



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

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

Strengths of the Reading Achievement Plan:

- There is a thoughtful inclusion of the core components of reading and an emphasis on the science of reading.
- Classroom instructional choices are driven by the Literacy Leadership Team's professional learning around their shared leadership roles in developing teacher capacity in evidence-based instructional practices and using benchmark and progress monitoring data.

This plan will benefit from:

- Including ways to engage families in helping their children improve and suggestions of resources that are easily accessible and implemented at home.
- Creating negotiables/non-negotiables for expected implementation of instructional practices for immediate feedback and to guide professional learning needs.

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

25 South Front Street
Columbus, Ohio 43215
education.ohio.gov

(877) 644-6338
For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

READING ACHIEVEMENT PLAN

DISTRICT NAME: Fairborn City Schools

DISTRICT IRN: 043968

DISTRICT ADDRESS: 308 E. Whittier Ave, Fairborn, OH 45324

PLAN COMPLETION DATE: 1/23/2020

LEAD WRITERS:

Sue Brackenhoff, PhD, Curriculum Director

Vicki Hudelohl, Principal, Fairborn Primary School

Jill Bennett, Assistant Principal, FCS Literacy Team, Fairborn Primary School

Patty Griest, Assistant Principal, Fairborn Primary School

Val Herdman, Assistant Principal, Fairborn Primary School

Contents

SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, DEVELOPMENT PROCESS and PLAN FOR MONITORING IMPLEMENTATION	3
SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP	3
SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN.....	4
SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT EFFORTS	4
SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL	4
SECTION 3, PART A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA	4
SECTION 3, PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT.....	7
SECTION 4: LITERACY MISSION AND VISION STATEMENTS.....	7
SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS.....	8
SECTION 6: ACTION PLAN MAP(S).....	8
SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL(S).....	13
SECTION 8, PART A: STRATEGIES TO SUPPORT LEARNERS.....	13
SECTION 8, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES	14
SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN	14
APPENDICES.....	15

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

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

Name	Title/Role	Location	Email
Sue Brackenhoff, PhD,	Director of Curriculum & Instruction	Fairborn City Schools	sbrackenhoff@fairborn.k12.oh.us
Vicki Hudepohl	Principal, DLT, BLT, LT	Fairborn Primary School	vhudepohl@fairborn.k12.oh.us
Linda Carone	Title 1 Coordinator, DLT, BLT, LT	Fairborn City Schools	lcarone@fairborn.k12.oh.us
Melissa Williams	Data Coach, DLT	Fairborn City Schools	mwilliams@fairborn.k12.oh.us
Jill Bennett	Assistant Principal, BLT, LT	Fairborn Primary School	jbennett@fairborn.k12.oh.us
Patty Griest	Assistant Principal, BLT, LT	Fairborn Primary School	pgriest@fairborn.k12.oh.us
Val Herdman	Assistant Principal, BLT, LT	Fairborn Primary School	vherdman@fairborn.k12.oh.us
Tammy Burton	Literacy Coach, 2nd grade Teacher, DLT, BLT, LT	Fairborn Primary School	tburton@fairborn.k12.oh.us
Tammy Bartley	Literacy Coach, 1st Grade Teacher, LT	Fairborn Primary School	tbartley@fairborn.k12.oh.us
Ronda George	SPED Coach, LT	Fairborn Primary School	rgeorge@fairborn.k12.oh.us
Jared Reed	3rd Grade Teacher, LT	Fairborn Primary School	jreed@fairborn.k12.oh.us
Lori Queen	1st Grade Teacher, LT	Fairborn Primary School	lqueen@fairborn.k12.oh.us
Betsy Wyatt	Principal, DLT, BLT, LT	Fairborn Intermediate School	bwyatt@fairborn.k12.oh.us
Celeste Stephens	5th Grade Teacher, LT	Fairborn Intermediate School	cstephens@fairborn.k12.oh.us
Roger Bullard	4th Grade Teacher, LT	Fairborn Intermediate School	rbullard@fairborn.k12.oh.us
Carrie Jones	Literacy Coach, 4th Grade Teacher, LT	Fairborn Intermediate School	cjones@fairborn.k12.oh.us
Stephanie Reynolds	Assistant Principal, BLT, LT	Baker Middle School	sreynolds@fairborn.k12.oh.us
Amy Krall	Literacy Coach, 6th ELA Grade Teacher, LT, Parent	Baker Middle School	akrall@fairborn.k12.oh.us

Name	Title/Role	Location	Email
John Barr	6th Grade ELA Teacher, LT	Baker Middle School	jbarr1@fairborn.k12.oh.us
Carri Davis	ELA Teacher, LT	Fairborn High School	cdavis@fairborn.k12.oh.us
Brittany Burgess	Intervention Specialist, LT, Parent	Fairborn High School	bburgess@fairborn.k12.oh.us
Roxie McKee	Preschool Teacher	Fairborn Primary School	rmckee@fairborn.k12.oh.us

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.

