



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the Euclid 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:

- Instructional coaches follow up on professional development over the course of the school year.
- An in-depth analysis of data is provided and includes relevant data sources for all age levels served.

This plan will benefit from:

- Clearly defined protocol to be followed if learners are not progressing toward learner performance goal(s).
- Including explicit and systematic instruction in phonics.

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

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READING ACHIEVEMENT PLAN

DISTRICT NAME: Euclid City Schools

DISTRICT IRN: 043950

DISTRICT ADDRESS: 622 East 222nd Street, Euclid, Ohio 44123

PLAN COMPLETION DATE: December 2019

LEAD WRITERS:

Florence Masella, Director of Data, Assessment, and Accountability (Director of Elementary Curriculum August 2016 through Oct. 2019)

Deana Stinchcomb, PK-K Instructional Coach

Rosamaria Belmonte, 6-8 Reading Department Chair

IMPLEMENTATION START DATE:

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

SECTION 1: 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
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Cherree Mason	Elementary Assistant Principal	Bluestone Elementary	cmason@euclidschools.org
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Jennifer Pollack	High School English Teacher & ELA Department Chair	Euclid High School	jpollack@euclidschools.org
Desiree Korpowski	High School Intervention Specialist & Special Education Department Chair	Euclid High School	dkorpowski@euclidschools.org
Rosamaria Belmonte	6th Grade Reading Teacher & Reading Department Chair	Euclid Middle School	rbelmonte@euclidschools.org
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Lynn Hruschak	State Support Team 3	ESC of Northeast Ohio	lhruschak@escneo.org
Kris Balestra	State Support Team 3	ESC of NE OH	kbalestra@escneo.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.

Learning to read by the end of third grade is a gateway to lifelong success. When students are not able to read by the end of third grade, their risk of falling behind grows exponentially. The Ohio Department of Education has taken the lead in literacy. We, at Euclid City Schools, have utilized Ohio's Plan to Raise Literacy Achievement as a guide in the development of Euclid's PK-12 District Literacy Achievement Plan. It is within this PK-12 plan that we will address the needs of PK-3 students required for the Reading Achievement Plan (RAP). We see this as a system's piece: critical will be the alignment of our plan across the district grade levels to include ALL grade levels and ALL students. Development of the Plan

The work began in the Fall of 2018, with a review of student performance in literacy across the district. A District Literacy Committee was established, whose members include individuals who represent various grade levels and roles such as general education teachers, intervention specialists, instructional coaches, administrators, and support staff. These members, from schools across the district, know and understand the state literacy standards as well as effective literacy instruction. The team met five times during the second half of the 2018-2019 school year and twice in the fall of 2019, with additional meetings held with SST members and the Elementary Curriculum Director. The team's purpose has been to develop a well-articulated vision and action plan that revolved around literacy achievement and progress in the district.

Development of the plan began with the completion by each school of the R-TFI (Reading-Tiered Fidelity Inventory). The School Leadership Teams (SLTs) completed the R-TFI, with the assistance of the SST3 team. The Literacy Committee then met and initially reviewed and analyzed our data and conducted a root cause analysis. The leadership team also conducted an informal survey of recent research around literacy development and best practices, utilizing What Works Clearinghouse, the I.E.S. (Institute of Education Sciences) Practice Guide, U.S. Department of Education's Non-Regulatory Guidance for Using Evidence to Strengthen Education Investments in conjunction with the review of Ohio's Plan to Raise Literacy Achievement. In the winter of 2019, a State Review Team conducted a system-wide review which included interviews, observations, and a review of various documents.

Their recommendations have also been used to inform parts of this Literacy Achievement Plan.

The main topics of each Literacy Committee meeting are outlined below:

February 2019

- Introductions and Purpose of the Committee
- Purpose: To develop a District Literacy Plan that will inform literacy instruction and resources and will be the basis of School Literacy Plans, PK-12
- Explore Literacy Instruction Currently in Euclid, PK-12
- District Data in Literacy

March 2019

- Retrieval Practice: Content from previous meeting (Literacy Continuum, the SVR and Scarborough's Rope
- Read and Jigsaw Ohio's Literacy Plan, specifically Ohio's Theory of Action as well as the section on Ohio's Literacy Vision to include the Language Literacy Continuum
- Review and analyze Data, both student and adult implementation data as well as teacher survey data
- Overview of root cause analysis

April 2019

- Review from last meeting
- Root causes
- Teacher surveys
- Research vs Evidence Based Instruction

April 2019

- Purpose
- Root Causes
- General goal statements
- Review a sample literacy plan
- Articles from What Works Clearinghouse (WWC)

May 2019

- Brief Review: where we are
- Overview of other factors
- WWC Articles
- Goal Statements
- Brainstorm Action Steps

October 2019

- Review of work completed during the last school year
- Overview of State Review Team recommendations
- Analysis of 18-19 district literacy data
- Small group work on secondary survey and plan for communication of plan to staff

November 2019

- Brief Review: where we are
- Small groups worked on parts of RAP

Monitoring the Plan

The monitoring of the plan has been and will continue to be a collaborative effort on the part of the leadership team as well as other appropriate stakeholders in the district. The district leader (Elementary Curriculum Director) who oversees our Ohio Improvement Process is a member of the Literacy Team, making the monitoring of the plan easily a standing item on both the DLT (District Leadership Team) Steering Committee and DLT agendas, monthly. Our TBTs (Teacher-Based Teams) districtwide will focus on literacy development which will allow our monitoring to include a laser focus on achievement and progress data in literacy of our students. Each of the principals within each building have written a School Achievement Plan and ELA is a goal within each of the plans. We are all focused on the needs of our students in literacy, PK-12. We are currently looking at ways we can further enhance our process within the DLT-SLT-TBT that will allow us to analyze reading data so that we can focus on and improve the instructional practices within the classroom.

Communication Plan

The communication of this plan is ongoing at the district and building levels. We have and will continue to discuss best ways to communicate the plan and develop a communication plan that can be shared with all stakeholders. The Literacy Team consists of members from each building and part of their responsibility is to communicate the vision and action plans to SLT and TBT members. This communication will also continue through our many other standing conduits, including DLT, Administrative Meetings, faculty meetings, department/grade level meetings and, of course, the OIP 5-step process delineated above. Community stakeholders will be informed of the plan via the posting of our plan to the district website. Finally, our superintendent will address facets of the plan to our Board Members and various community engagement groups as warranted.

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 District has undertaken improvement efforts in multiple areas over the past five years. These efforts center around our three district goals of: 1) increasing student achievement, 2) practicing fiscal responsibility, and 3) enhancing our credibility in the community. The needs of our students span all levels, and we believe that any plan needs to take a systems approach, addressing the academic, social, and cultural needs of students. Therefore, this plan is a District Literacy Plan, PK-12. The Reading Achievement Plan, focused on grades K-3, is embedded into the district wide plan. This plan aligns to and supports our district's overall continuous improvement efforts as we know that student achievement cannot improve without strong literacy skills, supported by effective literacy instruction.

District improvement efforts also stem from our designation of Intensive Support Status, based on performance on the state report card. We are also completing an improvement plan for math, based on scores of our students with disabilities. In addition, in late January 2019, a State Review Team conducted an in-depth analysis of Euclid City Schools in six areas: Leadership, Governance, and Communication; Curriculum and Instruction; Assessment and

Effective Use of Data; Human Resources and Professional Development; Student Supports; and Fiscal Management. To address the recommendations from the Review Team, we have developed a four-year plan that aligns current improvement efforts with those in the District Review.

The Ohio Improvement Process guides district improvement work, as teams identify needs through analyzing data, reviewing, planning for, and implementing evidence-based strategies, and then reflecting on their effectiveness. We work with the State Support Team in refining this process and continue to look for ways to increase the use of research-based

instructional strategies to increase student achievement. Specific district improvement efforts that align to literacy improvement efforts are described below.

District Literacy Team (DLT)

Members of the DLT are instructional leaders representing the seven district schools, including school administrators and teachers, as well as district-level administrators. This is a critical committee for improvement efforts in the district, and members are expected to communicate the work completed here to their school staff. There are four distinct committees:

- **5-Step Process** - This group focuses on the communication cycle among Teacher-Based-Teams (TBT) to School Leadership Teams (SLT) and the District Leadership Team (DLT). Feedback and support are given specifically in the areas of assessment and instructional strategies. Every other month is focused on literacy.
- **PBIS** - This committee's efforts address positive behavior supports, including building climate, at every school. They provide recommendations and analyze data relevant to student behaviors. The work to reduce student behaviors that lead to student suspensions is important, as we know that if students are not in school/class, they cannot access the learning.
- **Attendance** - This subgroup is working toward consistent efforts across the district to increase consistent school attendance, thereby reducing chronic absenteeism. Again, if students are not in school, they cannot access the content necessary for future success.
- **Math** - The district received a School Quality Improvement Grant for Math Curriculum Coordinator at the middle school. She leads this group's efforts to align curriculum and assessment with Ohio's State Standards. This work responds to the State Review Team's recommendations, as well as addresses our improvement efforts for math scores of students with disabilities.

Literacy Committee

Similar to the Math DLT sub-committee, and as outlined in the previous section, this group is developing district-wide literacy goals, analyzing ELA resources and assessments, and will lead professional development around this work for all district staff. The work aligns to the State Review Team's

recommendations, under Curriculum and Instruction: 1) develop a curriculum that is aligned with Ohio's Learning Standards and 2) develop a system to promote high quality instruction.

Elementary Curriculum Work

In the fall of 2016, an elementary curriculum committee was formed to review existing math materials and recommend resources needed. Once the math work was complete, an elementary ELA committee formed in the fall of 2017 to complete similar work. These efforts have been successful in implementing consistent curricular resources and building consistent expectations across elementary buildings. There now exist common pacing guides and assessments, with specific instructional expectations. The next steps are to build walk-through forms for monitoring and to expand this work to the middle and high school levels

Career Readiness

We have done robust work in expanding opportunities for students in career readiness programs. There are now 18 Career-Tech programs that students can participate in, eight of which are held on our campus. To be successful in these programs, student literacy skills must include strong comprehension and content-area vocabulary.

MTSS/RTI

As Tier 1 instruction becomes consistent and solidified, the need expands to identifying and then addressing the students who are not successful in Tier 1. This school year, a small committee has been formed to begin this work. Members have attended trainings at the ESC to examine our current service models, and a book study will take place during the second semester with various district stakeholders.

Strategic Plan

The development of a District Strategic Plan began during the 2016-2017 school year by a committee of teachers, administrators, and community members. It consists of 6 Pillars: Community Campuses, Early Learning, Schools of Choice, Culture of Achievement, Career and College Readiness, and Marketing and Recruiting. The Early Learning pillar has focused on the efforts to create an Early Learning Village, which opened this fall. The ELV serves our pre-K and KG students. This configuration has allowed for more consistency in literacy instruction in our earliest learners.

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.

Euclid City Schools is required to complete a Reading Achievement Plan because of our component grade of D on the Improving At-Risk K-3 Readers measure on the district report card, and because fewer than 60% of our 3rd grade students scored proficient on the gr. 3 ELA test in the spring of 2019. Of our 3rd graders, 49.6% of them scored proficient or above on the ELA test. Of the fourteen Ohio State Tests, grades 3 through 8, only 5th grade ELA (54.8%) and 4th grade Math (54.7%) had a larger percentage of students scoring proficient than the 3rd grade ELA test. This is one of the reasons we have created a PK-HS Literacy Plan, not only a K-3 plan. Strong literacy skills are critical for success in every content area and in every grade level. Below are brief summaries and analyses of district literacy data that has been used to inform this plan.

Kindergarten Readiness Assessment (KRA)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
<i>Demonstrating Readiness</i>	29%	32%	31%	31%
<i>Approaching Readiness</i>	46%	43%	43%	38%
<i>Emerging Readiness</i>	25%	25%	25%	31%

KG Students - Data from KG Screener - The screener is given as students enter KG. It includes items in the areas of: personal information (such as reciting/writing name), letter name and sound identification, beginning phonemic awareness skills (syllables, onset-rime, rhyming, beginning sounds), concepts about print (such as identifying the cover/title, understanding first word in a sentence), and early math skills.

