



**Department
of Education**

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

June 15, 2020

Dear Superintendent,

Thank you for submitting the Elyria City Schools 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 below feedback associated with the district's submitted Reading Achievement Plan.

Strengths of the Reading Achievement Plan:

- The plan included a root cause analysis and district action for internal and external factors contributing to low reading achievement.
- The plan includes specific grade level measurable goals.
- Data analysis of foundational skills by grade band

This plan will benefit from:

- Further refinement of the learner performance sub goals
- Inclusion of professional development that is aligned with supporting students' foundational skills in reading and writing.

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.

Sincerely,

Melissa Weber-Mayrer, Ph.D.

Director, Office of Approaches to Teaching and Professional Learning

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Columbus, Ohio 43215
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READING ACHIEVEMENT PLAN

DISTRICT NAME: Elyria City Schools

DISTRICT IRN: 043943

DISTRICT ADDRESS: 42101 GRISWOLD ROAD, ELYRIA, OHIO 44035

PLAN COMPLETION DATE: December 18, 2019

LEAD WRITERS: Natalie Matthews, Amy Keir, Lisa Plas, Sheri Grove, Jacqui Edwards, Jessica Barwacz

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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
Natalie Matthews	Dir. Of Academic Services	ECSD	matthewsnatalie@elyriaschools.org
Amy Keir	Teaching and Learning Coordinator	ECSD	keiramy@elyriaschools.org
Sheri Grove	Reading Specialist	ECSD	grovesheri@elyriaschools.org
Lisa Plas	Literacy Implementation Specialist	ECSD	plaslisa@elyriaschools.org
Jacqui Edwards	Reading Specialist	ECSD	edwardsjacqui@elyriaschools.org
Jessica Barwacz	Principal	ECSD	barwaczjessica@elyriaschools.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.

The Elyria City Schools literacy leadership team is comprised of members across our K-12 grade bands, which includes elementary, middle, and high school levels. Further, these members represent classroom general education teachers, Title I teachers, Title 1 Tutors, special education teachers, implementation specialists, and administrators. Many are also members of our District Leadership Team (DLT). The work of the literacy leadership team and, hence, the work of this RAP, has been identified as literacy priorities specific due to The Elyria City Schools through the Decision Framework and Root Cause Analysis.

Monitoring and communication of action steps related to student instruction will occur in all levels of our OIP, so that our goals are shared in a united effort. The RAP will be shared and discussed at weekly Teacher Based Teams (TBTs), monthly Building Leadership Teams (BLTs), and quarterly District Leadership Teams (DLTs) meetings with staff. Our focused meetings provide ongoing and structured conversations based on our goals and student progress toward achievement based on these goals. In addition to Standardized Tests for the Assessment of Reading (STAR) and NWEA Measure of Academic Progress (MAP), student progress monitoring occurs through our program-embedded measures with Wilson Foundations, Leveled Literacy Instruction (LLI), Reading Recovery, Next Step to Guided Reading Assessment (NSGRA), Smarty Ants, and Achieve 3000. Communication to parents about our Tier 1 instruction occurs in teacher and school-based newsletters on a monthly bases. Class Dojo, Remind and Band Apps and Google Classroom are used to connect students, teachers, and parents with daily instruction in the classroom communities. Further communication to parents occurs as students need scaffolded supports through MTSS in Intervention Assistance Team (IAT) meetings and in the case of gifted students, through Written Education Plans (WEPs).

We feel strongly that each building leader should be an instructional leader and highly trained in all programs and practices. Principals must attend all trainings that their teachers attend, and we design “look for” sheets to aid them in their observation/evaluation of teachers on a daily basis. Principals will support the monitoring and communication of the RAP having this knowledge and presence at such meetings.

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 RAP is aligned and supports our overall continuous improvement goals and efforts within our district and our school community. Our district has embarked on a partnership with the learning organization known as the Schlechty Center. Our partnership embraces stakeholder involvement at every level, including the students. As we directly stated in our CCIP goals, we are working towards closing our achievement gaps in all subgroup areas while increasing instructional time by decreasing time taken to address negative student behaviors. The Schlechty Center guides our work through support and training to offer our students learning opportunities that facilitate internal motivation, optimal and diverse learning for all. We believe our continuous efforts to build a learning culture rather than a bureaucratic one will close those gaps.

The Teachers will attend professional learning workshops and participate in job-embedded coaching directly related to Comprehensive Continuous Improvement Plan (CCIP) goals, strategies, and action steps. These goals directly impact the achievement gap:

- By **2021**, all buildings will be rated a “C” or better in gap closure (AMO).
- By 2021, the Elyria Schools community will implement “Positive Behavior Interventions and Support” (PBIS)

Teachers will be working directly with our Teaching and Learning Coordinator and Literacy Implementation Specialist throughout the year. Collaboration, workshops, and parent meetings will occur to support the reading and writing programs and interventions. We will continue to train teachers in best practices, instructional strategies and technology. Examples of training that will be provided include Wilson Foundations, Guided Reading, Leveled Literacy Intervention, Reading Recovery, Running Records, Star Enterprise, all staff will be trained in PAX Behavior Game, and NWEA MAP reporting and monitoring training. Additionally, we will collaborate with teachers to plan for effective instruction. Supplies purchased will support intervention work done with students such as Guided Reading and Math and other material needed to work with students. This will also support parent involvement activities to extend learning such as family literacy nights and the supplies needed to make this work effective. We will continue working with the program Achieve3000 and Smarty Ants which is a differentiated online solution that combines proven pedagogy, advanced technology, and superior service/support to enable students to meet all important readiness goals. We are also using these programs for ELL and SPED students.

In order to meet the needs of our ELL population additional support has been added within the hub ELL buildings (Franklin, Eastern Heights, Elyria High). These supports include: One TESOL teacher, 2 Spanish speaking tutors, and 1 Spanish speaking ParaProfessional at each hub school. These staff members receive professional learning from TESOL teachers on the subject of TESOL Model and SIOP in meeting four times a year. In addition, parents receive progress monitoring reports sent home four times with the progress their student made and interventions being used to help them achieve.