To fully integrate all improvement efforts, Fairborn City Schools (FCS) has made concerted efforts to align the CCIP, OIP, and the Reading Achievement Plan. This year a FCS PK-12 Literacy Leadership Team was formed and trained at OSU in the Literacy Leadership Team Training PD. Members of the Building Literacy Team and Building Leadership Teams serve on the FCS PK-12 Literacy Team and the OIP District Leadership Team to help with alignment across plans. The plan was developed using data from assessments, the (2018) WSU District Literacy Needs Assessment and SST 10 Teaching and Learning review information (see appendix). Following the OIP process and plan model, goals, strategies, adult implementation indicators, student indicators, actions steps, timeline, resources, and person responsible are identified. The District and Building Leadership teams help communicate the District Literacy Team plan.

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

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

Goal number one of the Fairborn City Schools OIP plan is that over the next three years (ending in school year, 2021-2022), FCS will increase the number of students who are proficient or above, including all measured sub groups, as measured by district, state and/or national assessments by at least 5% from the previous year. The Reading Achievement Plan goal we have chosen mirrors this district goal. One of the adult implementation indicators from our district plan is that 100% of teachers will utilize assessment data to inform instructional planning and delivery. This indicator also mirrors the strategy in the Reading Achievement Plan. All TBT and BLT teams in the district follow Ohio's 5 Step Process for decision making. This process will continue to be utilized.

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.

An analysis of third grade English Language Arts Assessments (OST) over the last three years shows inconsistent progress in student scores.

An analysis of state required reading diagnostics indicates the number of students identified as being "not on track" (36.7%) falls well below the number of students who are not passing the third grade state reading assessment (47%).

An analysis of the state required reading diagnostics indicates the percentage of students identified as being on track decreases after kindergarten and first grade. Overall, students appear to be "on track" based on reading

diagnostics over time and then have difficulty with the state reading assessment in grade 3.

We have also noticed an overall decrease in each grade, 1-3, in the number of students reading "at grade level" based on the Fountas & Pinnell Benchmark Assessment System.

Grades 3-10 OST % Proficient or Higher

	2016 (AIR)	2017 (AIR Online)	2018 (AIR Online)	2019 (AIR Online)
3rd	46.2	55	52.5	53
4th	61	59.5	65.8	60.1
5th	53.9	68.8	70.7	69.3
6th	45.2	50	57	51.5
7th	50.5	50.9	63	65
8th	45.5	41	52.9	59.9
ELA I	64.3	57.6	68.5	69.8
ELA II	54.1	53.2	62.8	66.2

Diagnostic Assessment (Using STAR)

% On Track (25th Percentile and higher Star or 263 and higher on KRA) at Beginning of Year (BOY)					
	2017-18	2018-19	2019-20		
KG	62	65	68		
1st	70	64	64		
2nd	53	55	53		
3rd	50	55	54		

KRA

	2017-18	2018-19	2019-20
% Emerging Readiness	19.3	18.9	19.4
% Approaching Readiness	41.8	35.6	32.9
% Demonstrating Readiness	38.7	45.5	47.7

3rd GRADE OST

	2017-18 Fall	2017-18 Spring	2018-19 Fall	2018-19 Spring	2019-20 Fall
% Limited	42.8	25.6	51.6	23.9	49.4
% Basic	31.5	25.9	26.1	27.2	18.4
% Proficient	11.6	18.3	12.1	22.6	15.0
% Accelerated	9.5	15.7	6.7	15.9	9.3
% Advanced	4.6	14.5	3.5	10.4	7.9
% At or Above Reading Informational	52.3	64.8	56.6	72.5	46.8
% At or Above Reading Literary Text	44.8	56.9	51.9	62.8	39.8
% At or Above Writing	40.2	52.7	43.3	61.2	27.7
% with Zero on Writing	30.0	33.1	38.9	20.00	38.7

Progress Monitoring STAR % On Track (25th percentile or higher)

