

Mike DeWine, Governor  
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the Garfield Heights 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:**

- Selected evidence-based practices align with data from needs assessment.
- The sustained, job-embedded, collaborative professional development is aligned to the goals of the plan.

**This plan will benefit from:**

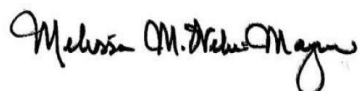
- Including representation from early childhood education practitioners on the leadership team.
- Clearly defined protocol to be followed if learners are not progressing toward learner performance goal(s).

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](mailto:readingplans@education.ohio.gov).

Please note that House Bill 197 of the 133<sup>rd</sup> 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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For people who are deaf or hard of hearing,  
please call Relay Ohio first at 711.

## LOCAL LITERACY PLAN: BIRTH THROUGH GRADE 12

The Ohio Department of Education requires all nonprofit early childhood providers and LEAs **applying for the Striving Readers Comprehensive Literacy Subgrant** complete a **local literacy plan**, as dictated by the age/grade ranges the organization serves. The plan must be submitted as part of the Striving Readers application to receive funding.

- Birth-Age 5: A focus on emergent literacy based on *Ohio's Early Learning and Development Standards* (Birth to Kindergarten Entry) aligned to *Ohio's Learning Standards in English Language Arts* for Kindergarten-grade 12.
- K-12: A focus on achievement and alignment to *Ohio's Learning Standards for English Language Arts* grades K-12.

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EARLY CHILDHOOD PROVIDER/LEA: GARFIELD HEIGHTS CITY SCHOOLS

IRN: 044040

ODE/ODJFS LICENSE NUMBER (IF APPLICABLE):

STEP UP TO QUALITY RATING (IF APPLICABLE): 5 STAR

ADDRESS: 5640 BRIARCLIFF DRIVE, GARFIELD HEIGHTS, OH 44125

LEAD CONTACT: MS. JODY I. SAXTON

CEO/SUPERINTENDENT: MR. CHRISTOPHER HANKE

DATE: 10/15/2019

### SUMMARY AND ACKNOWLEDGEMENTS

*Insert a short narrative summarizing the components of the plan and acknowledging all sources that were utilized to develop the plan (funding, guidelines, leadership, stakeholders). This is to be written when the plan is **completed***

- High Quality Professional Development
- Systematic foundational reading skills instruction
- Systematic foundational reading skill intervention
- Parent/Community Outreach for foundational reading skills

Garfield Heights City Schools Local Literacy Plan is based on the mission of creating a culture across the district and within our buildings that recognizes literacy development occurs across a continuum and we are obligated to provide our students with individualized and differentiated support and instruction inclusive of all learners.

Our vision is to ensure all students have access to high-quality, evidence-based language instruction and become proficient readers to empower them to successfully navigate the world around them and challenge the status quo.

The plan was developed by conducting a comprehensive needs assessment of various data sources in grades K-12. The District team looked at MAP, STAR, DIBELS, KRA, OST, SAEBRS and RTFI data followed by a root cause analysis to identify why GHCS students were not meeting grade level reading standards. The district plan focuses on high quality literacy instruction that addresses the Big 5 of Reading for all students in grades **K-12**. Through ongoing, embedded professional development and coaching in evidence-based language and literacy strategies, teacher capacity will grow thus creating long term sustainability. Implementation will be monitored through the use of the Ohio Improvement Process and a communication loop between the DLT, BLTs, TBTs, building principals and literacy coaches. Formative and summative data will be collected and analyzed to determine student progress toward reading goals and monitor implementation. Feedback will be provided to all stakeholders in order to impact adult practices which will impact student learning outcomes. The GHCS Local Literacy Plan focuses on using integrated comprehensive systems for ALL learners so students will have access to equitable, high quality best practices. In addition, the district plan provides family engagement opportunities to support literacy based practices at home.

Through the implementation and monitoring of the Garfield Heights Local Literacy Plan, the district is confident it will achieve the vision and mission of all students reading at or above grade level.