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.**

Data is collected, analyzed, and acted upon in a continuous improvement cycle in our district. Specifically, literacy building blocks are examined from the point which children become Elyria City Schools students, often PreK or Kindergarten, but in many cases, we receive students in their middle or high school years. Entering students are assessed utilizing formative measures and diagnostics to determine literacy abilities and needed areas of support.

Data is provided below:

Grade Level	KRA -demonstrating readiness Fall 2019	KRA -demonstrating readiness Fall 2018	STAR Early Lit - fall 2016	STAR Early Lit - spring 2017	STAR Early Lit - fall 2017	STAR Early Lit - fall 2019	STAR Reading - Spring 2017	STAR Reading - Fall 2017	STAR Reading - Fall 2019
KG	Demonstrating Readiness: 20% (99) Approaching Readiness: 44% (211) Emerging Readiness: 36% (175)	Demonstrating Readiness: 28% (127) Approaching Readiness: 34% (156) Emerging Readiness: 38% (172)	Phonemic Awareness: 14	Phonemic Awareness: 38	Phonemic Awareness: 32	Phonemic Awareness: 31			
			Phonics: 13	Phonics: 36	Phonics: 30	Phonics: 28			
			Structural Analysis: 9	Structural Analysis: 28	Structural Analysis: 23	Structural Analysis: 22			
			Sentence Comp: 9	Sentence Comp: 30	Sentence Comp: 25	Sentence Comp: 24			
			Paragraph Comp: 11	Paragraph Comp: 29	Paragraph Comp: 25	Paragraph Comp: 24			
1st grade			Phonemic Awareness: 33	Phonemic Awareness: 63	Phonemic Awareness: 54	Phonemic Awareness: 50		Below 25 - 104/425 (24.5%)	Below 25 - 38%
			Phonics: 31	Phonics: 62	Phonics: 52	Phonics: 51		26-49 - 212 (49.9%)	26-49 - (39.4%)
			Structural Analysis: 24	Structural Analysis: 55	Structural Analysis: 44	Structural Analysis: 42		50-74 - 62 (14.6%)	50-74 - (14%)
			Sentence Comp: 26	Sentence Comp: 58	Sentence Comp: 47	Sentence Comp: 45			
			Paragraph Comp: 25	Paragraph Comp: 54	Paragraph Comp: 44	Paragraph Comp: 43		75 & up - 47 (11.1%)	75 & up - (8.6%)
2nd grade							0-49 - 50.6%	Below 25 - 196/401 (48.9%)	Below 25 - (53.1%)
								26-49 - 78 (19.5%)	26-49 - (18.2%)
								50-74 - 65 (16.2)	50-74 - (14.7)
							50 & up - 49.4%	75 & up - 62 (15.5%)	75 & up - (14%)
3rd grade								Below 25 - 217/461 (47/1%)	Below 25 - (46%)
							0-49 - 52.1%	26-49 - 109 (23.6%)	26-49 - (24%)
								50-74 - 87 - 18.9%	50-74 - - 15.7%
							50 & up - 47.9%	75 & up - 48 (10.4%)	75 & up - 14.3(%)

Using the guidance of research and state policies, the literacy instructional program in Elyria City Schools is designed and implemented with our students at the core. Elyria's Student Outcome Data Analysis, on which our Measurable Goals are based in this Reading Achievement Plan, suggest the lack of reading foundational skills for 1<-3 students. Specifically, these skills are Phonics and Phonemic Awareness which provide the foundation for learning trajectories in reading, according to Society for Research in Child Development Social Policy Report, volume 30, number 2, 2017, "PK-3: What Does It Mean For instruction?". These are key predictors of later reading comprehension

When we looked at the STAR data from the 2018-2019 school year, grades 6-8, over 60% of the students scored below the 50th percentile. As we know this suggests huge deficits in on grade level reading proficiency. In line with these findings in our STAR data, we have received the OST data from the 2018-2019 school year. The percentages are as follows:

Grade	Reading Percent Proficient
4	46.3
5	63.8
6	44.3
7	55.9
8	51.3

It is evident that the STAR data and OST data are consistent in their findings and we have many students working below grade level in literacy.

It has been the trend for over 10 years that our students have entered with decreasing amounts of literacy skills. ODE Kindergarten Readiness Assessment (KRA) and STAR Early Literacy Assessment provide benchmarks for our young learners in the areas of phonemic awareness, phonics, structural analysis, sentence composition, and paragraph composition. Across these subskills, our students are not on track entering our schools. Additionally, many of our students enrolling in their later grades are many years behind in securing literacy skills. This can be attributed in many cases to mobility in their school-age years and connected to beginning their school years lacking in literacy experiences/forming literacy skills.

Fall 2017, Fall 2018, and Spring 2019 Ohio OST ELA test results suggest that our students have difficulty in Reading Informational Text and especially with Writing. Knowing the OST ELA Writing prompts require the interdependence of informational reading and the prompts are text-based in design, we have work to do with close reading, student interaction with the text, vocabulary, reading for purpose, and producing writing that provides evidence of the reading required.

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

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

In the continuous cycle of collecting and analyzing data to plan instruction, all levels of the Ohio Improvement Process (OIP) in The Elyria City Schools, District Leadership Team (DLT), Building Leadership Teams (BLTs), and TBTs (Teacher Based Teams) engage in DLT Decision Framework and Root Cause Analysis of our deficiencies to purposely plan next steps in addressing student needs. In identifying student weaknesses, we also need to consider contributing factors that play a part in each student’s literacy skills. In many cases, these factors are external to our school day and school buildings, however, have extreme impact on the lives of our children and their literacy skills. Some of these notable contributing factors and how we are addressing in our district include:

FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT (External)	DISTRICT ACTION TO ADDRESS THESE FACTORS
Many of our students have suffered severe trauma in their personal lives and are entering our classrooms needing emotional support.	<ul style="list-style-type: none"> ● Hiring of Social Workers ● PAX training for all Elyria Schools staff (PBIS)
Increasingly, students are presented with a variety of mental health issues.	<ul style="list-style-type: none"> ● Hiring of Social Workers ● School-based Community Engagement Liaisons (CELs) hired
Our families are in crisis, therefore, there is a lack of family engagement and literacy is not a priority.	<ul style="list-style-type: none"> ● Hiring of Social Workers ● CELs hired ● Parent involvement activities to extend learning such as family literacy nights. ● Imagination Library pushed in the community and school events
The Opioid Epidemic in Lorain County is one of the highest in the nation. Our students are exposed to this through direct family members.	<ul style="list-style-type: none"> ● Hiring of Social Workers ● CELs
Although students are school age, they are developmentally immature.	<ul style="list-style-type: none"> ● PAX training for all Elyria Schools staff (PBIS) ● PAX Tools training for CELs and Implementation Specialists
Lack of meaningful preschool experiences lead to students coming to kindergarten unprepared with foundational deficits.	<ul style="list-style-type: none"> ● Adding preschool classes ● Working with Ready-Set-Go to identify students who are not in preschool ● Adding Level Pre-K Foundations to the curriculum. ● Intervention blocks scheduled into the school day to extend literacy instruction. ● Summative Benchmarking using STAR and MAPs to track growth and to determine Tier II needs. ● Progress Monitoring is analyzed to adjust students progress to their goal.
Students begin their schooling years with a shortage of educational and positive life experiences in which to build background knowledge.	<ul style="list-style-type: none"> ● Adding preschool classes ● Examining and addressing Tier 1 instruction to meet student needs as well as standards ● Summative Benchmarking using STAR and MAPs to track growth and to determine Tier II needs.

FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT (External)	DISTRICT ACTION TO ADDRESS THESE FACTORS
<p>Current poverty rate of our student population is based on 70% Free and Reduced Lunch.</p>	<ul style="list-style-type: none"> ● Social Workers and CELs working with families to connect with community-based services for needs ● Working with Second Harvest to provide community food pantry bi- weekly. ● Aramark provides food for the backpack program so students have food over the weekends.
<p>High mobility rates, such as 14% district-wide and even 33% in one building, has led to decreased achievement as students moving into the district do not always have a strong literacy foundation, including English Learners.</p>	<ul style="list-style-type: none"> ● SmartyAnts and Achieve 3000 for a differentiate online intervention for lower achievers including ELL and SPED. ● Students are assessed using STAR and/or MAP to determine foundational needs and then placed in an intervention group ● Revision of district ELA curriculum maps reflecting 2017 Ohio ELA Standards as basis of consistent instruction across all content areas, grade levels, and schools in Elyria ● CELs ● <u>English Language Learners</u> ● One TESOL teacher at each hub school (Franklin, Eastern Heights, Elyria High) ● 2 Spanish speaking tutors at hub schools. ● 1 Spanish speaking ParaProfessional at hub schools. ● 4 times a year progress monitoring reports are sent home with progress made and interventions being used. ● Tutors and Paraprofessionals receive professional learning from TESOL teachers on TESOL Model and SIOP in meetings four times a year.

FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT (Internal)	DISTRICT ACTION TO ADDRESS THESE FACTORS
<p>The Loss of 100 veteran teachers in the past 5 years has resulted in less experienced teachers at the K-3 level and the need for ongoing, job embedded professional development.</p>	<ul style="list-style-type: none"> ● Many forms of Professional Learning opportunities for new-to-Elyria teachers: <ul style="list-style-type: none"> ○ New Teacher Survival Class ○ Training, modeling, and job embedded coaching both in and out of the classroom from the Literacy Implementation Specialist, program specific trainers, and Academic Services. ○ PAX training for all teachers. ○ Elyria University ○ District Professional Learning Days ● “Look for” sheets reflecting implementation fidelity of programs for principal walk throughs ● Reference sheet for evidenced-based literacy interventions ● Reference sheet for progress monitoring options.
<p>Learners that start behind, stay behind. We do have a preschool program in our district and classrooms within 2 of our buildings. Depending on the building, we have various materials and training for teachers resulting in low achievement district wide.</p>	<ul style="list-style-type: none"> ● Train ALL preschool teachers on skills that align from the National Early Literacy Panel and Head Start Early Learning Outcomes Framework using Wilson Foundations that will expose students to the curriculum prior to Kindergarten ● Provide pre-k research based instructional materials for ALL preschool classrooms. (Wilson Foundations) ● Support preschool teachers with ongoing coaching throughout the implementation through our Implementation Specialist
<p>District Infrastructure/Challenges - we are in the midst of a major district consolidation/construction plan. Our administrators are stretched thin and unable to get into classrooms to support teachers with their instructional practices.</p>	<ul style="list-style-type: none"> ● Monthly principal meetings to share data, best practices, and to set goals for academic improvement. ● The Academic Services team sends out monthly email “reminders” to help bridge the communication gap between teachers, administration, and the Academic Services team. ● Principals must attend all training teachers attend so the time principals are able to get into classrooms they are familiar with the programs in the curriculum and maximize their observations.

Knowing that we have an impact on students during their school day, we need to address these contributing factors, creatively and specifically to each student. Our charge is to educate the whole child, so therefore, we must address any and all roadblocks to literacy. It is bringing the student to a state of feeling safe, secure, and healthy that is our challenge even before we can create lifelong, productive readers, writers, and communicators.

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 the Elyria City Schools' Literacy Program is to inspire students to become productive 21st century literate citizens. In order to do that, every student will develop and demonstrate effective reading, writing, speaking and listening skills by participating in high quality, explicit literacy instruction across all content areas. The two dimensions of The Simple View of Reading: word recognition processes and language comprehension processes make clear that different kinds of teaching are necessary to promote word recognition skills. These are needed to foster the comprehension of spoken and written language, which is the goal of reading.

- We believe that students must learn to read, then read to learn.
- All students need instruction in grade level skills and strategies.
- All students need guided practice in text at their instructional and independent levels.
- All students will be provided time during the school day to read independently for enjoyment and to increase reading proficiency.
- Students must have access to current, high quality, engaging, and challenging fiction and nonfiction materials.
- Students will be instructed using research based strategies to meet the rigorous curriculum based on Ohio's New ELA Learning Standards.
- All students will receive instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension as developmentally appropriate.
- Effective assessment practices will drive instruction to deliver Ohio's New ELA Learning Standards.

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.