		2017-18	2018-19	2019-20
KG	BOY	-	-	-
	MOY	-	68.5	68.1
	EOY	72.5	67.1	-
1st	BOY	64.7	62.6	65.8
	MOY	-	73.1	72.9
	EOY	66.5	71.8	-
2nd	BOY	47.8	56.5	51.3
	MOY	-	65.1	64.7
	EOY	66.5	69.7	-
3rd	BOY	63.5	54.2	54.7
	MOY	-	64.8	63.3
	EOY	63.3	58.7	-

Progress Monitoring Fountas & Pinnell Benchmarking

% On or Above Grade level					
		2016-17	2017-18	2018-19	2019-20
KG	EOY		*	62.75	-
1st	BOY		*	55.7	50.6
	MOY		*	74.7	72.8
	EOY		*	65.3	-
2nd	BOY		*	63.1	62.7
	MOY		*	74.1	71.3
	EOY		*	44.5	-
3rd	BOY		*	64.9	52
	MOY		*	69.5	67.1
	EOY		*	71.5	-

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.

We believe there are two main factors that have contributed to low reading achievement at Fairborn Primary School. Fairborn Primary School was a fully implemented Literacy Collaborative school with a Reading Recovery safety net from 2002- 2012. The in-the-moment coaching and regular professional development for teachers was lost when this program was discontinued. The intense one on one reading interventions provided by Reading Recovery were also lost in these cuts. Between 2012 and 2019 teachers used the ELA standards but did not have common materials across grade levels which led to inconsistent assessment and instruction. We also believe that the results of the ODE Reading Screener did not identify all of the students who were actually not on track. The results of these assessments were not especially user friendly either in terms of having detailed information about specific students and groups within a class that could be used for planning purposes throughout the year.

To address these concerns we have responded in a variety of ways. District wide we started using Renaissance STAR to help measure student growth. This provided us with a variety of data disaggregated by subgroups on student achievement and growth. Because the assessment product is nationally normed we felt it gave us a truer picture of what students could actually do and allowed us to identify more students who would need a Reading Improvement and Monitoring Plan. Additionally, we adopted a reading program across the K-6 levels. This helped to fill in gaps in training and resources for teachers. All teachers K-6 received new materials and on-going training on how to implement a program to address the needs of our complex literacy program.

SECTION 4: LITERACY MISSION AND VISION STATEMENTS

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

The literacy mission of Fairborn City Schools is to insure that all learners will acquire the knowledge and skills to become proficient readers, writers, and communicators.

Literacy Vision and Beliefs:

In Fairborn City Schools, our vision is to prepare each student for life through academic, emotional, and social development. We believe in delivering literacy instruction with the core components of phonemic awareness, phonics, reading fluency, vocabulary acquisition and development, reading comprehension and writing experiences using a framework that includes scaffolding and support. We utilize a comprehensive literacy framework to provide whole class reading instruction as well as just right reading instruction in small groups.

By utilizing differentiated core instruction, across a multi-tiered system of supports that aligns to the science of reading, we can achieve this vision.

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.

Goal #1 of our district OIP plan is: over the next three years, FCS will increase the number of students who are proficient or above, including all measured subgroups, as measured by district, state and/or national assessments by at least 5% from the previous year.

Our reading achievement plan goals are to increase the number of K-3 students who are on track on our STAR diagnostic test by 5% each year and our number of 3rd grade students who are proficient or above by 5% 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.

Goal #1 Action Map

District Goal Statement: Over the next three years, FCS will increase the number of students who are proficient or above, including all measured subgroups, as measured by district, state and/or national assessments by at least 5% from the previous year.

Fairborn Primary RAP Goal Statement to support district goal: The percentage of On Track K-3 students will increase by 5% each year.

Evidence-Based Strategy or Strategies:

Phonological Awareness Training for students: *Phonological Awareness Training* can involve various training activities that focus on teaching children to identify, detect, delete, segment, or blend segments of spoken words (i.e., words, syllables, onsets and rimes, phonemes) or that focus on teaching children to detect, identify, or produce rhyme or alliteration. Fairborn Primary supplements their primary reading curriculum with Heggerty Phonemic Awareness Curriculum.

Assisting students struggling in reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades.