	Fall 2018	Fall 2019	Total Possible
<i>Average number of capital letters identified</i>	15.5	15.3	26
<i>Average number of lowercase letters identified</i>	12.6	12.1	26
<i>Average number of letter sounds identified</i>	6	7	26
<i>Average number correct in syllables</i>	2.8	3	6
<i>Average number correct in onset-rime</i>	1.1	1.2	6
<i>Average points earned in concepts about print</i>	3.3	3.4	10

• ANALYSIS

Over the past four years, our KRA data has remained very similar, with a little less than one-third of our entering KG students “demonstrating readiness”, which is about 10% lower than the statewide percentage. These students, according to Ohio’s annual report on the KRA, have “entered kindergarten with sufficient, skills, knowledge, and abilities to engage with kindergarten instruction.” Another 25% -30% of our entering kindergarteners score on the opposite end, needing “significant support” to succeed with KG content, as they have scored in the “emerging readiness” category. Our largest percent of entering KG students score in the

“approaching readiness” category, meaning they will need support to engage with grade-level content. A large number of KG students do not have pre-K experience, and we believe this is a contributing factor to the lack of readiness skills seen on the KRA.

Because we want to support our students immediately, we administer the KG screener to incoming kindergarten students. With the number of students who need support, based on the KRA data, it is imperative that teachers are aware of where to support students, and even where to begin instruction. Teachers use the results to identify student strengths and needs as they enter their classes. Letter and sound identification are two skills that are part of Ohio’s standards and are necessary for reading success. According to Jan Richardson’s work, students who know at least 40 letters and 8 sounds are ready to begin guided reading work beyond the pre-A level. At the beginning of the year, about one quarter of our entering KG students meet this expectation, again showing that much support is needed on several skills for students to leave KG reading at the expected level. In addition, students need instruction on basic concepts of print, such as identifying the title of a book, or understanding where to begin reading or how to move from left to right. The phonemic awareness skills are based on the Blevins assessment. Students need to score a 5 or 6 in order to move to the next skill. The majority of our students each year must begin at the earliest level, syllables.

Both the KRA data and our internal screener data show that the majority of our entering KG students need much support to access, and ultimately master, KG state standards. This has implications for delivery of instruction to students, including the number of minutes devoted to ELA daily, the type of lessons students engage in, and the amount of additional support available. It also shows that our teachers need to have excellent pedagogical knowledge of early literacy skills of young children, especially the development of phonological awareness. They also need strategies to teach these skills to their students, as well as ways to communicate this to their families. We know that rapid growth is needed for students to meet the expected standards, as well as to be on their way to meeting the Third Grade Reading Guarantee.

On-track/Not-on-track students KG-3rd, from the district report card, 15-16 through 18-19. The district uses the Language and Literacy subtest of the Kindergarten Readiness Assessment for KG students, and the iReady Reading Diagnostic for 1st through 3rd grade students.

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	on-track	not-on-track	on-track	not-on-track	on-track	not-on-track	on-track	not-on-track
KG	46.9	53.1	60.1	39.9	61.5	38.5	59.6	40.4
1st	33.2	66.8	58.4	41.6	64.4	35.6	66.6	33.4
2nd	32.2	67.8	54.5	45.5	44.6	55.4	44.3	55.7
3rd	20.6	79.4	32.7	67.3	29.6	70.4	34.3	65.7

• ANALYSIS

Through analysis of the district’s on-track/not-on-track data, we’ve found that our greatest strength is students moving from KG to 1st grade. This is where we have seen the largest percentage of students moving from not-on-track to on-track. After that, we often grow the number of not-on-track students, and therefore have a large number of students on RIMPs. A deeper analysis of student needs and classroom instruction is necessary to gain a firm understanding of what specific skills or strategies may be lacking. This also signifies that we should review the RIMP process and ensure we return to these documents during the year. We have focused on first grade instruction for the past two years and have incorporated consistent practices with letters and sounds with the Phonics in Motion program in PK-2. We believe we are seeing progress; however, we will continue to monitor student progress. Again, it is clear that teachers need to have a solid understanding of how students learn to read, the Big Ideas of Reading, and the

implications for instruction. As a district, we need to ensure that we provide opportunities for teachers to grow their skill sets for teaching foundational reading skills, that administrators understand the type of instruction necessary, and that we invest in the types of supports students need to be successful. In addition, we must find ways to engage families in this critical literacy process.

iReady Overall Percent of students on or above level, fall-winter-spring

	2016-2017	2017-2018	2018-2019
KG	49-77	52-77	65-79
1st	8-23-42	8-30-48	12-36-51
2nd	15-24-42	17-33-43	17-37-45
3rd	24-31-46	20-37-41	23-46-50
4th	13-21-27	13-25-28	14-24-29
5th	13-12-18	10-18-20	14-21-23

Percent of Students on or Above Level on iReady Subtests, fall-winter-spring

- PA: Phonological Awareness
- PH: Phonics
- HFW: High Frequency Words
- VOC: Vocabulary
- CL: Comprehension Literature
- CI: Comprehension Informational

***Data Note:** Students in KG only test in iReady in Winter and Spring. Also, the results for KG only fall into the “on or above level” or “one level below”, whereas all other grade levels also have a “two or more levels below” result. Therefore, scores of KG students often appear higher than those of other students.

Data								
PA	16-17	17-18	18-19		PH	16-17	17-18	18-19
KG	60-80	66-77	59-79		KG	42-70	54-68	53-78
1st	24-39-46	31-46-57	32-52-64		1st	17-29-48	15-39-53	20-41-54
2nd	74-82-89	64-81-83	68-85-87		2nd	17-30-41	17-34-41	18-35-43
3rd	100	100	100		3rd	31-40-52	28-44-47	30-51-56
4th	100	100	100		4th	21-33-42	55-71-72	51-74-72
5th	100	100	99-100		5th	39-43-47	67-75-77	72-82-80
HFW	16-17	17-18	18-19		VOC	16-17	17-18	18-19
KG	41-63	45-71	58-73		KG	51-66	49-62	55-63

Data								
1st	19-38-61	22-47-67	23-52-68		1st	15-28-34	12-31-40	15-33-45
2nd	52-66-80	48-68-75	51-70-78		2nd	17-19-36	13-27-34	15-28-37
3rd	88-87-91	81-87-89	81-90-92		3rd	23-27-42	14-28-40	21-32-45
4th	93-95-95	93-96-97	93-97-96		4th	14-22-26	13-22-29	12-22-23
5th	97-95-96	94-96-97	93-97-97		5th	13-16-18	11-19-20	13-20-23
CL	16-17	17-18	18-19		CI	16-17	17-18	18-19
KG	52-71	58-73	67-75		KG	52-69	54-72	61-72
1st	10-23-41	15-31-45	15-38-50		1st	10-20-37	14-31-40	13-36-48
2nd	18-33-47	20-36-47	20-38-48		2nd	14-24-43	15-33-39	17-35-43
3rd	27-36-48	28-41-46	26-49-53		3rd	22-28-36	19-34-35	23-43-46
4th	21-31-38	24-39-39	25-34-39		4th	13-24-30	14-30-29	17-29-32
5th	19-19-29	21-29-30	21-31-29		5th	12-14-20	13-21-22	16-27-22

- ANALYSIS**

From the data, one can see that the percent of students on-level from fall to spring increases. However, we are not seeing these gains maintained when students return to school the following fall. For example, in the spring of 2018, 48% of first grade students scored on grade level. When these students tested as second graders in the fall of 2018, though, only 17% of them were on grade level. Factors such as “summer slide” and transiency should be considered, but those factors alone do not account for all of the decline. Instead of seeing more students on-level each fall, we see similar results fall to winter to spring each year. If that trend continues, we will not see the gains needed in overall student literacy performance.

On the domain subtests, we see similar trends as in the overall performance, with student growth during a school year but not across years. Students in grades 3, 4, and 5 have mastered the skills In Phonological Awareness and High Frequency Words. However, Phonics is still lacking, along with Vocabulary and Comprehension. Whether it is the majority of students or groups of students, we need to look critically at how we are instructing in these domains.

Since we are seeing gains throughout a school year, this shows that students are growing in skills during the school year. However, those skills may not be solidified, and therefore students are not retaining them from spring to the following fall. It also shows that students continue to show a lack of preparedness for the following grade. In addition, students who have gaps in basic skills such as phonics and phonemic awareness are not getting the support needed as they progress through the grades. The percent of students at grade level in each subtest is very low, barely a quarter of the students in any domain. This makes it difficult for students to master grade-level content. Teachers need to understand the foundations of reading so that they can assist students in closing gaps so that they can be successful readers. Tier 1 instruction, then, needs to address grade-level standards, but also include strategies for students to access this content with below-level reading skills. As core instruction becomes consistent and solidified, we need to take a critical look, as a district, at what processes are in place for students who are not successful. A systematic approach for intervening and monitoring struggling students is needed.

NWEA MAP - Growth: Reading 6+ OH 2017

2017-2018, fall-winter-spring, Percent of students scoring from the Average to High categories (40th percentile and above)

	Overall	Literature	Informational	Vocabulary
Gr. 6	34-34-33	32-32-30	34-36-30	35-37-32
Gr. 7	44-43-37	44-38-38	46-37-36	48-44-37
Gr. 8	36-49-39	39-46-39	40-45-38	39-45-37
Gr. 9	37-48-48	39-49-45	33-46-47	43-50-49

2018-2019, fall-winter-spring, Percent of students scoring from the Average to High categories (40th percentile and above)

NWEA made a change to their reporting for the 2018-2019 school year. Literary Text and Informational Text were broken down into two subtests each.

- Subtest 1: Language, Craft and Structure
- Subtest 2: Key Ideas and Details

	Overall	Literary 1	Literary 2	Informational 1	Informational 2	Vocabulary
Gr. 6	34-38-34	40-37-40	39-41-38	39-40-36	33-40-39	39-37-41
Gr. 7	45-37-38	41-39-42	37-37-38	42-44-40	43-39-39	49-44-43
Gr. 8	45-44-40	47-50-40	44-46-37	48-48-47	43-43-42	50-50-47
Gr. 9	40-44-41	40-40-41	42-38-40	37-44-40	37-37-35	42-45-49

• ANALYSIS

This data shows that less than half of our students are achieving at even the 40th percentile, on their overall reading performance as well as the subtests of literary or informational text and vocabulary. We also see that the data remains almost the same throughout the year; that is, there is not an increase in the percent of students achieving at higher levels. In fact, there is often a decrease. We need to look further at Tier 1 instruction to see the depth of instruction to grade-level standards. We also may take a more critical look at student data to see how needs can be addressed. Another finding we have is that teachers need to be able to drill deeper into skills needed. That is why our district is planning to move to iReady for our 6th through 9th grade students as we use for our elementary students. This will allow for teachers to see foundational skill gaps that may exist. It will also give us consistency and allow us to better monitor student performance over time. Once again, though, we need to ensure that teachers are versed in the skills students need for reading, and the instructional strategies that will be effective in meeting these needs. Additionally, we are reviewing the classroom resources that are used to make sure they align with state standards. Gaining consistency in this area is necessary and will impact achievement.

ELA state test scores from Spring 2016-Spring 2019 (grades 3-ELA2)

- Students scoring Proficient or above
- Students scoring above on the subtests

	2015-2016	2016-2017	2017-2018	2018-2019
3rd ELA	24.5	37.9	40.2	49.6
3rd Informational	10	18	21	16
3rd Literary	8	20	21	19
3rd Writing	11	17	17	23
4th ELA	28.2	37.6	50	44.6
4th Informational	14	18	24	22
4th Literary	19	27	24	19
4th Writing	22	20	28	34
5th ELA	35.7	35.2	53.4	54.8
5th Informational	20	20	27	24
5th Literary	15	27	27	39
5th Writing	16	16	33	53
6th ELA	20.5	31.5	35.1	32.5
6th Informational	16	16	18	17
6th Literary	12	17	20	21
6th Writing	16	18	8	8
7th ELA	31.1	24.6	41.8	36.7
7th Informational	20	15	28	22
7th Literary	22	14	14	23
7th Writing	7	11	28	13
8th ELA	25.6	19.5	24.2	34.1
8th Informational	11	12	10	16
8th Literary	16	14	10	17
8th Writing	17	12	16	30
ELA 1	32.9	31.6	48.7	47.6

	2015-2016	2016-2017	2017-2018	2018-2019
ELA Informational	22	27	28	26
ELA Literary	14	26	32	26
ELA Writing	24	17	25	24
ELA 2	33.5	29.6	40.2	45.7
ELA 2 Informational	20	20	22	22
ELA 2 Literary	19	22	18	23
ELA 2 Writing	5	13	27	19

- ANALYSIS**

The data shows that increases in overall percent passing have been made over the past four years. The largest gain has been in 3rd grade ELA, with a total increase of 25.1% from 2016-2019, including gains made each year. We believe this is because of our focus on the Third Grade Reading Guarantee, and an emphasis on early literacy. At the other grade levels, there have been increases, but not consistent. Even though we have seen gains, we are still well below the state expectation of 80% of students scoring proficient or above. In reviewing the Literary, Informational, and Writing subtests as well, we find inconsistency in gains not only within a grade but also across a cohort. For instance, in 2017-2018, 28% of gr. 7 students were above in Informational; however, in 2018-2019, only 16% of gr. 8 students scored above in that area. Factors such as transiency contribute to this, but that alone does not account for the decrease. We have also found that our students with disabilities are not achieving at levels consistent with those of our general education students.