Overall goal grades K-3: Increase the percentage of students meeting or exceeding Third Grade proficiency standards from the fall passage rate to 60% by Spring 2020 as measured by the Ohio State Assessment.

Kindergarten

- Increase the percentage of students meeting or exceeding targets for phonemic awareness from 31% to 57% and for phonics from 29% to 55% as measured by STAR Early Literacy.

First

- Increase the percentage of students meeting or exceeding targets for phonics from 52% to 70% and from 42% to 60% for paragraph comprehension as measured by STAR Early Literacy.

Second

- Increase the percentage of students meeting or exceeding reading achievement targets from 28.6%(at the 50th percentile or greater) to 50% by Spring of 2019 as measured by STAR Reading.

Third

- Increase the percentage of students meeting or exceeding reading achievement targets from 29.6%(at the 50th percentile or greater) to 50% by Spring of 2019 as measured by STAR Reading, increase the Mean RIT score from 188.3 on Fall benchmark to at least 199 for Spring benchmark on NWEA MAP Assessment in Reading, and increase the proficiency rate on the Grade 3 ELA OST by 10%.

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.

Kindergarten Goal Statement:

- Increase the percentage of students meeting or exceeding targets for phonemic awareness from 31% to 57% and for phonics from 29% to 55% as measured by STAR Early Literacy.

Evidence-Based Practice: Smarty Ants, Wilson Foundations, Level Literacy Intervention, Differentiation at Tier 1, 2, and 3 instruction:

- Explicit Phonemic Awareness Instruction
- Explicit Phonics Instruction
- Explicit Vocabulary Instruction
- Comprehension Strategy Instruction
- Explicit Writing Instruction

Evidence-Based Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Professional Learning (PD) will be on-going with opportunities focused on looking at best practices through modeling, coaching, and evaluating instruction and fidelity of programs.	Differentiation through the use of whole and small group settings.	90 minute Tier I ELA instruction and supplemental ELA Intervention/Enrich scheduled daily
Timeline	2019-2020	2019-2020	2019-2020
Lead Person(s)	Principals, Literacy Implementation Specialist, Teaching, and Learning Coordinator, Director of Professional Development, DLT	Principals, Literacy Implementation Specialist, Teaching, Learning Coordinator, Director of Professional Development, Title 1 teachers, SpEd teachers, DLT	Principals
Resources Needed	Professional Learning funding, substitute costs, materials for program implementation.	Knowledge of intervention programs, training of evidence based strategies to teach within MTSS instruction, funding for Professional Learning, Title I staff for co-teaching, small group instruction and expertise in intervention programs.	Professional learning for knowledge of standards/curriculum/pacing to be able to effectively create a school-wide schedule for literacy. Flexibility within 90 min Tier 1 for teacher scheduling Balanced Literacy instruction over the school day/week. Study of other districts/model schools.

	Action Step 1	Action Step 2	Action Step 3
Specifics of Implementation	Teachers will acquire content and processes of evidence-based reading research so they can effectively teach, prescribed interventions for, and support students with a wide range of reading needs in their classroom.	<p>Solid foundation of utilizing MTSS for instruction, teachers will have training and apply interventions with students lacking in literacy skills in order to create successful literacy learning and application.</p> <p>Weekly grade data analysis meeting (TBT) will occur. The first meeting will result in the development of grade level instructional plans.</p>	<p>District-wide expectation of protected 90 minute blocks of literacy instruction in the elementary school day.</p> <p>Scheduling intervention/enrichment block into the school day to extend literacy instruction with an “all hands on deck” approach to include all Title I staff, SpEd, and classroom teachers.</p>
Measure of Success	Professional Learning evaluations, principal walk-throughs, study of program data, increase in student data relative to addressed literacy area.	<p>OIP 5 step process, notes, feedback from SST, TBT feedback protocol.</p> <p>Increase in STAR scores.</p> <p>Progress in reading levels as measured in running records (NSGRA), increase in Smarty Ants scores</p>	<p>Principals scheduling all classrooms to have intervention/enrichment in master schedule.</p> <p>Principal walk-throughs</p> <p>Daily lesson plans</p>
Check-in/Review Date	<p>3 times a year benchmarking, progress monitoring, data checks.</p> <p>Ongoing principal walk-throughs, weekly support with Academic Services Learning staff</p>	<p>Weekly at TBT meetings, monthly at BLT meetings and quarterly at DLT meetings.</p> <p>3 times a year benchmarking, progress monitoring, data checks</p>	<p>Weekly at TBT meetings.</p> <p>Monthly at BLT meetings</p> <p>May 2020 revision of schedule for 2020-2021 school year and forward planning to new schools and opportunities to structure the school day for 2020-2021.</p>

First Grade Goal Statement:

- Increase the percentage of students meeting or exceeding targets for phonics from 52% to 70% and from 42% to 60% for paragraph comprehension as measured by STAR Early Literacy.

Evidence-Based Practice: Smarty Ants, Wilson Foundations, Level Literacy Intervention, Reading Recovery, Differentiation at Tier 1, 2, and 3 instruction:

- Explicit Phonemic Awareness Instruction
- Explicit Phonics Instruction
- Explicit Vocabulary Instruction
- Comprehension Strategy Instruction
- Explicit Writing Instruction

Evidence-Based Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Professional Learning (PD) will be on-going with opportunities focused on looking at best practices through modeling, coaching, and evaluating instruction and fidelity of programs.	Differentiation through the use of whole and small group settings.	90 minute Tier I ELA instruction and supplemental ELA Intervention/Enrich scheduled daily
Timeline	2019-2020	2019-2020	2019-2020
Lead Person(s)	Principals, Literacy Implementation Specialist, Teaching, and Learning Coordinator, Director of Professional Development, DLT	Principals, Literacy Implementation Specialist, Teaching, Learning Coordinator, Director of Professional Development, Title 1 teachers, DLT	Principals
Resources Needed	Professional Learning funding, substitute costs, materials for program implementation.	Knowledge of intervention programs, training of evidence based strategies to teach within MTSS instruction, funding for Professional Learning, Title I staff for co-teaching, small group instruction and expertise in intervention programs.	Professional learning for knowledge of standards/curriculum/pacing to be able to effectively create a school-wide schedule for literacy. Flexibility within 90 min Tier 1 for teacher scheduling Balanced Literacy instruction over the school day/week. Study of other districts/model schools.
Specifics of Implementation	Teachers will acquire content and processes of evidence-based reading research so they can effectively teach, prescribed interventions for, and support students with a wide range of reading needs in their classroom.	Solid foundation of Utilizing MTSS for instruction, teachers will have training and apply interventions with students lacking in literacy skills in order to create successful literacy learning and application.	District-wide expectation of protected 90 minute blocks of literacy instruction in the elementary school day. Scheduling intervention/enrichment block into the school day to extend