Using Student Achievement Data to Support Instructional Decision Making

Needs aligned, job embedded high quality professional development

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Component	<p>Continued Benchmark Literacy curriculum, Heggerty Phonemic Awareness instruction, and science of reading training focused on best practices.</p> <p>Best practices as identified by IRA:</p> <ol style="list-style-type: none"> 1. Teach reading for authentic meaning-making literacy experiences for pleasure, to be informed, and to perform a task. 2. Use high-quality literature. 3. Integrate a comprehensive word study/phonics program into reading/writing instruction. 4. Use multiple texts that link and expand concepts. 5. Balance teacher- and student-led discussions. 6. Build a whole-class community that emphasizes important concepts and builds background knowledge. 7. Work with students in small groups while other students read and write about what they have read. 8. Give students plenty of time to read in class. 9. Give students direct instruction in decoding and comprehension strategies that promote independent reading. Balance direct instruction, guided instruction, and independent learning. 10. Use a variety of assessment techniques to inform instruction. 	<p>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 and have a RIMPS.</p> <p>Classroom instruction</p> <p>1st grade Reading Intervention based on RR techniques.</p>	<p>The building Literacy and BLT will determine a system for tracking and analyzing student data. The building Literacy and BLT will guide teachers in regular data talks with grade level & across grade level teachers.</p>	<p>Develop and Implement a clearly articulated and aligned MTSS/RTI System PK-12</p>
Timeline	2019-2022	2019-2022	2020-2022	2020-2022
Lead Person(s)	Curriculum Director Principals Literacy Coaches Consultants	Curriculum Director Principals Literacy Coaches Consultants	Principals Building Literacy Team Building Leadership Team Reading coaches Classroom Teachers	Curriculum Director Principals Literacy Coaches Consultants
Resources Needed	Benchmark Advance Curriculum, Coaches Heggerty Phonemic Instruction	Benchmark Advance Curriculum/Consultants, Coaches	Benchmark Advance Curriculum, STAR, Coaches	PD for staff School Psychologist Remedial Reading Programs

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Specifics of Implementation	<p>Newly adopted core curriculum with PD & coaching support.</p> <p>Intensive small group intervention for first grade using Reading Recovery techniques.</p> <p>Heggerty Phonemic Awareness training K-3 to address student needs.</p> <p>Professional Development sessions for initial literacy training in June, August, and September 2019 were held for all teachers.</p> <p>Followup sessions to support teachers have been held September and November 2019 and March 2020. A summer reading institute is planned to continue PD on the science of reading.</p>	<p>Instructional practices (specifically to include guided reading groups) training, support and coaching provided by Benchmark Literacy Consultants and Literacy Coaches.</p> <p>Ongoing professional development through summer institutes, job embedded PD, and coaching.</p>	<p>The building Literacy and BLT will determine a system for tracking analyzing student data.</p>	<p>In addition to the Title 1 LLI tutoring support, develop a system to meet the needs and support the at risk students who are not on track for reading by providing Tier 2 & 3 reading interventions and supports.</p> <p>Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability.</p>
Measure of Success	<p>Survey after PD. Curriculum implemented with fidelity by all teachers.</p> <p>Data on 1st grade intervention support.</p> <p>Data to determine if there is an increase in the percentage of students measuring on track for reading.</p>	<p>Walk through observations to observe lessons that reflect differentiated instructional practices and strategies to accommodate a variety of interests, abilities, and learning</p> <p>An increased number of students scoring at or above benchmark levels will provide evidence of systematic instruction on up to three foundational reading skills in small groups.</p> <p>RIMP data of progress</p>	<p>Increase in the percentage of students measuring on track for reading.</p>	<p>Increase in the percentage of students measuring on track for reading.</p>

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
		monitoring.		
Check-in/Review Date	Ongoing check in, modeling, and support by Literacy Coaches; Principal and BLT walk through observations after training	Ongoing check in, modeling, and support by Literacy Coaches; Principal and BLT walk through observations after training	December 2020	Quarterly

Goal #2_Action Map

Goal Statement: 100% of teachers will utilize data to inform instructional planning and delivery as measured by district common assessments and data meetings.

