data- Training evaluation data including identification of all	Analysis of data. Instructional plans for comprehension based on the needs of the students.	Training evaluation data Fidelity data Assessment data

	Action Step 1	Action Step 2	Action Step 3
	teachers participating in the research-based comprehension skills PD.		
Check-in/Review Date	Monthly	Monthly meetings	Weekly check-ins

SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL(S)

Describe how progress toward learner performance goals (Section 5) will be monitored, measured and reported.

The four components of the action map are 1) Develop a reading block that includes reading comprehension strategies through the use of Journeys that will increase the third grade OST scores from 43% to 58% by June 2020; 2) Develop a reading block that includes the foundational skills of phonemic awareness and phonics that will increase the third grade OST scores from 43% to 58% by June 2020; 3) to increase secondary students literary and informational reading vocabulary by 15% via incorporating morphemic awareness instructional strategies into daily practice by June 2020 and 4) to increase secondary students' literary and informational reading comprehension 15% by spring of 2010 as measured by the Ohio State Test. It is also our goal to decrease non-academic barriers and increase academic achievement are driven by data from three areas: teacher self-assessment surveys, student academic performance, and walk through feedback.

The effectiveness of the four components of the action map will be monitored by teacher reflection, student performance data, student-produced artifacts, documented classroom walk throughs with feedback, interdisciplinary collaboration in OIP structures, and teacher self-assessment surveys.

The effectiveness of the four components of the action map are measured by analyzing student academic performance data on benchmark assessments, aggregating walk through data, and analyzing teacher self-assessment surveys. The impact of efforts to minimize non-academic achievements will also be measured by analyzing the above mentioned data. All efforts are designed to lead to an increase in student academic achievement.

The results are of the four components of the action map reported to the DLT, BLTs, and TBTs. In the event that students are not progressing to their achievement goals as outlined by the measurable student performance goal in Section 5 , each team (DLT, BLT, TBT) must respond according to the time-line established in the action plan map with next steps for implementation in terms of fidelity or a shift in strategies.

Implementing and monitoring these four areas deeply will impact grade level achievement and be evidenced by reaching the following goals:

All students in the East Cleveland City School District will show improved achievement outcomes through the delivery of relevant, rigorous, appropriate instruction that utilizes differentiation strategies in literacy.

The District has determined that we will know that the components of the action map are successful when we decrease the gap from our current level of proficiency to the state standard by at least 50% each year until the state standard is reached. Progress toward the goals mentioned below will be monitored by benchmark assessments, diagnostic assessments and RIMPS.

Currently, the goal is based on 50% of the difference between the state benchmark and the current level of proficiency. In order to satisfy sufficient stretch, grade levels that meet the goal will be assigned a new, more rigorous goal.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS
SECTION 8 PART A: STRATEGIES TO SUPPORT LEARNERS

Describe the evidence-based strategies identified in Section 6 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans.

From the analysis of the District Data the following strategies have been selected in the two components of the simple view of reading:

1. Decoding
2. Language Comprehension

This Simple View of Reading can be used across various content areas.

The evidence -based practices for literacy improvement for all students are based in phonics, phonemic awareness and morphemic awareness. Heggerty is based on a scope and sequence of skills for students in grades Pre-K-3, each level focusing on eight phonemic awareness skills, along with two additional activities to develop letter and sound recognition, and language awareness. Fundations is aimed at students in grades K–3 and involves daily 30-minute lessons which focus on skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, spelling, and vocabulary development. Morphemic awareness is the recognition, understanding, and use of word parts that carry significance, but it is often overlooked in the learning process. Learn activities that help integrate morphological awareness for students learning to read and write.

Reading strategies

- activating prior knowledge
- questioning
- visualization
- monitoring, clarifying, or fix up
- inference
- retelling

The evidence based strategies that will be used to meet the specific students' needs and improve instruction will be divided into three areas of impact: curriculum, instruction, and assessment. These strategies are evidence based that have been proven to be successful in supporting students to improve literacy skills as measured by Hattie's ranking of influences on visible learning.

The following will be a description of how these strategies support students on reading improvement and monitoring plans.

- **Curriculum**
  - o The district implements a curriculum that utilizes research-based materials, interventions, and strategies that align with Ohio learning standards and effective literacy instruction practices.
  - o The district will continue implementation of a differentiated curriculum, with the essential components of reading instruction embedded explicitly and systematically.
  - o The district will provide a multi-tiered system of delivery (UDL) and support (RtI) in all grade levels and content areas. Research was utilized from both the National Center on Universal Design for Learning and Center for Response to Intervention.
- **Instruction**
  - o Students will receive high quality, grade appropriate literacy instruction by way of a committed 120-minute literacy block in which all teachers will utilize the components of effective literacy instruction including phonemic awareness, phonics, fluency, vocabulary, comprehension and writing. All teachers will systematically teach word study, using methods such as word walls, word sorts, reference aids, and nonlinguistic representation. Research was utilized from Chall's stages of development, the National Panel of Reading and Simple View of Reading to identify appropriate high yield areas of focus. (Grades K-3 2 hours, and grades 4-6 90 minutes)
  - o The district utilizes a multi-tiered system of support to address the needs of all learners which is driven by the data gathered from formal, informal, summative, and formative assessments. The instructional framework consists of 20- day instructional cycles (with predetermined academic content standards based on student performance data and the State's Reading Assessment blueprint) where students are administered a pre-assessment to determine students' needs. Illuminate Progress monitoring and MAP are administered as progress checks during the 20-cycle. The data gathered from the assessments are used to make instructional adjustments.

SECTION 8 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)

Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:

1. Be effective;
2. Show progress; and
3. Improve upon strategies utilized during the two prior consecutive school years.