	Action Step 1	Action Step 2	Action Step 3
		Weekly grade data analysis meeting (TBT) will occur. The first meeting will result in the development of grade level instructional plans.	literacy instruction with an “all hands on deck” approach to include all Title I staff, SpEd, and classroom teachers.
Measure of Success	Professional Learning evaluations, principal walk-throughs, study of program data, increase in student data relative to addressed literacy area.	OIP 5 step process, notes, feedback from SST, TBT feedback protocol. Increase in STAR scores. Progress in reading levels as measured in running records (NSGRA), increase in Smarty Ants scores	Principals scheduling all classrooms to have intervention/enrichment in master schedule. Principal walk-throughs Daily lesson plans
Check-in/Review Date	3 times a year benchmarking, progress monitoring, data checks. Ongoing principal walk-throughs, weekly support with Academic Services Learning staff	Weekly at TBT meetings, monthly at BLT meetings and quarterly at DLT meetings. 3 times a year benchmarking, progress monitoring, data checks	Weekly at TBT meetings, monthly at BLT meetings and quarterly at DLT meetings. May 2020 revision of schedule for 2020-2021 school year and forward planning to new schools and opportunities to structure the school day for 2020-2021.

2nd Grade Goal Statement:

Increase the percentage of students meeting or exceeding reading achievement targets from 28.6%(at the 50th percentile or greater) to 50% by Spring of 2019 as measured by STAR Reading.

Evidence-Based Practice: Smarty Ants, Wilson Foundations, Level Literacy Intervention, Differentiation at Tier 1, 2, and 3 instruction:

- Explicit Phonemic Awareness Instruction
- Explicit Phonics Instruction
- Explicit Vocabulary Instruction
- Comprehension Strategy Instruction
- Explicit Writing Instruction

Evidence-Based Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Professional Learning (PD) will be on-going with opportunities focused on looking at best practices through modeling, coaching, and evaluating instruction and fidelity of programs.	Differentiation through the use of whole and small group settings.	90 minute Tier I ELA instruction and supplemental ELA Intervention/Enrich scheduled daily
Timeline	2019-2020	2019-2020	2019-2020
Lead Person(s)	Principals, Literacy Implementation Specialist, Teaching, and Learning Coordinator, Director of Professional Development, DLT	Principals, Literacy Implementation Specialist, Teaching, Learning Coordinator, Director of Professional Development, Title 1 teachers, SpEd teachers, DLT	Principals
Resources Needed	Professional development funding, substitute costs, materials for program implementation.	Knowledge of intervention programs, training of evidence based strategies to teach within MTSS instruction, funding for PD, Title I staff for co-teaching, small group instruction and expertise in intervention programs.	Professional learning for knowledge of standards/curriculum/pacing to be able to effectively create a school-wide schedule for literacy. Flexibility in scheduling for literacy instruction over the school day/week. Study of other districts/model schools.
Specifics of Implementation	Teachers will acquire content and processes of evidence-based reading research so they can effectively teach, prescribed interventions for, and support students with a wide range of reading needs in their classroom.	Solid foundation of Utilizing MTSS for instruction, teachers will have training and apply interventions with students lacking in literacy skills in order to create successful literacy learning and application.	District-wide expectation of protected 90 minute blocks of literacy instruction in the elementary school day. Scheduling intervention/enrichment block into the school day to extend

		Weekly grade data analysis meeting (TBT) will occur. The first meeting will result in the development of grade level instructional plans.	literacy instruction with an “all hands on deck” approach to include all Title I staff, SpEd, and classroom teachers.
Measure of Success	Professional Learning evaluations, principal walk-throughs, study of program data, increase in student data relative to addressed literacy area.	OIP 5 step process, notes, feedback from SST, TBT feedback protocol. Increase in STAR scores. Progress in reading levels as measured in running records (NSGRA), increase in Smarty Ants scores	Principals scheduling all classrooms to have intervention/enrichment in master schedule. Principal walk-throughs Daily lesson plans
Check-in/Review Date	3 times a year benchmarking, progress monitoring, data checks. Ongoing principal walk-throughs, weekly support with Academic Services Learning staff	Weekly at TBT meetings, monthly at BLT meetings and quarterly at DLT meetings. 3 times a year benchmarking, progress monitoring, data checks	Weekly at TBT meetings, monthly at BLT meetings and quarterly at DLT meetings. May 2020 revision of schedule for 2020-2021 school year and forward planning to new schools and opportunities to structure the school day for 2020-2021.

Third Grade Goal Statement:

- Increase the percentage of students meeting or exceeding reading achievement targets from 29.6%(at the 50th percentile or greater) to 50% by Spring of 2019 as measured by STAR Reading, increase the Mean RIT score from 188.3 on Fall benchmark to at least 199 for Spring benchmark on NWEA MAP Assessment in Reading, and increase the proficiency rate on the Grade 3 ELA OST by 10%.