Evidence-Based Strategy or Strategies:

Using Student Achievement Data to Support Instructional Decision Making

Assisting students struggling in reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. (IES/WWC)

Needs aligned, job embedded high quality professional development

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Screen all students for potential reading problems at the beginning of the year and again in the middle of the year (Moderate evidence). STAR test given to all students K-3	Hold grade level data meetings to analyze data and student growth.	Progress Monitor, bi-monthly, students receiving remedial reading support.
Timeline	2019-2022	2019-2022	2019-2022
Lead Person(s)	Principals District Data Coach	Principals District Data Coach	Principals District Data Coach
Resources Needed	STAR Assessment Scores and reports	Grade Level Data Collection Spreadsheets, STAR Assessment Data, Benchmark Advance Assessment Data	STAR Reading Program, Title Tutors, Star Assessment Data
Specifics of Implementation	All students will take the STAR assessment during the assessment window. Data will be analyzed to determine the percent of students scoring "on track" and will be compared to the previous test scores.	Quarterly scheduled data meetings will be held with each grade level after STAR testing windows to look at data reports and to update the data collection spreadsheets. Discussion will include what strategies are being used for those making positive growth and for students not making growth. TBT teams will focus their data discussions and planning on Reading.	Tutors will progress monitor students who are receiving remedial reading support on a bi-monthly basis and use that data to inform their instruction.
Measure of Success	Increase in the percentage of students measuring on track for reading.	Data meeting notes including strategies discussed. Sign in Sheets from meetings.	Increase in the percentage of students measuring on track for reading.
Check-in/Review Date	Quarterly	Quarterly	Bi-Monthly

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.

Goal 1

The percentage of On Track K-3 students will increase by 5% each year.

Teachers will participate in ongoing professional development through summer institutes, job embedded PD, and coaching.

Goal will be monitored by ongoing check in, modeling, and support by Literacy Coaches, Principal and BLT walk through observations after training.

An increased number of students scoring at or above benchmark levels will provide evidence of systematic instruction on up to three foundational reading skills in small groups. RIMP data will be updated by progress monitoring bi-monthly and analyzed for growth and areas of improvement.

Goal 2

100% of teachers will utilize data to inform instructional planning and delivery as measured by district common assessments and data meetings.

Students will all take the STAR Reading or STAR Early Literacy test three times (BOY, MOY, EOY) during the school year. Students receiving additional tutoring during the day will be progress monitored using the STAR assessment tool once every two weeks. Results of benchmarking and all STAR assessments will be recorded on student's RIMPs and the grade level Data Collection spreadsheet. RIMPs will be sent home with students quarterly with report cards to report progress to parents.

Quarterly scheduled data meetings will be held with each grade level after STAR testing windows to look at data reports and to update the data collection spreadsheets. Discussion will include what strategies are being used for those making positive growth and for students not making growth. TBT teams will focus their data discussions and planning on Reading.

Data will be analyzed to determine the percent of students scoring "on track" and will be compared to the previous test scores.

Data meetings, TBT teams, the Building Leadership Team and the Building Literacy Team will monitor progress towards our goals. We will report progress towards reaching goals to building staff using the building weekly update the week after data meetings are held.

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.

Using the guidance provided by direct instruction and specific techniques which are evidence based, the following strategies will become part of our literacy improvement plan:

Phonological Awareness Training for students: Phonological Awareness Training can involve various training activities that focus on teaching children to identify, detect, delete, segment, or blend segments of spoken words (i.e., words, syllables, onsets and rimes, phonemes) or that focus on teaching children to detect, identify, or produce rhyme or alliteration. Fairborn Primary supplements their primary reading curriculum with Heggerty Phonemic Awareness Curriculum.

Using Student Achievement Data to Support Instructional Decision Making: We will develop and improve our culture for analyzing data to inform instruction. Teachers will group the students in their classes using multiple data points including STAR and Fountas & Pinnell benchmark levels. This will allow them to identify specific skills that students need to make instructional decisions that become part of small group reading instruction.

Assisting students struggling in reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades.

Needs aligned, job embedded high quality professional development

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.

Literacy coaches will model and support classroom teachers in learning and implementing our comprehensive literacy framework. Coaches will meet regularly analyze data, discuss observations, make recommendations for teacher or curriculum support.

Literacy Leadership Team, DLT, BLTs, TBTs,

The newly established PK-12 Literacy Leadership Team will continue to plan and examine progress towards district literacy goals as part of our overall improvement process. The Literacy Leadership Team participated in the OSU Literacy Leadership training at OSU during Nov and Jan to prepare to take a larger role in shared leadership in developing greater teacher capacity and a multi-tiered system of support. We will be working with literacy experts within the district, SST 10, curriculum trainers, and consultants to expand our knowledge and increase teacher capacity in literacy. We will also be working with Dr. Clayton Cook from the University of Minnesota, an expert in social emotional learning, and SST 10 support to develop a clearly articulated PK-12 MTSS system to address both academic and SEL needs of students.