Overall, we must focus on consistent implementation of core curriculum, analyzing resources and assessments for alignment to state standards, and review effective instructional practices. In addition, we need to look at our service delivery models to make sure all students are receiving appropriate instruction.

Other Relevant Information from the District Report Card

	2015-2016	2016-2017	2017-2018	2018-2019
Science Proficiency 5th/8th/Bio	37.3/34.4/NA	40.5/29.3/41.4	47.3/24.4/48.7	41.4/28.5/57.1
Performance Index	D 50.9%	D 52.3%	D 52.4%	D 53.2%
Gap Closing	F 2.9%	F 26.8%	F 38.1%	C 77.7%
Progress Component	B	D	D	F
Graduation 4-year Percent	64.9%	75.2%	65.4%	70.2%

	2015-2016	2016-2017	2017-2018	2018-2019
K-3 Literacy	F 8.7%	F 25.7%	D 19.6%	D 20.6%

• **ANALYSIS**

We have seen slight gains in the Performance Index measure as a district over the past four years. Our highest gains have been at the elementary level. Our Gap Closing has made increases as well, especially in ELA. In 2017-2018, all of our schools, and the district, earned all points possible in Gap Closing for ELA. As our subgroups are meeting needed expectations for this component, though, we want to see higher proficiency levels from all groups. We also believe that the literacy improvement of students will impact other areas, such as science scores, progress, and graduation rate. We have seen stronger gains in ELA progress than in other areas; however, our one-year ELA progress had a slight decrease. This was primarily due to a large decrease at our middle school level.

Overall, performance is well below expectations. We need to look critically at systemwide processes, at all levels and all students. This begins with examining practices in Tier 1 instruction and then moves to procedures for addressing students with larger skill gaps. Impacting student performance in content areas and ultimately being college/career ready starts with our earliest learners but must continue with standards-based instruction at all grade levels.

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.

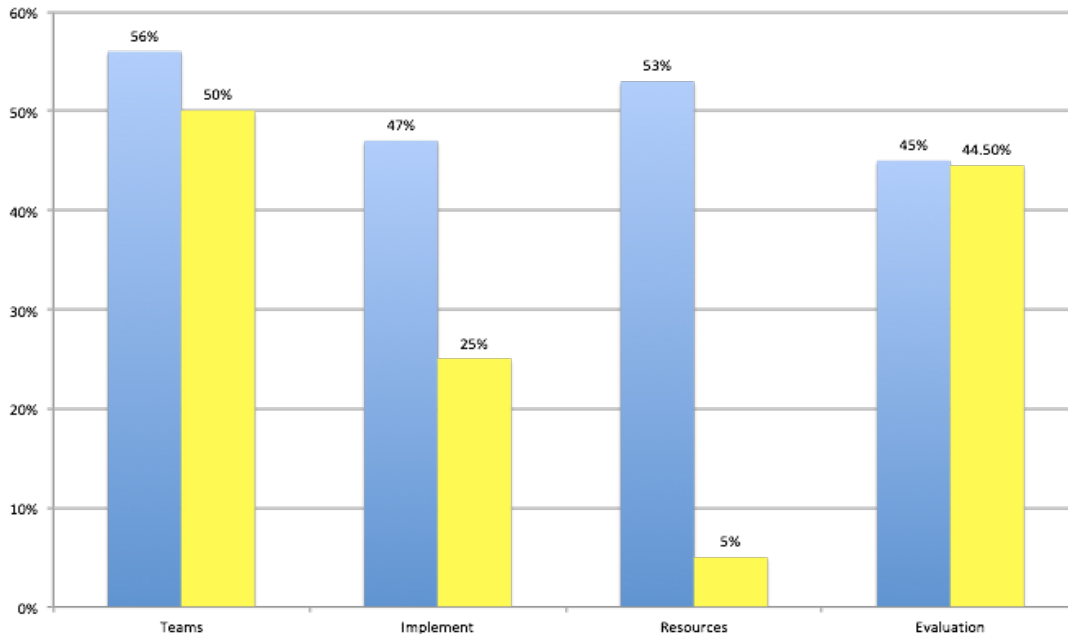
In addition to learner performance data detailed above, the Literacy Committee also analyzed internal and external factors that impact student achievement. Internal factors reviewed included adult implementation data, a survey of teacher understanding of reading fundamentals, and an overview of curricular resources. External factors analyzed included city demographics, socio-economic status of students, and transiency rates. A brief analysis of these appears below.

ANALYSIS OF INTERNAL FACTORS

Tier 1 of the R-TFI (Reading Tiered Fidelity Inventory)

- The purpose of the R-TFI is to assist school teams in determining how well they are implementing school-wide reading practices. All seven schools (Early Learning Center, 4 KG-5th elementary buildings, 6th-7th middle school, and 8th-12th high school) completed the inventory in January 2019. Each team completing the survey consisted of 10-15 individuals including reading teachers, other content area teachers, interventionists, administrators, and instructional coaches. The process was facilitated by the Elementary Curriculum Director and a State Support Team member. A summary of the results is illustrated below.

Elementary Secondary R-TFI Jan. 2019



- Analysis: Based on the results indicated in the graph, it is clear that we need to work on all areas.

In both elementary and secondary, the Teams subscale scored the highest. At all schools, we have team structures in place, with the appropriate staff, that meet regularly. In each building, there is a School Leadership Teams and Teacher Based Teams, as well as a Building Climate Committee. An area for growth at both levels is to improve the focus of teacher teams to support reading instruction.

Currently, teams choose the area of focus for collaboration. At the elementary level, this often is reading, but not always; it might also be math or science. At the secondary level, content-area teams collaborate around student progress on their content area, not around reading strategies. Without a structured focus on literacy strategies, students will continue to have difficulty reading and understanding grade-level content materials, and state test questions.

The primary difference between the two is monitoring of students. At the elementary level, there is a universal screening assessment in reading for all students. At the secondary level, though there is a universal screener for some students, it is not for all and there is no Early Warning System in place at this time. Teachers review student performance at both levels, however there is not a structured process for intervening with students. Another difference is that at the elementary level, there is access to instructional coaching whereas that no longer exists at the secondary level. No building has a School-Wide or Content-Area Reading Plan at this time. Again, without this focus on reading instruction or strategies, there will be inconsistent implementation of evidence-based reading instruction which will impact student achievement.

A second area of discrepancy between elementary and secondary was the Implementation subscale. The 2018-2019 school year was the first year of implementation of consistent literacy resources across classrooms in KG-5th grade. (Resources were chosen by an Elementary ELA Committee during the 17-18 school year.) As teachers transition to understanding the expectations in place, we have seen inconsistent use of resources and pacing guides. We recognize this as an area of growth, as we need consistent, effective instruction to occur across grades and schools. Common resources at the secondary level have not been in place for several years, dating back to before the adoption of Ohio's New Learning Standards. The lack of consistent use of standards-based resources will contribute to low reading achievement.

The Evaluation subscale result was nearly identical between the two levels. Throughout the district, universal screening instruments are used. There are consistent procedures for administration of these assessments, and the results are available to staff. However, there is not a consistent process for use of the results. The lack of a system-wide process for analyzing results, determining interventions, and then monitoring progress contributes to low reading achievement because there may be specific student needs that are not being addressed, which creates learning gaps. Also, without specific plans focused on reading at the buildings, interventions may not all be targeted to see system-wide improvements.

Elementary Teacher Survey

- After the Literacy Committee reviewed aspects of the state reading plan, and internal assessment data, all KG-5th grade teachers were surveyed regarding their knowledge of the Simple View of Reading, the Big Ideas of Reading, Phonological Awareness, and their implementation of content-area reading strategies. A brief overview of their responses is identified below. Based on these responses, it is clear that we need further professional development for teachers on reading. Teacher knowledge is critical to effective instruction.

Simple View of Reading	Less than half the teachers knew what this was, and several stated they never heard of it. However, several teachers did identify decoding skills as necessary for reading comprehension.
Big Ideas of Reading	The majority of teachers knew the Big Ideas.
Phonological Awareness	Most teachers knew that phonological had to do with auditory, and phonics is relating the sounds to written words. There were also several teachers that relayed they were not familiar with the terms, as they were removed from early literacy. The KG teachers, however, were very specific by identifying components including syllables, onset-rime, beginning/medial/ending sounds.
Content-Area Reading Strategies	For this response, strategies identified were mainly those used in learning to read, such as read aloud, repeat readings, or what to do when they get stuck on wrds. There were very few responses that identified strategies used for reading informational, or subject-specific texts.
Knowledge of Standards	Teachers reported that they have a significant amount of knowledge of their own grade-level standards. However, knowledge of grade-level standards outside of the grade they're teaching was reported much lower. Though that may be expected, it is important that teachers have knowledge of student expectations both prior to and after their current grade-level. This assists with analyzing student needs and determining interventions or enrichments.

- The Literacy Committee plans to survey secondary teachers in the winter of 2019. For secondary teachers, the focus will be on content area reading strategies. Without current information on teacher knowledge and use of specific strategies, we are not able to provide effective professional development, nor can we outline strategies currently being used. Classroom instruction with evidence-based reading strategies across the district will impact student reading achievement as well as achievement in other content areas.

Overview of Curricular Resources

- The Literacy Committee identified the resources used at grade bands for literacy instruction. From this, we concluded that multiple resources exist at each level. What is unclear, however, is what is consistently used and whether or not some resources are aligned to the OH Standards or to specific reading needs. Without consistent expectations and/or monitoring of those expectations, student reading achievement will be impacted. Lack of a defined scope and sequence from PK-12 leaves too much reliance on individual teacher decisions. Though classroom instruction may be effective, if practices are not systemic, student learning will be disjointed instead of cohesive.
- As a next step, teachers will complete the Elementary and Secondary Reading Audits during the 2019-2020 school year. These audits will allow us to further determine what resources are currently used for daily instruction as well as intervention. As part of this, we will also conduct a gap analysis of our curriculum, as recommended by the State Review Team.

EXTERNAL FACTORS

- According to our 2018-2019 state report card: 5,002 students were part of the district:
 - 86.8% Black, Non-Hispanic, 5.9% White, Non-Hispanic, 4.7% Multiracial, and 2.1% Hispanic
 - 89.6% Economically Disadvantaged
 - 21.8% Students with Disabilities
 - 18.1% Mobility
- Over 1600 students are enrolled in a community school or participate in the EdChoice Scholarship program.

- The median household income in Euclid is \$36,990 as compared to the state level of \$52,334. The median value of a home in Euclid is \$83,672 compared to the state value of \$140,100.

We believe in the power of excellent instruction on student success. However, we also understand the challenges that impact our students' learning and district classrooms.

ROOT CAUSE ANALYSIS

After our analysis of learner performance data and other impacting factors, the Literacy Committee conducted a Root Cause Analysis. The problem statement for which we determined root causes was: Percentage of students meeting or exceeding expected proficiency levels, on state assessments, in Euclid City Schools has not reached state averages in ELA at any grade level from 2016 through 2019. In addition, scores throughout the district are inconsistent across grade-level cohorts, i.e. sometimes scores decrease from one year to the next within the same cohort of students.

Root causes for the problem statement were categorized as follows:

Student

- Students have limited vocabulary upon entering school, which continues to have negative impacts throughout PK-12 education, including in content areas.
- Student behaviors create challenges to learning and consequences lead to missed instruction.
- On state tests, students often don't understand what is being asked, and lack the stamina and skills needed to persevere through difficult questions.
- Students have a lack of prior knowledge and experiences to connect them to their reading or content area learning.
- There is a lack of motivation or interest in reading.
- Students have a lack of executive functioning skills.
- Students often come to school with a lack of adequate nutrition or medical care.