Evidence-Based Practice: Achieve 3000, Smarty Ants, Wilson Foundations, Level Literacy Intervention, Differentiation at Tier 1, 2, and 3 instruction:

- Explicit Phonemic Awareness Instruction
- Explicit Phonics Instruction
- Explicit Vocabulary Instruction
- Comprehension Strategy Instruction
- Explicit Writing Instruction

Evidence-Based Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Professional Learning (PD) will be on-going with opportunities focused on looking at best practices through modeling, coaching, and evaluating instruction and fidelity of programs.	Differentiation through the use of whole and small group settings.	90 minute Tier I ELA instruction and supplemental ELA Intervention/Enrich scheduled daily
Timeline	2019-2020	2019-2020	2019-2020
Lead Person(s)	Principals, Literacy Implementation Specialist, Teaching, and Learning Coordinator, Director of Professional Development, DLT	Principals, Literacy Implementation Specialist, Teaching, Learning Coordinator, Director of Professional Development, DLT	Principals
Resources Needed	Professional development funding, substitute costs, materials for program implementation.	Knowledge of intervention programs, training of evidence based strategies to teach within MTSS instruction, funding for PD, Title I staff for co-teaching, small group instruction and expertise in intervention programs.	Professional learning for knowledge of standards/curriculum/pacing to be able to effectively create a school-wide schedule for literacy. Flexibility within 90 min Tier 1 for teacher scheduling Balanced Literacy instruction over the school day/week. Study of other districts/model schools.
Specifics of Implementation	Teachers will acquire content and processes of evidence-based reading research so they can effectively teach, prescribed interventions for,	Solid foundation of utilizing MTSS for instruction, teachers will have training and apply interventions with students lacking in literacy skills in order	District-wide expectation of protected 90 minute blocks of literacy instruction in the elementary school day.

	Action Step 1	Action Step 2	Action Step 3
	and support students with a wide range of reading needs in their classroom.	to create successful literacy learning and application. Weekly grade data analysis meeting (TBT) will occur. The first meeting will result in the development of grade level instructional plans.	Scheduling intervention/enrichment block into the school day to extend literacy instructions with an “all hands on deck” approach to include all Title I staff and classroom teachers. Departmentalized ELA instruction by teachers highly qualified in ELA and Reading Endorsed
Measure of Success	Professional Learning evaluations, principal walk-throughs, study of program data, increase in student data relative to addressed literacy area.	OIP 5 step process, notes, feedback from SST, TBT feedback protocol. Increase in STAR scores. Increase in MAP scores Progress in reading levels as measured in running records (NSGRA), increase in Achieve 3000 scores.	Principals scheduling all classrooms to have intervention/enrichment in master schedule. Principal walk-throughs Daily lesson plans
Check-in/Review Date	3 times a year benchmarking using STAR, progress monitoring, data checks. Ongoing principal walk-throughs, weekly support with Academic Services Learning staff	Weekly at TBT meetings, monthly at BLT meetings and quarterly at DLT meetings. 3 times a year benchmarking using STAR, 3 times a year using MAP, progress monitoring, data checks	Weekly at TBT meetings, monthly at BLT meetings and quarterly at DLT meetings. May 2020 revision of schedule for 2020-2021 school year and forward planning to new schools and opportunities to structure the school day for 2020-2021.

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.

School-wide implementation of literacy programs and processes require consistent monitoring from the inside of classrooms out to district Academic Services and back into the classroom, in a constant ebb and flow fashion. It is essential that principals have training on standards and are familiar with curriculum maps and assessments as the instructional leaders in their schools. Principals are required to sit side by side with teachers in training to review programs currently in use, as well as new programs. At-a-glance look-for sheets provide foundational knowledge of the programs to provide context to what they experience during walk-throughs and formal observations. This knowledge is the basis of academic conversations on instructional decisions for the students served by that teacher.

Further monitoring and data-driven decisions are occurring in Teacher Based Teams (TBTs) to address skills students need as evidenced deficiencies or challenges, as shown by high level data. It also provides the forum to share teaching methods that are successful and/or ask colleagues for assistance in learning new methods to address student needs. Principals sit at the table in TBTs to better understand student needs in their school and find common threads of concern

on which to address at their Building Leadership Team (BLTs). These deficiencies and successes are also topics related to our district goals in District Leadership Team (DLT).

The Elyria City Schools Academic Services (AS) Department is comprised of staff that has direct contact with teachers on a daily basis. Program training and securing materials is only the first step in the delivery of professional development. Academic Services provides on-going, job-embedded co-teaching and coaching to support teachers within their instructional day, in their classrooms. This is customized for each teacher in the same way that we individualize instruction for each student in our classrooms. Academic Services staff members are designed to be an extra layer of support for teachers, in a non-evaluative manner, to better instruction. Academic Services will gather data related to instructional questions, successes, and areas of focus as a pulse of instructional needs in our district.

The Elyria City Schools sources literacy data from the following:

Feedback protocol from TBT/BLT/DLT – working with our State Support Team to look at the feedback across all buildings to see what is working and where we can collaborate with like needs and successes.

NWEA MAP Diagnostic Testing 3-10 (Fall, Winter, Spring) – Teachers use this data to identify student needs and placement into guided groups and/or appropriate instructional level classes. Fall benchmarking is also used as a baseline for growth throughout the year. MAP is a useful tool as it provides immediate reports to inform student instruction.

Formative STAR Progress Monitoring – Teachers monitor progress on a regular basis (twice a month) for those students not on track. We also do some strategic monitoring (once a month) for those students that are slightly below grade level or have moved to on track.

Summative Benchmarking STAR Assessments (Fall, November, Winter, Spring) – As a whole, we look at each student's data to see growth toward on track and also growth in general for all students.

Running Records – Scholastic Next Steps to Guided Reading Assessment is utilized in grades K-3 to establish reading levels at the beginning of the year. Students in grades K-2 are assessed in the middle and end of year to monitor growth. Students in grade 3 showing below grade 3 reading level, fluency, and comprehension in fall continue to be monitored throughout the year using running records.

End of Unit Foundations Assessments – Although we use this primarily in the primary grade levels as our Phonics/Phonemic Awareness program – it is also used for students learning the English language for the first time.

Common District Assessments – These formative and summative assessments are used to give the teachers instructional guidance as to where re-teaching/intervention is needed after specific concepts are taught.

Power Walkthroughs – Building administrators use this tool to give critical feedback to teachers about instructional practices within their classroom.

ELA AIR Assessments – Standardized assessments that give teachers an idea of where the student is – below/at/above grade level.

The following frequency of data collection is required: Tier 1 quarterly, Tier 2 and Tier 3 bi-weekly. Feedback from TBTs will report monthly to BLTs and will receive feedback protocol. BLTs will report to DLT quarterly.