Within the building, the Literacy Team, Literacy Coaches, Teacher Based Team, and the Building Leadership Team will review STAR & benchmark level data and TBT notes to look for use of data in planning for instruction.

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.

2019-2020 District Waiver Days: Benchmark Advanced Training from Benchmark Literacy consultants; STAR training for all teachers in grades K-3

2019-2020 Aug-Aug: F&P Benchmark Training from FCS Literacy Coaches

January-May 2020: Literacy Coaching training for Literacy Coaches at OSU.

January 2020-2022: Professional Development on MTSS/RTI and planning consultation provided by Dr. Cook & IgnitED Educational Design Consulting.

January-May 2020: On Demand training will be available to all teachers through the Renaissance Learning website, and from school staff during TBT meetings as needed in grades K-3.

June-August 2020: Summer Literacy Institute- Rethinking Essential Instruction will be offered for all reading teachers to provide best practices on foundational skills to support reading in K-3rd grades. Training provided by Coaches, Benchmark Literacy Consultants and other literacy consultants

June-August 2020: Professional Development in Literacy that focuses on building teacher capacity in the science of reading. Training provided by Coaches, Benchmark Literacy Consultants and other literacy consultants

2020-2022: Professional Development on Differentiation for both high and low achieving students provided by consultants.

APPENDICES

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

2018-2019 WSU Fairborn City Schools Literacy Needs Assessment

Strengths

- Teachers report having a clear understanding of the curriculum.
- Teachers are resourceful and striving to obtain materials that are helpful to students.
- Many K-2 teachers report they are successfully using the Heggerty Phonological

Awareness Program and would like to see it continue.

- Teachers see the value in doing read alouds with their students. The teachers feel that
- they have the students' undivided attention, and it positively influences students'
- comprehension.
- Teachers are open to receiving professional development.
- Many teachers, who are teaching phonemic awareness, are utilizing over half of the lookfors
- that exemplify effective phonemic awareness teaching practice.
- Teachers value assessments as a useful tool to drive instruction.
- Some observed lessons showed evidence of subject integration. Teachers included
- science topics through non-fiction articles in ELA.
- The majority of the teachers feel that they have time to collaborate with their colleagues
- regarding ELA instruction on a regular basis.

Challenges

- Fidelity or consistency with which teachers are following programs or training initiatives
- Lack of consistency of materials and resources across classrooms and across the district
- Writing was included in few observations
- Several observed lessons did not include any of the components of a balanced literacy
- framework.
- Several of the components of a balanced literacy program were not highly represented in
- ELA classrooms.
- Differentiation was rarely observed during lessons.
- Students rarely led their own instruction.

Recommendation Summary

- Establishing consistency within each district grade level with common materials and
- resources
- Communicating, training, and following common expectations for using any new adopted
- materials and resources
- Frequent coaching opportunities and ongoing professional development in the
- components of a balanced literacy, as well as the big ideas of reading
- Teacher training to encourage more use of writing instruction integrated with reading and
- to facilitate more small group instruction
- Coaching to support teachers with differentiation
- Encourage/organize teachers to collaborate in vertical teams, learner/mentor situations,
- peer-to-peer observations and lesson analysis
- Emphasize the importance of and provide students with more time to lead and talk during
- lessons, integrating more student voice and choice
- Observations revealed a large amount of comprehension-focused lessons. Ensure all areas
- of reading (vocabulary, fluency, phonemic awareness, phonics) are being addressed.
- Review teachers reported time they spent on each component of a balanced literacy to see
- if it aligns with district expectations.
- Utilize interactive/shared components of literacy instruction. Encourage the "we do" part
- of instruction.
- Consider pairing any possible new series adoption with a book study to highlight
- teaching the child vs. teaching a program.

SST 10 Teaching and Learning Review

FAIRBORN CITY SCHOOLS



**District Level Review Data
Reading and Mathematics
November/December 2019**

Teaching and Learning Review of Instructional Implementation

Philosophy

Standards-based education is a process for planning, delivering, monitoring and improving academic programs in which clearly defined academic content standards provide the bases for instruction and assessment.

A standards-based system:

- Measures its success based on student learning of the identified achievement standards.
- Aligns policies, initiatives, curriculum, instruction, and assessments with clearly defined academic standards.
- Consistently communicates and uses standards to focus on ways to ensure success for all students.
- Uses assessment to inform instruction.