Family/Community

- There is a general lack of community support and trust in Euclid schools.
- Over the last several years, families have sent children to community/charter schools and not to schools in the district.
- We lack sustained family and community partnerships.
- Students completing pre-school in our Early Learning Center are not entering our elementary schools. (get data)

Instruction

- Not all teachers are adequately teaching to grade-level state standards.
- There is inconsistent use of evidence-based instructional practices, as well as inconsistent alignment of assessments, standards, and instruction.
- Foundational reading instruction is not meeting struggling students' needs.
- Executive functioning processes are not explicitly taught to students.
- There is a lack of sufficient time to teach reading/writing.

Curriculum

- Throughout the district, there is a lack of consistency of what is taught to general education and special education students in Tier 1 instruction.
- There are not enough opportunities for content-area teachers to learn the Reading/ELA standards that they could use to impact student learning.
- As a school system, we lack a structured MTSS process, including a lack of structured assessment and intervention practices.
- At specific grade levels, there is a lack of consistent curricular materials and/or expectations of use of the materials.

System/Structure

- There is a lack of teacher knowledge about effective reading practices, including a lack of professional development for content-area teachers.
- There is no system-wide process for ensuring teachers who transition from one grade-level to the next are aware of the standards and curriculum at that level.
- There is inconsistent peer collaboration about effective practices.
- Principals lack knowledge of effective reading instructional practices.

- There is not enough behavioral support in the building/classroom.
- There have been several changes in leadership over the past six years.

After identifying and categorizing root causes, the Literacy Committee used a Likert Scale to determine: the effect of each reason (cause) on state test scores (1: little to no effect to 5: significant effect) and our potential impact, as educators, on these causes (1: We can have little to no impact on this to 5: We can significantly impact/change this). The causes that appear bolded under each category above are those that scored the highest on the Likert Scale.

Through reviewing these responses, along with learner performance data, the Literacy Committee developed goals and action steps as identified in sections 5 and 6 of this plan.

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](#).

We envision literacy, the ability to read, write and communicate effectively with comprehension, as a fundamental necessity for all students. Our goal is for equitable access to high quality language and literacy instruction through a multi-tiered system of support (MTSS) for all students. We believe there is no aspect of schooling more important than teaching students how to read and starting them on the journey toward a lifetime of reading.

Our literacy mission works in conjunction with our strategic plan, which states, "We believe that WE provide the best education of any possible options for our children. But, we also acknowledge the need to improve and evolve to sustain ourselves and deliver the best possible instruction and programming for our students and community."

Over the last three years, district staff have written belief statements that summarize what we believe should be the focus of literacy instruction.

Elementary ELA:

All students will meet grade level expectations. Effective ELA instruction focuses on reading comprehension, vocabulary development, and written expression. Classroom instruction will include guided reading, modeling and gradual release of responsibility (I do - We do - You do) to build student ownership of their learning.

A student who succeeds in these areas of ELA will transfer this knowledge to all content areas.

Secondary Literacy:

All students will meet grade level expectations. ELA instruction consists of vocabulary development, comprehension strategies in fiction and non-fiction, and writing. ELA teachers will utilize research-based strategies in classroom instruction. Science and social studies teachers will support students' reading development through content area reading strategies. We believe that teachers should use the Marzano strategies and elements of the instructional framework with rigor and fidelity to drive their lesson planning to meaningfully engage their students to positively increase student achievement.

We are working as a district Literacy Team (with representatives across all grade levels/buildings) to align ourselves to Ohio's Plan to Raise Literacy Achievement, which is grounded in the theoretical framework, the Simple View of Reading. According to the Simple View of Reading (Gough and Tunmer, 1986), struggling readers need to have strength in two areas, word recognition and language comprehension, in order to achieve reading comprehension. During our research and data analysis, the Literacy team discovered that using the equation in the Simple View of Reading, (Word Recognition X Language Comprehension = Reading Comprehension) there were various components necessary for students to be successful with reading comprehension, namely phonemic awareness, fluency, vocabulary and inferential language skills. Using the Changing Emphasis of Big Ideas (below), our literacy action plan will provide a focus at each grade level fully aligned to the Simple View of Reading. Primary grades (PK-1) will add depth to our students' phonemic awareness, phonics and sight word skills. Fluency will become the focus at grades 2-3 and secondary Literacy Plans (7-12) will emphasize Language Comprehension, with sub-focus would be on Vocabulary, Language and Verbal Reasoning across all content areas.

Changing Emphasis of Big Ideas

	K	1 st	2 nd	3 rd	4 th	5 th
Phonemic Awareness	Blend & Segment	Phoneme Analysis (Addition, Deletion & Substitution)				
Phonics	Sounds/ Basic Phonics	Advanced Phonics & Multisyllabic			Multi-Syllabic & Word Study	
Fluency	Sounds & Words	Words & Connected Text			Connected Text	
Vocabulary	Listening		Listening & Reading		Reading	
Comprehension	Listening		Listening & Reading		Reading	

We will achieve the above beliefs through implementation of the following, which directly align to Ohio's Plan to Raise Literacy Achievement:

- Evidence-based Tier 1 instruction
- A schoolwide content area reading model (instructional framework)
- Instructional plans to improve student literacy
- Professional development, including coaching, to support effective instruction
- Shared leadership
- Multi-tiered systems of support
- Teacher partnership/collaboration
- Family partnerships

Our leadership team will communicate our literacy vision and action plan across the stakeholder entities to ensure alignment of literacy efforts amongst schools, classrooms, families, and community partners. Literacy acquisition, achievement and progress will serve as the core of our school improvement initiatives. All stakeholders will be encouraged to become a part of providing challenging, meaningful and engaging literacy opportunities for our students so that, together, we can ensure that our students read and comprehend on grade level, and ultimately college and career ready.

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.

Throughout the Euclid City School District, we recognize literacy, the ability to read, write and communicate effectively with comprehension, a fundamental necessity for educational success and future success in college and careers. Based on our analysis of student data, we have identified goals for each grade/grade band that will, if met, contribute to increasing student literacy achievement.

Overall Goal: The percentage of students meeting or exceeding proficiency expectations on Ohio's State Tests in grades 3-8 and the ELA 2 End of Course exam will be at 80% by the spring administration of 2024.

Subgoals:

- PK: The percent of PK students meeting district expectations by the end of the school year, based on letters and sounds, will increase by 10% each year.
- KG: The percent of KG students reading at grade level by the end of the school year, based on the Next Step Guiding Reading Assessment, will increase by 10% each year.
- 1st-2nd: The percent of students scoring on level, on the spring iReady benchmark test, in the domains of Phonics, Vocabulary, and Comprehension-Informational Text will increase by 10% each year.
- 3rd: The percent of students scoring on level, on the spring iReady benchmark test, in the domains of Vocabulary, Comprehension-Literary Text, and Comprehension-Informational Text will increase by 10% each year.
- 4th-5th: iReady: The percent of students scoring on level, on the spring iReady benchmark test, in the domains of Vocabulary, Comprehension-Literary Text, and Comprehension-Informational Text will increase by 10% each year.

- 6th-8th: The percent of all students scoring on level, on the spring MAP benchmark test, in the domains of Vocabulary, Informational Text: Key Ideas and Details and Informational Text: Craft and Structure will increase by 10% each year.
- HS: The percent of 9th grade and all SWD students scoring on level, on the spring MAP benchmark test, in the domains of Vocabulary, Informational Text: Key Ideas and Details and Informational Text: Craft and Structure will increase by 10% each year.

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.

Based upon the district's literacy committee's root cause analysis, we must improve our core tier 1 instruction for all students in phonological awareness, phonics, vocabulary and comprehension so that we meet or exceed our goal of 80% of our students being proficient on the state assessment. Our district will use the Ohio Improvement Process (OIP) to focus on Ohio's Theory of Action from Ohio's Plan to Raise Literacy Achievement, which includes multi-tier system of supports, building shared leadership, teacher capacity and family/community partnerships.

To meet our subgoals, each grade band will use evidence-based data-driven multi-tiered instruction and interventions. Each subgoal was developed using the Simple View of Reading by incorporating a literacy component in word recognition and in language comprehension. The subgoals will focus on practices rather than programs through PD and coaching. Currently there are many programs that teachers have to use. Clarity as to the materials and programs that should be used as a part of the core instructional program will be determined so that there is consistency within the grade level as well as across the grade levels. All teachers (both intervention specialist and general education teachers) will be a part of all professional development. Teachers will develop a deep understanding of their grade level/content standards as well as the level of expectation for the standards (Bloom's Knowledge and/or Webb's Depth of Knowledge) by determining grade/content level learning intentions, learning progressions and student success criteria within their teacher teams (TBT's).

Action Map Goals:

- Overall Goal #1: Shared Leadership that supports Evidence-Based Instructional Practices Pre-K-12
- Overall Goal #2: Multi-Tiered System of Supports Pre-K-12
- Grade Band Subgoals, #3 - #8: Learner Performance Goals

Overall Goal # 1 Action Map (Shared Leadership/Evidence-Based Practices)

Goal Statement: By engaging in shared leadership practices and implementing evidence-based classroom strategies throughout the district, the percent of students scoring proficient or above on Ohio's State Tests will increase and meet or exceed the state's 80% expectation by the spring of 2024.

Evidence-Based Strategy or Strategies: Capacity development will be focused on strategies identified in the What

Works Clearinghouse Practice Guides: Foundational Skills to Support Reading for Understanding in Grades KG through 3, Assisting Students Struggling with Reading, Improving Adolescent Literacy: Effective Classroom and Intervention Practices, and Organizing Instruction and Study to Improve Student Learning.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Build the capacity of teacher and administrator leads to provide PD to staff on effective, evidence-based literacy strategies	Complete a curriculum analysis in grades PK-12 to identify gaps in resources, assessments, and instructional strategies	Build capacity of building staff to identify and implement key components of schoolwide reading plans through completion of the R-TFI
Timeline	2019-2020 school year, and ongoing	Semester 2 of 2019-2020 school year	Spring 2020 and ongoing
Lead Person(s)	Directors of Curriculum Literacy Committee Members Instructional Coaches	Directors of Curriculum Director of Data Literacy Committee Members	Director of Data Director of Curriculum Literacy Committee Members Building Principals

	Action Step 1	Action Step 2	Action Step 3
Resources Needed	<ul style="list-style-type: none"> Time to meet ESC Literacy PD courses 	<ul style="list-style-type: none"> Elementary and Secondary Literacy Survey Time for teachers to take the survey. Time for committee to analyze the survey results. 	<ul style="list-style-type: none"> RTFI Reading walk through form and schedule
Specifics of Implementation	<p>Members of the Literacy Committee will attend workshops on Disciplinary Literacy, Explicit Instruction, etc</p> <p>Professional development attendees will share new evidence-based literacy strategies with other members of Literacy Committee as well as building staff</p>	<p>Director of curriculum will work with literacy committee members to develop an elementary/secondary literacy survey.</p> <p>Literacy committee members will have their building teachers take the survey.</p> <p>Literacy committee members will analyze the results of the surveys and identify areas of strengths and areas of growth.</p> <p>Literacy Committee outlines current pacing and reviews assessments and resources to check for alignment with Ohio state standards</p>	<p>Director of curriculum and literacy committee members will create a form and schedule for building literacy walkthroughs</p> <p>Literacy committee members and building principals will analyze RTFI data to identify strengths and areas of growth.</p>
Measure of Success	<p>Implementation of literacy strategies, measured by classroom walkthroughs and self-report</p> <p>Professional Development</p> <p>Attendance</p>	<p>A PK-12 Scope & Sequence guide will be developed</p> <p>A list of common resources will be researched and established and used by at least 90% of teachers</p>	<p>100% of buildings will complete the R-TFI and complete an analysis based on a common protocol</p>
Check-in/Review Date	Monthly Principals Meeting Literacy Committee Meetings, bi-monthly	Monthly Principals Meeting Literacy Committee Meetings, bi-monthly	Monthly Principals Meeting Literacy Committee Meetings, bi-monthly

Goal # 2 Action Map (Multi-Tiered System of Supports)

Goal Statement: Through the district's development of a Multi-Tiered System of Supports, the percent of students scoring proficient or above on Ohio's State Tests will increase and meet or exceed the state's 80% expectation by the spring of 2024.