While collecting progress monitoring data at the right frequency provides us the data, it is critical that it is analyzed and then acted upon. TBTs will meet regularly to review data to determine if there are students who may be ready to move to the next skill, if there are students who are not responding and may need another approach, and if there are students who require more time on the focus skill. We will analyze progress monitoring results to adjust / monitor student progress towards their goal.

Summative quarterly running records as well as common district assessments and Foundations assessments will be used to assess student performance and determine next steps. This data will be included on intervention logs and RIMP

documentation. Power walk-throughs will be used to show evidence that teachers are implementing quality instructional practices.

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.

The Elyria City Schools has a continuous improvement mindset in addressing our Tier 1 literacy instruction for all students. This instruction is applied through a Balanced Literacy approach. In our Balanced Literacy Plus program, the strongest elements of literacy instruction are incorporated into a program that aims to guide students toward proficient and lifelong reading and critical thinking about text. In addition to writing, a typical balanced literacy framework consists of five components including read aloud, guided reading, shared reading, independent reading, and word study. Using this instructional structure, we aim to hook kids into reading, using a variety of texts to appeal to interests. Ultimately we want to guide instruction, gradually releasing teacher control to allow for student independent reading success. Grade level English Language Arts curriculum maps and district common assessments are aligned to Ohio's Learning Standards and ODE ELA Model Curriculum documents. These guiding documents are reviewed after each quarter and suggestions for improvement are collected from and for use by teacher teams to use for refinement.

As a district, we are expanding the opportunities of a more individualized intervention pathway for students based on data as compared to previous years. Supplementary to our Tier 1 Balanced Literacy Plus instruction, we have identified several strategies that are researched -based and effective in enhancing students' reading and understanding of the material. They are: predicting, questioning, visualization, self-monitoring, inferencing and summarizing/retell. The application of these strategies to benefit students on Reading Improvement and Monitoring Plans (RIMPS) is supported by the use of the following programs in ECSD:

Decision Rules for placement and exit of intervention programs:

- **Use student achievement data (multiple sources of data) to support instructional decision making**
- **Define the strength and systematic approach of each intervention**
- **Based on areas of focus, place each student in an intervention setting**
- **After 4-6 data points, evaluate if a student is making progress/growth toward on grade level instruction**
- **If not making progress, evaluate an additional placement into an intervention group that will meet the needs of the student**
- **If student is making progress/growth, evaluate next steps of intervention needs**

Below are the interventions provided based on needs of each individual student. Student data from benchmarking will help to match student deficiencies with appropriate intervention.

Leveled Literacy Intervention (LLI)

The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. This program provides systematic instruction in phonemic awareness and phonics instruction. Texts are matched to each student's reading ability. Fluency is developed through the integration of rereading texts in daily lessons. Students receive daily opportunities to read new texts with teacher support. Students are given explicit instruction on comprehension. LLI lessons provide opportunities for writing and learning core high frequency words. Progress monitoring is integrated in the program and assessed through program running records.

Reading Recovery

Reading Recovery is a school-based, short-term intervention designed for children aged five or six, who are the lowest achieving in literacy after their first year of school. This intensive, one-on-one reading instruction addresses Letter

Identification, Word Reading, Concepts about Print, Writing Vocabulary, Hearing and Recording Sounds in Words, and Text Reading. A trained Reading Recovery teacher analyzes and uses the valuable information from these tasks to plan initial lessons and to assess student progress over time. Student goals for using this program are to:

- Read increasingly more difficult texts
- Expand learning from problem solving as they read and write
- Compose increasingly complex messages
- Continue to learn and progress with only classroom instruction

Achieve 3000

Based on decades of scientific research, Achieve 3000's proven and patented method of online, differentiated instruction engages all learners at their individual reading levels and constantly challenges them to improve their literacy skills. Achieve 3000 provides an adaptive content system that integrates ongoing assessment, engaging nonfiction content, and robust scaffolds and linguistic supports for struggling students and English language learners. This program provides our students with work in vocabulary, nonfiction text, text-based questions, close-reading, and comprehension skills. Progress monitoring to track skill development and reading improvement is integrated into this program.

Wilson Foundations

Wilson Foundations is a multi-sensory and systematic phonics, spelling, and handwriting program that benefits all students. We use this program as a whole-class, general education program used for prevention (Tier 1) purposes. It is also taught in a small group (Double Dose) or 1:1 setting for intervention (Tier 2) for our students at risk for reading difficulties. Progress monitoring is built into Foundations through unit tests. Additionally STAR is used to assess and monitor student progress.

Shared Inquiry

Shared Inquiry is an active and collaborative search for answers to questions of meaning about a text. It is a research supported method of learning that promotes deeper thinking through reading, discussion, and writing. Shared Inquiry involves students with questioning, close reading, collaboration, and reflective critical thinking. Students will be assessed based on the quality of conversation around text and through improvement in writing based on text.

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.*

Student data will drive the fit of student literacy needs and instructional evidence-based strategies (see section 7 and Appendix A). Collection of data and data review by each teacher to inform instruction for each student will be essential in the teaching and learning cycle. Vertical alignment of literacy skills over multiple years and content areas will be assured through data analysis in TBTs, BLTs, and DLT, per our OIP protocols. Ongoing, job embedded training utilizing district and program trainers will occur, layering training programs and researched-based results, refining teaching of processes and content. Staff members that are responsible for any part of the plan will be monitored accordingly (see Action Plan Map).

The Elyria City Schools Academic Services (AS) Department is comprised of staff that has direct contact with teachers on a daily basis. Academic Services staff members (Implementation Specialists and Teaching & Learning Coordinators) are designed to be an extra layer of support for teachers, in a non-evaluative manner, to improve instruction for students. Training of programs and securing materials is only the first step in the delivery of professional development. Academic

Services provides ongoing, job-embedded co-teaching and coaching to support teachers within their instructional day, in their classrooms. This is customized for each teacher in the same way that we individualize instruction for each student in our classrooms. Academic Services gathers data related to instructional questions, successes, and areas of focus as a pulse of instruction in our district. Collaboration opportunities are created by Academic Services to provide online and face-to-face support to teachers throughout the year. Professional learning opportunities are provided before, during, and after a new implementation. We circle back around to refresher courses for programs that may have been in place for some time to ensure that fidelity and research-based outcomes are ensured.