This section will describe how the evidenced based strategies identified will support the district's multi-tiered system of support, Universal Design for Learning, and data-based decision making.

- The district implements a curriculum that utilizes research-based materials, interventions, and strategies that align with Ohio learning standards and effective literacy instruction practices.
- The district will continue implementation of a differentiated curriculum, with the essential components of reading instruction embedded explicitly and systematically.
- The district will provide a multi-tiered system of delivery (UDL) and support (RtI) in all grade levels and content areas.
- Instruction in the district is evaluated frequently through the use of various data sources. These sources included but not limited to: assessment data, meeting agendas and summaries from the Ohio Improvement Process (OIP), walkthrough data and feedback, Ohio Teacher Evaluation System (OTES), EVAAS Data, current research data, and resources. Teachers work collaboratively to ensure that the instruction meets the needs of diverse learners. The evaluation of instruction is systematically embedded into the culture of the district. Feedback is collected, analyzed, shared, and utilized to make changes to increase student achievement for all learners.
- The district provides structures for the use of RtI to identify students that need additional literacy support, including students that are in need of intensive support, core support, and those who are reading at advanced levels.
- The district provides guidance, support, and differentiated professional development on the use of a balanced system of assessments, including formative, benchmark, and summative assessments to ensure that students literacy academic needs are addressed.
- The district communicates the assessment results to all stakeholders to reflect the most recent student performance data.

The results of the four components of the action map are reported to the DLT, BLTs, and TBTs. In the event that students are not progressing to their achievement goals as outlined by the measurable student performance goal in Section 5 , each team (DLT, BLT, TBT) must respond according to the timeline established in the action plan map with next steps for implementation in terms of fidelity or a shift in strategies.

SECTION 8 PART C: PROFESSIONAL DEVELOPMENT PLAN

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Districts may choose to use the professional development template developed for the Striving Readers Comprehensive Literacy Grant.

This section will outline how the district plans to support the faculty and staff in the implementation and ongoing training of existing and new evidence-based strategies which will support the Reading Achievement Plan.

- * The district will first communicate the Reading Achievement Plan to all stakeholders through the existing team structures established in the OIP process (DLT, BLT, and TBT)
- * The district will use the following criteria to evaluate all current and new professional development in literacy. The criteria shall be that the professional development is high quality, job-embedded, ongoing, and evidenced based. To ensure that all stakeholders are sufficiently trained, differentiated professional development will be offered for administrators, teachers, and support personnel.
- * The district will offer training in the areas of literacy to parents and community partners. Parent mentors, parent liaisons, and parent organizations will be key bodies used in disseminating this information.
- * The district will collaborate with administrators to build capacity in using data to allocate resources, analyze trends, create SMART goals and make informed decisions about professional development.
- * The district will provide professional development in the use of complex texts, resources, and literacy rich experiences that facilitate the components of the Simple View of Reading. Professional development will be planned and implemented based on adult implementation data (Currently District-wide PD sessions are scheduled

for December 2019 , February 2020 , March 2020 and April 2020). Additional pd dates and sessions will be added to the PD schedule, as needed based on student performance and adult implementation data.

* The district will ensure that literacy, instructional coaches, and administrators have professional development that includes adult learning theories to assist teachers with literacy instruction in all content areas.
* The district will provide professional development for secondary teachers that promotes the use of comprehension skills for reading diverse texts in all content areas.
* The district will utilize development of academic vocabulary in all content areas.

This is the evidence that the district will utilize in implementing and evaluating professional development as it pertains to the Reading Achievement Plan.

A chart that helps DLT, BLTs and TBTs make decisions has been included in the appendices to ensure effectiveness and improve upon existing strategies. Chall's stages of development is also included to help teams make instructional decisions.

APPENDICES

You might include a glossary of terms, data summary, key messages, description of program elements, etc., as needed.

Narrative for Section 1- The East Cleveland City School District Leadership Team is the result of several years of planning and analyzing information to meet the needs of our students. The team sought input from various stakeholders, students, committees, Board members, administrators, and community representatives. Our goals were based largely on analysis of the most current data on student performance, attendance and graduation. The District Leadership Team implements and monitors the District Continuous Improvement Plan. There is a diverse representation of stakeholders on the DLT including, teachers, administrators, building level and central office, parents, State Support Team members and community members. The plan will be monitored through the DLT meetings/agenda items. The district communicates the assessment results to all stakeholders to reflect the most recent student performance data.

The results of the three components of the action map are reported to the DLT, BLTs, and TBTs. In the event that students are not progressing to their achievement goals as outlined by the measurable student performance goal in Section 5 , each team (DLT, BLT, TBT) must respond according to the timeline established in the action plan map with next steps for implementation in terms of fidelity or a shift in strategies. A chart that helps DLT, BLTs and TBTs make decisions has been included in the appendices to ensure effectiveness and improve upon existing strategies. The team will communicate the plan through an extensive roll-out via DLT, BLT and TBTs. We will also utilize electronic communications and existing staff meeting structures. The monitoring of the plan will serve to clarify expectations.

2. Five Principles of Differentiation is a resource used to describe key areas of differentiated instruction that teachers are expected to utilize to meet the individualized needs of students;

3. Chall's Stages of Reading Development - this guide helps stakeholders to understand the zone of appropriate development for various ages/ grades as it relates to literacy.

3. MAP assessment is the benchmark/progress monitoring assessment tool utilized by East Cleveland City School District and has been recognized by the National Center on Response to Intervention as an effective assessment tool.

4. East Cleveland City School District is the document that guides the improvement efforts, goals, strategies and action steps of the District.

5. East Cleveland City School District Tiers of Academic and Non-Academic System of Support Guide Sheet.

6. Ohio Plan to Raise Literacy Achievement from the Ohio Department of Education.