Evidence-Based Strategy or Strategies: Building a Multi-Tiered System of Supports will be focused on strategies identified in the What Works Clearinghouse Practice Guides: Assisting Students Struggling with REading: Response to Intervention and Mutli-Tier Intervention in the Primary Grades and Improving Adolescent Literacy: Effective Classroom and Intervention Practices.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Create Data Analysis protocols	Build capacity of staff to analyze, interpret and use data to inform instruction	Develop district MTSS framework
Timeline	Spring 2020	Fall 2020 - ongoing	Summer 2020 - Summer 2021

	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	Director of Data Director of Technology Data Team	Director of Data Director of Technology Data Team members	Directors of Student Affairs Director of Data Directors of Curriculum MTSS team
Resources Needed	District, state and building data School Achievement Plans Data visualizations in Infinite Campus	District and state data School Achievement Plans Data visualizations	Overview of current district process <u>Book: Multi-Tiered Systems of Support - Blending RTI and PBIS</u> by Kent McIntosh and Steve Goodman Notes and agendas from trainings at ESC
Specifics of Implementation	Director of Data will use district data sources and data guides to create data analysis protocols for district and state data. Director of Technology will work with the Director of Data to create data visualizations that will be used at all buildings. Data Team members will determine specific data points that will be needed for analysis.	Director of Data will lead data team members through practice analysis protocols. These members will then lead SLTs through the process. DLT members will use data analysis protocols for state testing data.	Team members who attended trainings in 2019-2020 school year will share information with additional staff. Participants in book study will meet monthly in semester 2 of 2020 to begin to develop an MTSS framework. Protocols for districtwide monitoring and interventions will be developed during 2020-2021 school year.
Measure of Success	Data protocols for state test data and 75% of district data will be created by July 1, 2020. All data visualizations needed for the 2020-2021 school year will be identified by May 10, 2020. At least 50% of the buildings will use the data protocol for writing School Achievement Plan.	All buildings will have trained staff members to lead data analysis protocols by November 2020.	Protocols for assessing, monitoring, and interventions for students at all levels will be written by June 2021. Professional development for use of protocols will occur in August 2021. All elementary schools will implement in the fall of 2021.
Check-in/Review Date	monthly SLT meetings monthly DLT meetings weekly TBT meetings	monthly DLT meetings	monthly at Senior Leadership Team meetings monthly at DLT committee quarterly at Principal meetings

Goal # 3 Action Map (Grades PK-K)

Goal Statement:

- Pre-K: The percent of PK students meeting district expectations by the end of the school year, based on letters and sounds, will increase by 10% each year.
- Kindergarten: The percent of KG students reading at grade level by the end of the school year, based on the Next Step Guiding Reading Assessment, will increase by 10% each year.

Evidence-Based Strategy or Strategies: Direct and explicit interventions based on benchmark data and practices for recommendation 2 of *WWC Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Provide direct/explicit instruction for students to develop an awareness of the segments of sounds in speech and how they link to letters, as recommended by the <i>WWC Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>	Continue to provide professional development on strategies/activities that will help increase knowledge of early literacy skills, concepts about print, and connecting letter sounds to letters it represents through kinesthetic motions.	<i>Create RIMPS for students not on track and provide students one-on-one or small group intensive intervention on letters and sounds to develop an awareness of the segments of sounds in speech and how they link to letters, as recommended by the WWC Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>
Timeline	2019-ongoing	2019-ongoing	2019-ongoing
Lead Person(s)	ELV Principal PK-KG Instructional Coach Literacy Committee Members Director of Curriculum	PK-KG Instructional Coach Director of Curriculum	ELV Principal PK-KG Instructional Coach Director of Curriculum Director of Data
Resources Needed	<ul style="list-style-type: none"> • Technology Resources: Phonics In Motion (PIM) license and Promethean Boards • Classroom Resources: Magnetic letters, ABC charts, etc. • Professional Resources: Instructional Coaching on kinesthetic motions and Alphabet Knowledge Routines 	Continue providing Professional Development to teachers on kinesthetic motions that help link letter sounds to letter it represents.	<ul style="list-style-type: none"> • Classroom Resources: Alphabet Books, Magnetic Letters, ABC Chart, Dry Erase Boards, Jan Richardson Pre- A Lesson Plan, Alphabetic Knowledge Cycle/Routine etc • Professional Resources: Reading Tutors
Specifics of Implementation	Teachers, tutors, and intervention specialists will provide small group instruction on targeted letters/sounds based on data and discussions at Teacher Based Teams. <ul style="list-style-type: none"> • Teach students to recognize and manipulate segments of sound in speech (counting words in a sentence, syllables, onset/rime, sound boxes). <ul style="list-style-type: none"> • Teach students letter/sound relations (Present consonants, 	District will provide PD on evidence based strategies and activities, such as, recognizing and manipulating segments of sound in speech, letter/sound relationships, and use word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness.	Tutors, Intervention Specialists, Instructional Coach, Encore Teachers, and Volunteers will provide one-on-one instruction tracing letters/saying sounds based on data and discussions at Teacher Based Teams

	Action Step 1	Action Step 2	Action Step 3
	<p>short/long vowel sounds, blends, digraphs that represent the letter or letters).</p> <ul style="list-style-type: none"> Use word building and other activities to link students' knowledge of letter/sound relationships with phonemic awareness (provide students with letter tiles and have them add or remove letters to create words or to change one word into a different word). <p>Instructional Coach will model lessons in classrooms on early literacy skills (Phonological Awareness and Letter Knowledge strategies)</p>		
Measure of Success	There will be a 10% increase in students meeting identified benchmarks for sound and letter identification each time students are assessed.	<p>70% of teacher lesson plans and 80% of TBT process forms will reflect use of evidence-based strategies</p> <p>Classroom walkthrough data will reflect at least 80% of teachers using identified strategies.</p>	<p>There will be a 10% increase in students meeting identified benchmarks for sound and letter identification each time students are assessed.</p> <p>There will be a 20% increase of KG students reading at grade level, measured by NSGRA, by the end of the 2020-2021 school year.</p>
Check-in/Review Date	<p>Weekly TBT Meetings</p> <p>Quarterly Data Wall Meetings</p> <p>Monthly SLT Meetings</p> <p>Literacy Committee Meetings</p>	<p>weekly TBT Meetings</p> <p>Quarterly Data Wall Meetings</p> <p>Literacy Committee Meetings</p>	<p>weekly TBT Meetings</p> <p>Quarterly Data Wall Meetings</p> <p>Monthly SLT Meetings</p> <p>Literacy Committee Meetings</p>

Goal # 4 Action Map (Grades 1-2)

Goal Statement: The percent of students scoring on level, on the spring iReady benchmark test, in the domains of Phonics, Vocabulary, and Comprehension-Informational Text will increase by 10% each year.

Evidence-Based Strategy or Strategies: Direct and explicit interventions based on benchmark data and practices for recommendation 2, 3, and 4 of WWC Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Provide direct/explicit instruction for students to develop an awareness of the segments of sounds in speech and how they link to letters, as recommended by the <i>WWC Foundational Skills to Support Reading for Understanding in</i>	Provide direct/explicit strategies on how to decode words, analyze words parts, and write and recognize words, as recommended by the <i>WWC Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>	Model comprehension strategies to ensure that Individualized Daily Reading is being implemented and reads connected text every day to support reading, accuracy, fluency, and comprehension, as recommended by the <i>WWC Foundational Skills to Support</i>

	Action Step 1	Action Step 2	Action Step 3
	<i>Kindergarten Through 3rd Grade</i>		<i>Reading for Understanding in Kindergarten Through 3rd Grade</i>
Timeline	2019-ongoing	2019-ongoing	2019-ongoing
Lead Person(s)	Elementary Principals Instructional Coaches Literacy Committee Members Director of Curriculum	Elementary Principals Instructional Coaches Literacy Committee Members Director of Curriculum	Elementary Principals Instructional Coaches Literacy Committee Members Director of Curriculum
Resources Needed	<ul style="list-style-type: none"> • Technology Resources: i-Ready log-ins, i-Pads, Phonics In Motion (PIM) license, and Promethean Boards • Classroom Resources: Magnetic letters and ABC charts • Professional Resources: Coaching on kinesthetic motions and Alphabet Knowledge Routine 	<ul style="list-style-type: none"> • Technology Resources: i-Ready logins and I-pads • Classroom Resources: sound boxes 	<ul style="list-style-type: none"> • Technology Resources: i-Ready logins, i-Pads and Standard Mastery assessments • Classroom Resources: Iready Reads, Making Meaning, Leveled Literacy Kits
Specifics of Implementation	<p>Teachers, tutors, and intervention specialists will provide small group instruction on targeted letters/sounds based on data and discussions at Teacher Based Teams.</p> <ul style="list-style-type: none"> • Teach students to recognize and manipulate segments of sound in speech (counting words in a sentence, syllables, onset/rime, sound boxes). <ul style="list-style-type: none"> • Teach students letter/sound relations (Present consonants, short/long vowel sounds, blends, digraphs that represent the letter or letters). • Use word building and other activities to link students' knowledge of letter/sound relationships with phonemic awareness (provide students with letter tiles and have them add or remove letters to create words or to change one word into a different word). <p>Instructional Coach will model lessons in classrooms on early literacy skills (Phonological Awareness and Letter Knowledge strategies)</p>	<p>Teachers, tutors, and intervention specialists will provide small group instruction on how to decode words, analyze words parts, and write and recognize words based on data and discussions at Teacher Based Teams.</p> <ul style="list-style-type: none"> • Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation (blending, chunking, sounded out words). • Instruct students in common sound–spelling patterns (consonant/vowel patterns). • Teach students to recognize common word parts(manipulating word parts: multisyllabic words, suffixes/prefixes, roots, contractions). • Have students read decodable words in isolation and in text. • Teach regular and irregular high-frequency words so that students can recognize them efficiently. • Introduce non-decodable words that are essential to the meaning of the text as whole words. <p>Instructional Coach will model lessons in classrooms with strategies on how to decode</p>	<p>As students read orally, teachers, tutors, and intervention specialists will:</p> <ul style="list-style-type: none"> • model strategies, scaffold, and provide feedback to support accurate and efficient word identification. <ul style="list-style-type: none"> • Teach students to self-monitor their understanding of the text and to self-correct word-reading errors. • Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression. <p>Instructional Coach will model comprehension strategies in classrooms.</p>

	Action Step 1	Action Step 2	Action Step 3
		words, analyze words parts, and write and recognize words.	
Measure of Success	There will be a 10% increase of students on-level on the Phonological Awareness and Phonics domains of iReady on the fall diagnostic.	There will be a 10% increase of students on-level on the Phonological Awareness, Phonics, HFW, and Vocabulary domains of iReady on the fall diagnostic.	There will be a 10% increase of students on-level on the Vocabulary and Comprehension domains of iReady on the fall diagnostic. There will be a 10% increase in the number of students reading at grade-level by May of each school year, as measured by NSGRA.
Check-in/Review Date	weekly TBT Meetings Quarterly Data Wall Meetings Monthly SLT Meetings Literacy Committee Meetings	weekly TBT Meetings Quarterly Data Wall Meetings Monthly SLT Meetings Literacy Committee Meetings	weekly TBT Meetings Quarterly Data Wall Meetings Monthly SLT Meetings Literacy Committee Meetings

Goal # 5 Action Map (Grade 3)

Goal Statement: The percent of students scoring on level, on the spring iReady benchmark test, in the domains of Vocabulary, Comprehension-Literary Text, and Comprehension-Informational Text will increase by 10% each year.