Teacher-created curriculum maps are utilized to provide the continuity of instruction between grade levels and across all of our schools in Elyria. Exemplars and rubrics will be used to ensure consistency and to hold students to high standards. Knowing we can always refine our efforts, we capitalize on our continuous improvement model, each school year reviewing and updating these documents as needed by classroom teachers. Schoology will be utilized as our Learning Management System for teachers to collaborate: ask questions, share resources, and provide access to district guidance documents. Leveled Literacy Intervention (LLI), Reading Recovery, Wilson Foundations Double Dose, READ 180, Shared Inquiry, and Achieve 3000 will be used with a targeted subset of our student population needing intervention to achieve reading goals. Running records and integrated formative assessment data from the aforementioned interventions will be monitored to achieve student literacy growth and ensure effective adult implementation. Parent engagement occurs throughout the year to ensure a connected effort between home and school to help students succeed.

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.

Professional development will be offered throughout the school year, involving more than one layer of training and support. This professional development will be planned by the Elyria City Schools Academic Services Team based on district needs assessment and student data. Targeted individual professional development will be provided by Academic Services. Trainers would include, but are not limited to, an outside program-specific trainer or a train the trainer model, in which Academic Services staff (Teaching and Learning Coordinator, Gifted Coordinator, and/or Teacher on Special Assignment) would train teachers. Training will occur as job-embedded, teacher pull-out training, on District In-service Days, or through our own Elyria University offerings (which are delivered both online and in person). Continuous problem solving to improve instruction for our students will occur through the OIP protocols (TBTs, BLTs, and DLT).

Training will include: (this included both elementary and secondary staff)

- Tier 1 classroom teachers
- Title I teachers
- Title I tutors
- SpEd teachers
- Literacy Coaches
- ELL Tutors
- Principals

Academic Services Team (to support and continue training)

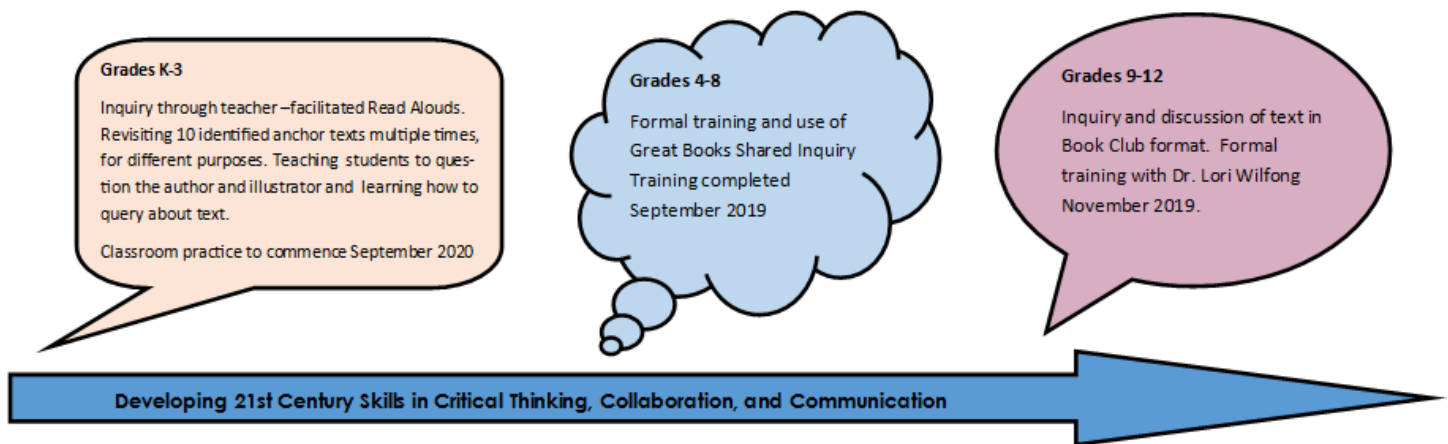
Using the guidance and evidence-based strategies involved in the design of our intervention programs, professional development will provide teacher understanding of program elements, as well as teacher confidence in literacy processes to raise student success through our Local Literacy Plan.

Below are the programs that will be addressed early on with multiple training dates. All training will include:

- The actual training from consultants hired that are experts in programs
- Job embedded modeling by experts through days purchased in grant
- Job embedded monitoring and debriefing with expert consultants.
- Building the internal capacity using the Literacy specialists to continue the monitoring / coaching that will be ongoing. This will happen both job embedded and through model classrooms.

Shared Inquiry: Great Books materials were purchased Fall 2019 and grade 4 and 5 ELA teachers were trained in Shared Inquiry and utilizing Great Books on September 17, 2019. This implementation completes our 4-9 grade band of Shared Inquiry process in Tier 1 ELA classroom instruction. Training was facilitated by our Great Books trainer. Job embedded coaching of these teachers has/will occur on November 13, 14, and 15, 2019; January 14, 15, 16, and 17, 2020; and March 3, 4, 5, and 6, 2020 to ensure process fidelity. Our district Gifted Coordinator and Teaching and Learning Coordinator trained alongside teachers to provide in-district support as needed. Currently, grades K-3 utilizes Shared Inquiry/Great Books to stretch our identified gifted learners. Additional training for K-3 ELA teachers will be provided to utilize read alouds in an inquiry format to bridge grades K-9 utilization of a Shared Inquiry process in ELA across the district in Tier 1 instruction.

Elyria City Schools Inquiry Development in ELA



Elevating Literacy Instruction for All: We will continue to work with each teacher on best practices in literacy instruction using the multi-tiered systems of support across grade levels. It is our goal to elevate and sustain quality instruction and model best practices for all. Upgraded curriculum maps and assessments in grades 4 and 5 were constructed in June 2019, reflective of Ohio's Learning Standards 2017 for ELA. K-3 ELA maps and assessments will also be upgraded Spring 2020.

Elyria University: We have developed courses that support our initiatives by designing follow up times that teachers can work with other teachers and a facilitator to enhance their knowledge of programs or instructional strategies used in the classrooms. This is a platform for continued education and learning of all initiatives.

APPENDICES

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