There are four keys to success for all students:

- Curriculum - tools and resources aligned with the Ohio's Learning Standards
- Instruction - methods and strategies used to teach the curriculum
- Assessment - monitoring student achievement and evaluating progress toward goals
- Environment - the physical surrounding, allotted time, and climate in which instruction takes place.

In a standards-based system

Teachers:

- Articulate standards through clear learning targets
- Inform students about the standards in student-friendly language
- Use standards to design instruction and assessment

- Use rubric and other methods to clearly communicate student expectations
- Provide feedback to help students improve performance
- Use teaching methods, materials and assessments that suit the individual student's needs
- Communicate progress towards the achievement of standards

Students:

- Can articulate what, why, and how they are learning
- Use self-assessment and reflection to improve performance
- Take responsibility for their own learning
- Communicate progress towards the achievement of standards

Ohio Standards for Teaching Profession – The Focus of Teaching and Learning

Standard 1: Students – Teachers understand student learning and development, and respect the diversity of the students they teach.

Standard 2: Content – Teaches know and understand the content area for which they have instructional responsibility

Standard 3: Assessment – Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

Standard 4: Instruction – Teachers plan and deliver effective instruction that advances the learning of each individual student.

Standard 5: Learning Environment – Teachers create learning environments that promote high levels of learning and achievement for all students.

Standard 6: Collaboration and Communication – Teachers collaborate and communicate with other educators, administrators, parents and the community to support student learning.

Standard 7: Professional Responsibility and Growth – Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

Overview

The teaching and Learning Review began in 2002 as a tool for observing instruction in the mathematics classroom. The next step was to add a companion tool for observing instruction in English/Language Arts. These tools let the team to increase the research base to include key components that appear in the observation tools of Marzano and Danielson, Standards-based Instruction, Best Practices, PRAXIS and OTES. With key shifts of the Common Core and Ohio's Learning Standards, the next revision incorporated and refined the focus with specific look-fors, examples and non-examples. Finally, Hattie's meta-analyses provided the structure and function cohesion the tool has today.

Process

The teaching and Learning Review of Instructional Implantation is an external snapshot of instructional practices of teacher and student actions that impact learning during a period of time.

The process of Teaching and Learning Reivew is for reviewers to engage in impromptu classroom visits, looking for specific criteria that constitute the most effective instructional practices identified in the most recent research of standards-based education. These reviews focus on what the teacher and the students doing the impact student learning. This review is not intended to replace the district's and buildings' own internal monitoring of instruction.

The Teaching and Learning Review of Instructional Implementation Team consists of State Support Team Consultants that are experts in the content areas they observe as well as skilled in evidence-based practices and instructional strategies. Consultants/reviews received training in the review process and attended inter-rater reliability trainings to calibrate evidence/look-fors.

During classroom visits, reviewers capture evidence of the criteria that occur in a measurable time period.

Reviewers spent an average of 30-minutes in identified literacy and math classrooms at Fairborn Primary School, Fairborn Intermediate School, Baker Middle School and Fairborn High School.

The reviewers focus on five major categories and specific criteria in each category. For each of the major categories, reviewers

- identify the presence of specific criteria
- cite evidence of the criteria
- cite additional evidence of effective instructional strategies
- note general observations.

Classroom Review Categories:

- I. Focus on Learning
- II. Teaching with Intent for Impact
- III. Teaching and Learning at Deep Levels
- IV. Assessing and Providing Feedback
- V. Conditions for Effective Teaching and Learning

Each member of the Review Team submits his/her data of observed criteria for aggregation. The results are reported by evidence of the criteria's presence.

What is the purpose of the Review?

This review was suggested by the district to provide district leadership with data to identify best practices as well as guide decisions and next steps to address identified areas of need across the district. The purpose of the Review is to capture a "snapshot" of broad bands of normal pedagogical patterns over the course of the school day at the beginning, middle, or end of class periods.

This is a systems tool. The intent is to gather information on the consistency of the use of these practices across the district. Each reviewer may not see one hundred percent of each criterion; however, within the time frame of the visit, the pedagogical patterns and instructional implementation in the building as a whole should become evident. The identification of the extent of evidence of the criteria, positively and negatively, should provide focus for specific strategies administrators and teachers can use to improve the quality of instruction the students receive.

How and when will the district leadership receive the results?

The following is a possible step-by-step process the Review Team will use to disseminate the final report:

1. Review Team will meet with the Superintendent and building administrators to share findings, district and building reports and ideas for consideration.
2. Review Team will present report to the District Leadership Team.
3. Building principals, in conjunction with the B LT, will schedule meetings with their building staffs to share the result of the report.