Evidence-Based Strategy or Strategies: Explicit Vocabulary Instruction, Direct Comprehension Strategies, and Intensive, systematic reading instruction for struggling readers

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Model comprehension strategies to ensure that Individualized Daily Reading is being implemented and reads connected text every day to support reading, accuracy, fluency, and comprehension, as recommended by the the <i>WWC Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>	Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge as recommended by the <i>WWC Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>	Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening as recommended by the <i>WWC Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>
Timeline	2019-ongoing	2019-ongoing	2019-ongoing
Lead Person(s)	Elementary Principals Instructional Coaches Literacy Committee Members Director of Curriculum	Elementary Principals Instructional Coaches Literacy Committee Members Director of Curriculum	Elementary Principals Instructional Coaches Literacy Committee Members Director of Curriculum Director of Data
Resources Needed	<ul style="list-style-type: none"> Technology Resources: i-Ready log-ins, i-pads, 	<ul style="list-style-type: none"> Technology Resources: i-Ready log-ins, i-Pads, 	<ul style="list-style-type: none"> Classroom Resources: Next Step Guided

	Action Step 1	Action Step 2	Action Step 3
	Standard Mastery Assessment <ul style="list-style-type: none"> • Classroom Resources: Ready Reads, Making Meaning, Next Step Guided Reading 	Standard Mastery Assessment <ul style="list-style-type: none"> • Classroom Resources: Making Meaning-Vocabulary 	Reading, Leveled Literacy Intervention
Specifics of Implementation	Teachers will model comprehension strategies using Making Meaning. Teachers, tutors, and intervention specialists will provide small group instruction on comprehension strategies.	Teachers will provide students with explicit vocabulary instruction using Making Meaning Vocabulary.	Instructional Coaches will model Grade level tutors will implement LLI with targeted strategies.
Measure of Success	There will be a 10% increase of students on-level on the Vocabulary and Comprehension domains of iReady on the fall diagnostic. There will be a 10% increase in the number of students reading at grade-level by May of each school year, as measured by NSGRA. 90% of 3rd grade students will meet expectations for TGRG by May 30 of each year.	There will be a 10% increase of students on-level on the Vocabulary and Comprehension domains of iReady on the fall diagnostic.	There will be a 10% increase of students on-level on the Vocabulary and Comprehension domains of iReady on the fall diagnostic. There will be a 10% increase in the number of students reading at grade-level by May of each school year, as measured by NSGRA. At least 70% of students on RIMPs will meet their iReady growth goal by spring diagnostic.
Check-in/Review Date	weekly TBT Meetings Quarterly Data Wall Meetings Monthly SLT Meetings	weekly TBT Meetings Quarterly Data Wall Meetings Monthly SLT Meetings	weekly TBT Meetings Quarterly Data Wall Meetings Monthly SLT Meetings

Goal # 6 Action Map (Grades 4-5)

Goal Statement: The percent of students scoring “on level” on the Spring iReady benchmark test, in the domains of Vocabulary, Comprehension-Literacy Text and Comprehension-Informational text will increase by 10% each year.

Evidence-Based Strategy or Strategies: Direct and explicit interventions based on benchmark data and practices for recommendation 1, 2 and 5 of *WWC Improving Adolescent Literacy: Effective Classrooms and Intervention Practices Practice Guide* for vocabulary and comprehension.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Provide explicit vocabulary instruction both as part of reading and language arts classes and as part of content area classes such as science and social studies as recommended by the <i>WWC Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>	Provide direct and explicit instruction in comprehension strategies to improve students’ reading comprehension Content Areas as recommended by <i>WWC Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>	Provide intensive and individualized interventions for struggling readers by trained specialists as recommended by <i>WWC Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>

	Action Step 1	Action Step 2	Action Step 3
Timeline	2019-ongoing	2019-ongoing	2019-ongoing
Lead Person(s)	Elementary Principals Instructional Coaches Literacy Committee Members Director of Curriculum	Elementary Principals Instructional Coaches Literacy Committee Members Director of Curriculum	Elementary Principals Instructional Coaches Literacy Committee Members Director of Curriculum Director of Data
Resources Needed	<ul style="list-style-type: none"> ● Technology Resources: iReady student and teacher logins, iPads ● Classroom Resources: Core Course Materials ● Professional Resources: Professional Development on content area vocabulary strategies 	<ul style="list-style-type: none"> ● Technology Resources: iReady student and teacher logins, iPads ● Classroom Resources: Core Course Materials ● Professional Resources: Professional Development on content area vocabulary strategies 	<ul style="list-style-type: none"> ● Next Step Guided Reading ● Assessment ● Leveled Books ● LLI
Specifics of Implementation	<p>Literacy committee members and instructional coaches will attend professional development in the area content area vocabulary instruction.</p> <p>Building administration will provide time for staff to receive content area vocabulary professional development.</p> <p>Professional development attendees will share new evidence-based vocabulary strategies with other members of Literacy Committee as well as building staff</p> <p>Social Studies and Science teachers will model and provide guided and independent practice on using vocabulary strategies within the content area.</p>	<p>Literacy committee members and instructional coaches will attend professional development in the area content area literacy instruction.</p> <p>Building administration will provide time for staff to receive content area literacy instruction professional development.</p> <p>Professional development attendees will share new evidence-based content area literacy instruction strategies with other members of Literacy Committee as well as building staff</p> <p>Social Studies and Science teachers will model and provide guided and independent practice on using content area literacy instruction strategies within the social studies and science.</p>	<p>Principals and teachers will work with the Director of Data to identify skill gaps, based on diagnostic and state data. Then, working with the curriculum data, specific strategies will be chosen for intervention.</p> <p>Students will be progress-monitored by classroom teachers and/or tutors.</p> <p>Instructional coaches will model strategies as needed.</p>
Measure of Success	<p>On the iReady Diagnostic assessment a 5% increase from the Beginning of the Year (BOY) to Middle of the Year (MOY) and 10% by the End of Year (EOY)</p> <p>iReady Standards Mastery assessments given monthly by the Reading TBT groups.</p>	<p>On the iReady Diagnostic assessment a 5% increase from the Beginning of the Year (BOY) to Middle of the Year (MOY) and 10% by the End of Year (EOY)</p> <p>iReady Standards Mastery assessments given monthly by the Reading TBT groups.</p>	<p>On the iReady Diagnostic assessment a 5% increase from the Beginning of the Year (BOY) to Middle of the Year (MOY) and 10% by the End of Year (EOY)</p> <p>iReady Standards Mastery assessments given monthly by the Reading TBT groups.</p>
Check-in/Review Date	TBT Meetings	TBT Meetings	TBT Meetings

	Action Step 1	Action Step 2	Action Step 3
	Quarterly Data Wall Meetings Monthly SLT Meetings Literacy Committee Meetings	Quarterly Data Wall Meetings Monthly SLT Meetings Literacy Committee Meetings	Quarterly Data Wall Meetings Monthly SLT Meetings Literacy Committee Meetings

Goal # 7 Action Map (Grades 6-8)

Goal Statement: The percent of all students scoring on level, on the spring MAP benchmark test, in the domains of Vocabulary, Informational Text: Key Ideas and Details and Informational Text: Craft and Structure will increase by 10% each year.

Evidence-Based Strategy or Strategies: Direct and explicit interventions based on benchmark data and practices for recommendation 1, 2 and 5 of WWC Improving Adolescent Literacy: Effective Classrooms and Intervention Practices Practice Guide for vocabulary and comprehension.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Provide direct and explicit comprehension strategy and vocabulary instruction, as recommended by the WWC <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices Guides</i>	Transition from using MAP to iReady to collect and use reading data to better correlate with grades K-5	Implement intensive and individualized interventions for struggling readers that can be provided by trained specialists, as recommended by the WWC <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices Guides</i> .
Timeline	2019-ongoing	2019-ongoing	2019-ongoing
Lead Person(s)	Middle School Principal Reading Department Chair Reading Committee Members	Middle School Principal Reading Department Chair Reading Committee Members	Middle School Principal Reading Department Chair Reading Committee Members
Resources Needed	<ul style="list-style-type: none"> ● Technology Resources: MAP teacher logins ● Classroom Resources: Core Course Materials, <i>The Common Core Guidebook, Grades 6-8: Informational Text Lessons, Guided Practice, Suggested Book Lists, and Reproducible Organizers</i> by Rozlyn Linder and Chart paper and markers ● Professional Resources: Building provided Professional Development on informational reading strategies <p>*Used in conjunction with Ohio's Learning Standards for English Language Arts (revised 2017) and the 2018 English Language Arts Model Curriculum.</p>	<ul style="list-style-type: none"> ● Technology Resources: iReady student and teacher logins ● Professional Resources: iReady PD for ELA teachers 	<ul style="list-style-type: none"> ● Technology Resources: iReady student and teacher logins ● Professional Resources: Reading tutors ● Classroom Resources: iReady Toolbox resources

	Action Step 1	Action Step 2	Action Step 3
Specifics of Implementation	<ul style="list-style-type: none"> Building administration will provide time for content area staff to receive content area literacy professional development. Department Chair will provide monthly professional development on a focused informational reading strategy: (textual evidence, central ideas, vocabulary, central ideas, and connections) Reading teachers will support content area teachers in the implementation of literacy strategies into their classroom. Content area teachers will model and provide guided and independent practice on using informational reading strategies. 	<ul style="list-style-type: none"> The district will provide reading teachers with PD in i-Ready use and data analysis. ELA TBTs will follow district assessment calendars for i-Ready student assessments (benchmarks, standards mastery). Teachers will analyze data to drive instruction. 	<ul style="list-style-type: none"> The reading teachers will provide names of students that have qualified for tutoring (based on a predetermined criteria) Tier 2 reading teachers and tutors will further assess recommended using iReady data and provide remediation using iReady Toolbox resources. Student progress will be tracked on a weekly basis.
Measure of Success	On the MAP Benchmark assessment, a 5% increase from the Fall Benchmark to Winter Benchmark and 10% by the Spring Benchmark.	On the iReady Diagnostic assessment a 5% increase from the Beginning of the Year (BOY) to Middle of the Year (MOY) and 10% by the End of Year (EOY) iReady Standards Mastery assessments given monthly by the Reading TBT groups.	On the iReady Diagnostic assessment a 5% increase from the Beginning of the Year (BOY) to Middle of the Year (MOY) and 10% by the End of Year (EOY). iReady Standards Mastery assessments given monthly by the Reading TBT groups.
Check-in/Review Date	Quarterly DLT meetings Monthly SLT meetings Monthly Department meetings Literacy Committee Member	Quarterly DLT meetings Monthly SLT meetings Monthly Department meetings Literacy Committee Members	Quarterly DLT meetings Monthly SLT meetings Monthly Department meetings Literacy Committee Members

Goal # 8 Action Map (ALL Grades 9-10 and ALL High School Students with Disabilities)

Goal Statement: The percent of 9-10th grade and all SWD students scoring on level, on the spring MAP benchmark test, in the domains of Vocabulary, Informational Text: Key Ideas and Details and Informational Text: Craft and Structure will increase by 10% each year.

Evidence-Based Strategy or Strategies: Direct and explicit interventions based on benchmark data and practices for recommendation 1 and 2 of WWC Improving Adolescent Literacy: Effective Classrooms and Intervention Practices Practice Guide for vocabulary and comprehension.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Construct and implement a reading instruction survey for 9-12 staff to create a baseline for literacy instruction strategies and resources.	Provide explicit vocabulary instruction, as recommended by the <i>WWC Improving Adolescent Literacy: Effective Classroom and Intervention Practices Guides</i> .	Provide direct and explicit comprehension strategy instruction, as recommended by the <i>WWC Improving Adolescent Literacy: Effective Classroom and Intervention Practices Guides</i> .
Timeline	2019-ongoing	2019-ongoing	2019-ongoing
Lead Person(s)	High School Principal Melissa Godina, Assistant Principal Jennifer Pollack, ELA Department Chair Desiree Korpowski, Special Education Department Chair Literacy Committee Members	High School Principal Melissa Godina, Assistant Principal Jennifer Pollack, ELA Department Chair Desiree Korpowski, Special Education Department Chair Literacy Committee Members	High School Principal Melissa Godina, Assistant Principal Jennifer Pollack, ELA Department Chair Desiree Korpowskid, Special Education Department Chair Literacy Committee Members
Resources Needed	<ul style="list-style-type: none"> • Technology Resource: Online Secondary Literacy Survey • Other Resources: Staff meeting time to complete survey 	<ul style="list-style-type: none"> • Professional Resources: Professional Development on explicit vocabulary instruction and Anita Archer: Vocabulary Instruction Workshop and <i>Academic Vocabulary Teacher's Manual</i> by Robert Marzano or a similar resource. • Classroom Resources: TBT created list of content specific words. 	<ul style="list-style-type: none"> • Technology Resources: MAP teacher logins. • Classroom Resources: Core Course Materials, *<i>The Common Core Guidebook, Grades 6-8: Informational Text Lessons, Guided Practice, Suggested Book Lists, and Reproducible Organizers</i> by Rozlyn Linder and Chart paper and markers • Professional Resources: Professional Development on informational reading strategies • *Used a supplemental resource in conjunction with Ohio's Learning Standards for English Language Arts (revised 2017) and the 2018 English Language Arts Model Curriculum
Specifics of Implementation	<ul style="list-style-type: none"> • Building administrators will provide time for content area staff to complete the Secondary Literacy Survey. • Literacy Committee will analyze data from the survey and analyze strengths, needs, and common resources. • Data will be used to 	<ul style="list-style-type: none"> • Building administration will provide time for content area staff to receive vocabulary instruction professional development. Department Chairs will provide monthly professional development on a focused vocabulary strategy to content area 	<ul style="list-style-type: none"> • Building administration will provide time for content area staff to receive content area literacy professional development. • Department Chair will provide monthly professional development on a focused informational reading strategy: (textual

	Action Step 1	Action Step 2	Action Step 3
	formulate professional development and make decisions regarding effective resources.	teachers. During department chair meetings, the English and SPED department chairs will share resources with the other content areas to distribute to their departments. <ul style="list-style-type: none"> Content area teachers will model and provide guided and independent practice on using vocabulary strategies. 	evidence, central ideas, vocabulary, central ideas, and connections) <ul style="list-style-type: none"> English teachers will support content area teachers in the implementation of monthly literacy strategies into their classroom. Content area teachers will model and provide guided and independent practice on using informational reading strategies.
Measure of Success	90% completion of the Secondary Literacy Survey.	On the MAP Benchmark assessment, a 5% increase from the Fall Benchmark to Winter Benchmark and 10% increase by the Spring Benchmark on the Vocabulary section.	On the MAP Benchmark assessment, a 5% increase from the Fall Benchmark to Winter Benchmark and 10% by the Spring Benchmark on the informational section.
Check-in/Review Date	Quarterly DLT meetings Monthly SLT meetings Monthly Department meetings Literacy Committee Members	Quarterly DLT meetings Monthly SLT meetings Monthly Department meetings Literacy Committee Members	Quarterly DLT meetings Monthly SLT meetings Monthly Department meetings Literacy Committee Members

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.

Consistent monitoring of student progress toward performance goals will occur at the classroom, building, and district levels. This will occur through a district universal screening tool, classroom formative assessments, and common, grade-level summative assessments. Data will be housed primarily in our district's student information system, Infinite Campus, where tabular and graphical reports can be created.

Analysis of the data points will be reviewed weekly in Teacher Based teams as well as monthly by School Level Teams and quarterly by the District Leadership Team. Through OIP and the development of an MTSS infrastructure, data analysis and consistent implementation of resources should provide district personnel with mechanisms for providing support in Tier I as well as Tier II and III.

The chart below identifies standardized assessments used with students. In addition to these, each grade-level has common summative assessments for each unit, given about every six weeks. Formative assessments are also used to inform instruction on a day-to-day basis.

Monitoring Tool	Grade Level(s)	Frequency
Universal Screener (<i>iReady</i>)	<input type="checkbox"/> 1st through 9 th and SWD in 10 th and <input type="checkbox"/> 11th KG	<input type="checkbox"/> 3 times per year (Sept., Jan., May) <input type="checkbox"/> 2 times per year (Jan. and May)
<i>Next Step Guided Reading Assessment</i> , Individual Running Record (includes fluency and comprehension)	<input type="checkbox"/> 1st and 2nd KG <input type="checkbox"/> All 3rd, 4th, 5 th <input type="checkbox"/> 3rd, 4th, 5 th	<input type="checkbox"/> August, December, March, May <input type="checkbox"/> December, March, May <input type="checkbox"/> August, May

Monitoring Tool	Grade Level(s)	Frequency
	<input type="checkbox"/> students below level	<input type="checkbox"/> Additionally, in December
Next Step Guided Reading Assessment, Whole Class Comprehension Assessment	<input type="checkbox"/> KG through 5 th	<input type="checkbox"/> 3 times per year (Oct., Dec., March)
iReady Growth Monitoring	<input type="checkbox"/> 1st and 2nd grade students “not-on-track”	<input type="checkbox"/> Monthly, outside of diagnostic testing windows
High Frequency Words	<input type="checkbox"/> 1st grade <input type="checkbox"/> KG	<input type="checkbox"/> Quarterly <input type="checkbox"/> 3 times per year
Letter Identification and Sounds	<input type="checkbox"/> All KG students Students who have not met benchmark <input type="checkbox"/> All pre-K students	<input type="checkbox"/> 5 times per year <input type="checkbox"/> Biweekly, after benchmark that is not met <input type="checkbox"/> 3 times per year
Phonemic Awareness Skill (Blevins Assessment)	<input type="checkbox"/> KG <input type="checkbox"/> Below level 1st grade students	<input type="checkbox"/> Ongoing monitoring for KG students, beginning with screener and then based on assessment results <input type="checkbox"/> September; ongoing if needed

Student results from assessments will be stored in Infinite Campus. From here, the Director of Data and the Director of Technology will create data visualizations that will allow classroom teachers, instructional coaches, and building administrators to readily access data to inform instructional decisions. Teacher Based Teams will use the data during collaboration. School Leadership Teams will then analyze the data on a schoolwide basis. The District Leadership Team will review districtwide results and will determine types of representations needed to effectively use the information.

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 Literacy Committee has reviewed several practice guides from the What Works Clearinghouse. The overall strategies identified in previous sections of this plan connect to specific recommendations from the Practice Guides, as indicated below. The “our implementation” paragraph is an overview of how our district will implement practices identified in the “how to carry out the recommendation” sections of each Practice Guide.

Strategy: Building Phonological Awareness Skills Action Maps: 1, 3, 4

Evidence: WWC Practice Guide, *Foundational Skills to Support Reading for Understanding KG Through 3rd Grade*

Recommendation 2, Strong Evidence: Develop awareness of the segments of sounds in speech and how they link to letters.

Recommendation 3, Strong Evidence: Teach students to decode words, analyze word parts, and write and recognize words.

Our Implementation of Recommendations: A student’s ability to read begins with his/her understanding the sounds of speech. Teachers of our preK and KG students will continue their use of daily alphabetic routines, as well as using instructional strategies they have learned through professional development, including participation in training through LETRS. Strategies to teach students to recognize and manipulate segments of sound include using sound boxes and sound sorts, connecting sounds with motions, and building words. This is accomplished through our work with the Phonics in Motion program and Jan Richardson’s Next Step Guided Reading. In addition, students are monitored through the Blevins phonemic awareness assessment. Instruction is provided to the whole class and then there is intervention for

students who have not shown mastery. The interventions are structured lessons, based on the work with LETRS, Language Essentials for Reading and Spelling. Instruction progresses through syllables, onset-rime, rhyme recognition and production, initial sound isolation and recognition, final sound isolation and recognition, blending, and segmenting.

Strategy: Modeling and Teaching How to Use Reading Comprehension Strategies Action Maps: 1, 3, 4, 5, 6

Evidence: WWC Practice Guide, *Foundational Skills to Support Reading for Understanding KG Through 3rd Grade*

Recommendation 1, Minimal Evidence: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

Recommendation 4, Moderate Evidence: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Evidence: WWC Practice Guide, *Improving Reading Comprehension in Kindergarten Through 3rd Grade*

Recommendation 1, Strong Evidence: Teach students how to use reading comprehension strategies.

Recommendation 2, Moderate Evidence: Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.

Recommendation 3, Minimal Evidence: Guide students through focused, high-quality discussion on the meaning of text.

Our Implementation: Teachers in grades KG through 5 are in their second year of using the district-adopted, consistent reading program, *Making Meaning*, that includes modeling and explicit teaching of comprehension strategies. As students progress from one grade level to another, they build upon their use of recommended strategies such as activating prior knowledge, visualization, questioning, and retelling. Elementary teachers will continue to work with instructional coaches and administrators on consistently implementing strategies in the classroom that provide the time needed for students to learn how to independently use these techniques. They will use the gradual release of responsibility model (I Do-We Do-You Do) so that students Teachers will also provide feedback, and review progress during teacher-based-team collaboration.

Strategy: Developing Word Study Skills, Vocabulary, and Fluency Action Maps: 1, 3, 4, 5

Evidence: WWC Practice Guide, *Foundational Skills to Support Reading for Understanding KG Through 3rd Grade*

Recommendation 1, Minimal Evidence: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

Recommendation 3, Strong Evidence: Teach students to decode words, analyze word parts, and write and recognize words.

Recommendation 4, Moderate Evidence: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Our Implementation of Recommendations: Students in kindergarten through third grade will participate in guided reading lessons. These teacher-directed, small group lessons include word work, instruction on fluency and comprehension strategies, and practice with guided writing. We will ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension. We will use read aloud, decodable books, think aloud, prompting, and tiered reading groups to model strategies, scaffold and provide feedback to support accurate and efficient word identification. These strategies are used to teach students to self-monitor their understanding of the text and to self-correct word-reading errors. The small group provides opportunities for oral reading practice with teacher feedback, so students can develop fluency and accuracy in reading with expression. During guided writing practice, students learn about narrative language and grammatical structures. They also develop skills with sound-spelling patterns and common word parts such as prefixes and suffixes.

The above strategies support students on Reading Improvement and Monitoring Plans, as many of our students who are not-on-track in the early grades are lacking foundational skills of connecting sounds and letters. They are also struggling with fluency, comprehension, and vocabulary. Through implementing consistent and explicit instructional practices, including those based on phonics and comprehension, students will be able to meet grade-level expectations.

Strategy: Implementing Explicit Instruction Action Maps: 1, 5, 6, 7, 8

Evidence: WWC Practice Guide, *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*

Recommendation 1, Strong Evidence: Provide explicit vocabulary instruction.

Recommendation 2, Strong Evidence: Provide direct and explicit comprehension strategy instruction.

Our Implementation: Secondary teachers will learn about the 5 big ideas for 6-12 learners. They will learn an instructional sequence to explicitly teach vocabulary as well as the importance of teaching students an awareness of the morphology of words. Secondary teachers will learn about content area reading strategies as well as disciplinary reading strategies. They will devise a plan to implement these within the building. Strategies will have a consistent instructional routine that all teachers will be able to use within their content classrooms.

Strategy: Creating Protocols for Multi-Tiered Systems of Support Action Maps: 1, 2

Evidence: WWC Practice Guide, *Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades*

Recommendation 1, Moderate Evidence Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students at risk for developing reading disabilities.

Recommendation 3, Strong Evidence Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.

Evidence: WWC Practice Guide, *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*

Recommendation 5, Strong Evidence Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

Our Implementation of Recommendations: Our current practice of screening all students for reading difficulties begins to meet the identified recommendations. The district uses a research-based screening measure and each school has a team responsible for the assessment and reporting. Students who score below level are provided additional support, but this is not yet consistent throughout the district. Our next steps are to formalize the process of identifying interventions provided to students and to consistently monitor the progress of struggling students. This includes prioritizing the skills for systematic intervention, as the recommendation indicates “up to three...skills”. We also need to identify training that may need to be provided to tutors and/or classroom teachers.

Strategy: Writing PK-12 Curriculum Maps Action Maps: 1, 2

Evidence: IES Practice Guide, *Organizing Instruction and Study to Improve Student Learning*

Recommendation 1, Moderate Evidence: Space learning over time.

Recommendation 3, Moderate Evidence: Combine graphics with verbal descriptions.

Recommendation 5b, Strong Evidence: Use quizzes to re-expose students to key content.

Recommendation 7, Strong Evidence: Ask deep explanatory questions.

Our Implementation of Recommendations: Currently, there exist pacing guides for ELA instruction at each level. However, they do not contain the same components from elementary to middle to high school. Reviewing recommendations on organizing instruction will assist the team in writing curriculum maps that will not only address state standards but will also include evidence-based strategies that can assist teachers in providing effective instruction.