How should the results from Review be used?

This review is a measurement tool which should provide useful, formative information about what research-based instructional practices teachers are implementing. It has the potential to lead to improved teaching and learning in the district if the district uses the results to identify the direction the district wants to take to increase teacher capacity to provide effective instruction system-wide. It has formative validity in that it provides representative, unbiased data, and the results can be used drive the district plan to improve teaching and learning in the district.

Based on the data, the district would create an implementation of practices, and regular and consistent monitoring for change and improvement. Districts often select one or two areas of focus at a time,

working toward full implementation before addressing subsequent areas. Researchers such as Hattie and others suggest that trying to tackle too many areas at a time is not likely to result in effective implementation.

It is not appropriate to use this tool for teacher evaluation. Results of this tool should be support by multiple sources of information. The data is reported so that no individual teachers can be identified.

For a more detailed description of how to use the results, see Next Steps, (p.7)

Teaching and Learning Review - Results

Focus on Learning

Criteria	Average of Criteria Observed	
	Rdg	Math
THE TEACHER...		
<i>Ensures that the lesson content reflects the standards, concepts and essential skills established in Ohio's Learning Standards.</i>	0.84	1.14
<i>Clearly identifies learning targets that are aligned to the content standards.</i>	0.32	0.81
<i>Provides criteria for measuring the learning target.</i>	0.00	0.14

Review Scale		
0 points = <50% of the critical look-fors were observed	1 point = 50% of the critical look-fors were observed	2 points = >50% of the critical look-fors were observed

Teaching and Learning Review - Results

Teaching with Intent for Impact

Criteria	Average of Criteria Observed	
	District	
THE TEACHER...	Rdg	Math
<i>Uses materials that contribute to student understanding of the current lesson.</i>	0.80	0.92
<i>Uses instructional practices that contribute to student understanding of the current lesson.</i>	0.70	0.75
<i>Uses appropriate instructional strategies for the intended outcome of the learning.</i>	0.39	0.75
<i>Presents content in small portions followed by opportunities for students to process, summarize, and clarify.</i>	0.59	0.75
<i>Helps students identify critical information.</i>	0.64	0.69
<i>Integrates reading and writing, listening & speaking activities into the content.</i>	0.66	0.47
<i>Utilizes differentiated instructional practices and strategies to accommodate a variety of interests, abilities, learning.</i>	0.11	0.33
<i>Actively engages students in activities directed toward the identified learning targets.</i>	0.39	0.58

Review Scale		
0 points = <50% of the critical look-fors were observed	1 point = 50% of the critical look-fors were observed	2 points = >50% of the critical look-fors were observed

Teaching and Learning Review - Results

Teaching and Learning at Deep Levels

Criteria	Average of Criteria Observed	
	District	
THE TEACHER...	Rdg	Math
<i>Expects students to explain, justify, question, and elaborate on their thinking about content and concepts through reading, writing, speaking & listening.</i>	0.14	0.36
<i>Engages students in cognitively complex tasks.</i>	0.02	0.17

Review Scale		
0 points = <50% of the critical look-fors were observed	1 point = 50% of the critical look-fors were observed	2 points = >50% of the critical look-fors were observed

Teaching and Learning Review - Results

Assessing Progress and Providing Feedback

Criteria	Average of Criteria Observed	
	District	
	Rdg	Math
THE TEACHER...		
<i>Formatively assesses students' grasp of content and concepts and uses the results to make adjustments to instruction.</i>	0.07	0.33
<i>Provides timely, specific, corrective feedback.</i>	0.20	0.67

Review Scale		
0 points = <50% of the critical look-fors were observed	1 point = 50% of the critical look-fors were observed	2 points = >50% of the critical look-fors were observed

Conditions for Effective Teaching and Learning

Criteria	Average of Criteria Observed	
	District	
	Rdg	Math
THE TEACHER...		
<i>Intentionally manages classroom behavior and both the effective and efficient use of instructional time and space.</i>	0.89	0.81
<i>Demonstrates equity and provides access so that ALL students can engage in the learning.</i>	0.55	0.64
<i>Establishes positive relationships with students and creates a culture of mutual respect.</i>	0.89	1.19

Review Scale		
0 points = <50% of the critical look-fors were observed	1 point = 50% of the critical look-fors were observed	2 points = >50% of the critical look-fors were observed