SECTION 8, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

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.*

The district is committed to the use of evidence-based strategies and ensuring their effectiveness through supporting and monitoring the progress of adult implementation. Key components of this include:

- Use of established protocols for communication between the Teacher-Based-Teams and School Leadership Teams and between the School Leadership Teams and the District Leadership Team. The Ohio
- Improvement Process forms a basis for this communication, as teams identify needs (based on data), review and select research-based strategies, implement and monitor the strategies, and then reflect on the results. School Leadership Teams will provide feedback to Teacher Based Teams in the key areas of assessment and instructional strategies to assist in moving teams forward in their consistent use of evidence-based practices.
- The District Leadership Team will then review School Leadership Team feedback/communication and
- determine common areas of opportunity throughout the district. Professional development, or other needed supports, will then be provided and monitored from a district level.
- Administrators and instructional coaches will conduct classroom observations to monitor the implementation of specific district-identified instructional practices. Three examples of these practices are

integrated use of sound-symbol motions in primary grades, teacher modeling of the use of comprehension strategies in intermediate grades, and specific, common content-based strategies in middle and high school .

- By completing an agreed upon number of observations and completing a feedback form on specific “look-fors”, instructional coaches and administrators will have a basis for identifying needs for ongoing professional development. These will also allow for targeted conversations during teacher-based-teams.
- At the elementary level, school staff will review Reading Improvement and Monitoring Plans at least three times per year. While all students are monitored three times per year, students who have not yet demonstrated expected performance levels will be monitored more frequently and interventions adjusted, based on needs. These students will have additional support in the classroom and possibly through tutors implementing Leveled Literacy Intervention. The interventions provided will be documented on RIMPs, and challenges/successes will be communicated with families.
- District administrators will establish protocols for analyzing literacy data. By providing protocols and professional development on their use, teaching and administrative staff throughout the district will have consistent questions to review and then action steps to take. These protocols will be used for literacy data such as state test results, benchmark data, ongoing progress monitoring information, individual reading levels, and common unit tests.
- Annual completion of the R-TFI by each school. By completing this each year, we will be able to monitor progress and needs. In addition, as Schoolwide Reading Plans are developed, this tool will assist with monitoring adult implementation. This tool parallels the work currently in place with the TFI.

The Ohio Improvement Process has provided us with an infrastructure of support for our district change initiatives. Our district has focused on teams at the teacher (classroom), building and district level. The focus of our Teacher Based Teams has provided us with the opportunity to collaborate as teaching teams and further our collaboration with the general education and special education teacher relative to the implementation and monitoring of data-based and evidence-based instructional practices. The goal is for both general and special education teachers to collaboratively acquire the capacity to identify and focus on skills a student needs to meet the targeted standard. In order to achieve this goal, the teachers need to focus on diverse learners and their individual needs.

The above strategies build upon work begun in the two prior school years in three ways. First, consistent curriculum work was begun two years ago through establishment of an elementary literacy committee. This committee worked to determine consistent resources for KG through 5th grade classrooms. Its work has also expanded to form a District Literacy Committee. Second, teachers at the middle school have been incorporating literacy strategies into content area classes. The Reading Department Chair has provided professional development at staff meetings, and through a book study, Third, the district will continue the use of systematic monitoring of students. All students in grades one through nine are assessed three times per year using a standardized benchmark assessment.

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.

Our plan includes professional learning that increases educator knowledge and effective implementation of evidence based reading strategies in the 5 Big Ideas. The plan ensures that all materials, programs, screening, diagnostic assessments, progress measures, and instructional strategies utilized the evidence based and are implemented with fidelity. This plan also addressed the need for developing leaders into strong literacy-instructional leaders that support research-based systems and methods of literacy instruction.

To meet the performance goals and to support the evidence-based strategies outlined throughout this plan, professional development will address the criteria established for professional development through ESSA.

The PD will be *sustained*, and *job-embedded*. Throughout the district, the time allotted each week for

Teacher-Based-Teams (TBTs) provides opportunities for teams to critically review student data and to discuss specific strategies to address student needs. During this time, in our elementary buildings, an instructional coach assists with the facilitation and is able to provide PD on an ongoing basis. In our PK-K and elementary buildings, the instructional coach is also able to provide PD through modeling, co-teaching, and coaching cycles. In our secondary buildings, there are department chairs who offer expertise to colleagues. In addition, district administrators at times attend staff meetings or collaboration to provide professional development.

The professional development will be *instructionally focused* and *intensive*. Three specific areas of focus for instructional strategies are phonemic awareness, comprehension strategies, and vocabulary. As a district, we are also focusing on

curriculum maps and the MTSS process. Small teams, representative of various roles and levels, have been formed for each area. In this way, these individuals will develop expertise in a focused area and then provide PD to district staff.

The professional development is *collaborative*. When working on district priorities, committees that are created or workshops that are attended include representatives from every district school and from various roles. In addition, all of our professional development is attended by both general education and special education teachers, tutors, support staff and administrators. General educators and intervention specialists collaborate in weekly TBT meetings.

Finally, the professional development is *data-driven*. Embedded throughout TBT processes, planning for specific professional development days, and administrative meetings is a focus on data. We are constantly reviewing student performance, and we also review adult implementation of practices.

The following charts provide an overview of planned professional development. The dates identified should be viewed as an initial timeline, as all areas will have continuous follow-up during staff meetings, TBT collaboration, and district professional development days. Revisions to the plan will occur based on analysis of student and adult implementation data and participant and facilitator feedback.

Instruction (Action Maps 1, 3, 4, 5, 6, 7, 8)

When and Who	PD Topics	Outcomes/Evaluation
January 2019 - ongoing Literacy Committee	<input type="checkbox"/> Big Ideas of Reading <input type="checkbox"/> Evidence-Based strategies (based on WWC Practice Guides) Analysis of student literacy performance	<input type="checkbox"/> Committee members share work at school staff meetings and district principal meetings Literacy-based discussions center around the research base for reading
August 2019 in-service and ongoing at TBT meetings PK-2 Teachers	<input type="checkbox"/> Connecting sounds of letters to motions <input type="checkbox"/> Using the Language Calendar to model written language conventions and high frequency words Using the Vowel House consistently to connect sounds with spelling patterns Use of PIM website	<input type="checkbox"/> Teachers further understanding of strategies for phonological awareness <input type="checkbox"/> Specific strategies will be identified in lesson plans <input type="checkbox"/> Review of TBT forms <input type="checkbox"/> Classroom walkthrough data
District In-service days (Aug. 2019, Nov. 2019, Aug. 2020). quarterly staff meetings, and ongoing in TBT meetings 1st-5th grade teachers	<input type="checkbox"/> 5 Big Ideas and Simple View of Reading Modeling comprehension strategies, using district curriculum	<input type="checkbox"/> Teachers identify the big ideas and understand the continuum of instruction <input type="checkbox"/> Teachers review WWC Practice Guide recommendations on teaching comprehension <input type="checkbox"/> Lesson plans and TBT forms will show use of strategies and student performance <input type="checkbox"/> Review of TBT and SLT feedback forms <input type="checkbox"/> Classroom walkthrough data
District in-service days (Aug. 2019, Nov. 2019, Jan. 2020, Aug. 2020) and quarterly at staff meeting MS Content-area teachers	<input type="checkbox"/> OH Standards for Literacy in SS/Science/Technical Subjects <input type="checkbox"/> Strategies for explicitly teaching content area comprehension strategies	<input type="checkbox"/> Teachers implement strategies teaching comprehension into lessons <input type="checkbox"/> Review of TBT forms and lesson plans <input type="checkbox"/> Classroom walkthrough data
January and March 2020 Small group of teacher/admin. leaders PD provided through Anita Archer, ESC	<input type="checkbox"/> Explicit instruction in vocabulary <input type="checkbox"/> Train-the-Trainer	<input type="checkbox"/> Team will develop a plan for PD for the rest of the staff for explicit instruction <input type="checkbox"/> Agendas for staff meetings and in-service days Exit slips from PD <input type="checkbox"/> TBT forms and lesson plans
Summer 2020 and Semester 1 2020-2021 school year Instructional Coaches	<input type="checkbox"/> LETRS modules - foundational skills <input type="checkbox"/> Coaches will participate in Train-the-Trainer	<input type="checkbox"/> Tutors will grow in knowledge of foundational reading skills Tutors will use the structured strategies provided

When and Who	PD Topics	Outcomes/Evaluation
K-2 Tutors		<input type="checkbox"/> Coaches model in classrooms and plan for future PD <input type="checkbox"/> Exit slips from PD sessions <input type="checkbox"/> Observation of lessons <input type="checkbox"/> PD agendas
District in-service days 2020-2021 school year and quarterly staff meetings Literacy Teachers	<input type="checkbox"/> Elementary teachers will focus on foundational reading skills and teaching comprehension strategies <input type="checkbox"/> MS and HS teachers will focus on explicit instruction	<input type="checkbox"/> Teachers will implement strategies into lessons <input type="checkbox"/> Lesson Plans <input type="checkbox"/> TBT forms <input type="checkbox"/> Classroom walkthroughs

Curriculum Mapping (Action Map 1)

When and Who	PD Topics	Outcomes/Evaluation
District in-service, Jan. 2020 and monthly meetings February through June 2020 Curriculum Directors Director of Data Instructional Coaches Grade-level teacher representatives	<input type="checkbox"/> Review WWC Practice Guide recommendations <input type="checkbox"/> Purpose and components of a curriculum map <input type="checkbox"/> In-depth review of OH Model Curriculum documents <input type="checkbox"/> Gap analysis of curriculum resources, OH standards, and learner performance	<input type="checkbox"/> Consistent curriculum maps developed for PK-HS that clearly address OH standards and recommended practices from Practice Guides <input type="checkbox"/> Observation of TBTs <input type="checkbox"/> Review of forms through DLT <input type="checkbox"/> Feedback from teachers
Summer 2020 Administrators	<input type="checkbox"/> Introduction to expectations of use of curriculum maps, including assessments and instructional strategies	<input type="checkbox"/> Principals will provide consistent reinforcement of expectations with staff. <input type="checkbox"/> Reviewed through DLT
Fall 2020 Literacy Teachers	<input type="checkbox"/> Introduction to use of literacy curriculum maps <input type="checkbox"/> Overview of use in TBTs	<input type="checkbox"/> Teachers will follow district expectations for ELA curriculum <input type="checkbox"/> Teacher feedback <input type="checkbox"/> Review of TBT forms <input type="checkbox"/> Classroom walkthroughs

MTSS (Action Maps 1 and 2)

When and Who	PD Topics	Outcomes/Evaluation
Monthly meetings September 2019 through May 2020 Small team of district administrators, teachers, building leaders	<input type="checkbox"/> Review of service delivery models (workshops through ESC) <input type="checkbox"/> Book Study	<input type="checkbox"/> Document created that reviews current practices and identifies recommendations for next steps <input type="checkbox"/> Reviewed at administrative meetings
May 2020 Building teams	<input type="checkbox"/> Review of R-TFI through MIBLSI	<input type="checkbox"/> Analysis of building R-TFI data with plan for next steps <input type="checkbox"/> Reviewed at administrative meetings
August 2020 Building teams	<input type="checkbox"/> Review of universal screening procedures <input type="checkbox"/> Introduction of use of data protocols	<input type="checkbox"/> Each school will use consistent practices for administration and analysis of universal screening data <input type="checkbox"/> Reviewed through DLT

When and Who	PD Topics	Outcomes/Evaluation
Monthly meetings August through December 2020 Small team of district administrators, teachers, building leaders	<input type="checkbox"/> Best practices for MTSS process	<input type="checkbox"/> Formalize procedures for districtwide MTSS <input type="checkbox"/> Plan for PD for staff

APPENDICES

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

Phonics in Motion is a method of teaching phonics skills, developed by Dr. Terry Kindervater. It incorporates phonemic awareness, phonics, modeled writing, and word work. Students learn kinesthetic motions for phonemes, and a vowel house is used for learning spelling patterns. More information can be found at phonicsinmotion.com.

The Next Step Guided Reading Assessment was developed by Jan Richardson, Ph.D. and Maria Walther, ED.D. It includes four components: a reading interest survey, a word knowledge inventory, a whole class comprehension assessment, and an individual reading assessment conference.

In grades KG through 5, we use the comprehension assessment and the individual conference, as identified in earlier sections. This work complements the guided reading structure used in our literacy blocks. Teachers use Jan Richardson's guided reading lesson plan templates for guided reading groups.

Making Meaning is part of our core literacy program for grades KG through 5. It was developed through the Center for the Collaborative Classroom. It includes read-aloud texts that teachers use to model comprehension and self-monitoring strategies. Students also participate in IDR, Individualized Daily Reading, where they practice the comprehension and self-monitoring strategies. Teachers confer with students during this time to check on fluency and strategy usage. The program also includes vocabulary lessons to align with the texts.