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## SECTION 1: 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. If you are an early childhood provider, the Department encourages you to include team members from the district(s) that children in your program feed into for kindergarten through grade 12. If you are a district, the Department encourages you to include team members of the early childhood providers and community that feed into your district. Additionally, your team membership should line up with the data needs outlined in Section 3 of this plan. Insert additional rows as needed.*

#### Leadership Team Membership

Name	Title/Role	Organization	Email
Chris Hanke	Superintendent	Garfield Heights City Schools	cghanke@ghbulldogs.org
Sean Patton	Assistant Superintendent	Garfield Heights City Schools	spatton@ghbulldogs.org
Lee Ann Reisland	Director of Teaching and Learning	Garfield Heights City Schools	lreisland@ghbulldogs.org
Elisabetta Kosta	Supervisor of Elementary Teaching and Learning	Garfield Heights City Schools	ekosta@ghbulldogs.org
Jody Saxton	Federal Programs Administrator	Garfield Heights City Schools	jisaxton@ghbulldogs.org
Gwen Abraham	Principal	Elmwood Elementary	gmabraham@ghbulldogs.org
Brynn Morris	Principal	William Foster Elementary	bmorris@ghbulldogs.org
Jean Rizi	Principal	Maple Leaf Elementary	jrizi@ghbulldogs.org
Christopher Sauer	Middle School Principal	Garfield Heights Middle School	csauer@ghbulldogs.org
Tammy Hager	High School Principal	Garfield Heights High School	thager@ghbulldogs.org
Sharon Regan	District Literacy Coach	William Foster Elementary	sregan@ghbulldogs.org
Sherry Pastor	Literacy Coach	Elmwood Elementary School	sapastor@ghbulldogs.org
Chelsi Baxter	Literacy Coach	Maple Leaf Elementary School	cbaxter@ghbulldogs.org
Maria Kolodziej	Literacy Coach	William Foster Elementary School	mkolodziej@ghbulldogs.org
Jennifer Corrado	Literacy Coach	Garfield Heights Middle School	jcorrado@ghbulldogs.org
Brooke Pillets	Director of Special Education	Garfield Heights City Schools	bpillets@ghbulldogs.org

## SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE LOCAL LITERACY PLAN

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

**Throughout the development of the Garfield Heights City Schools Local Literacy Plan, the team ensured alignment with Ohio's Plan to Raise Literacy Achievement and Ohio's Strands of Action.**

### **Shared Leadership:**

- Through collaboration between the DLT, BLT, TBT, will have shared accountability for data-driven planning, implementation, and feedback on literacy core instruction and interventions.
- Building Leadership Teams will maintain a clear focus on nurturing literacy improvement K-5 and 6-8 in students with disabilities.
- Building Leadership Teams will maintain a clear focus on nurturing literacy improvement 6-12 in content areas around vocabulary and disciplinary literacy.
- The District Leadership Team will support training and coaching on evidence-based language and literacy practices, systems and resources.
- Building Leadership Teams and Teacher-based teams will establish two-way communication between Literacy Coaches on implementation of LETRS and explicit, systematic instructional practices.

### **Building Teacher Capacity:**

- Focused, sustained, embedded, professional learning through Language Essentials for Teachers of Reading and Spelling (LETRS). The focus will be to help teachers transfer literacy training to classroom practice grades K-5, 6-8 intervention specialists.
- LETRS supports teachers ability to diagnose why students are struggling and how to provide and align evidence based interventions.
- The specific goal of LETRS implementation is to build teacher capacity in the 5 Big Ideas of reading: Phonemic Awareness, Phonics, Fluency, (Units 1-4) Vocabulary and Comprehension (Units 5-8).
- Face to Face trainings and web based units of study.
- Focused, embedded, professional learning around Disciplinary Literacy for teachers in grades 6-12 across content areas.
- Intentional, targeted professional learning and application of explicit vocabulary instruction. **(Anita Archer)**
- Embedded literacy coaching support to teachers transferring training to classroom practice utilizing a combination of observation, modeling and reflective feedback.
- Teachers engage in co-planning and collaboration with other teachers, the coach and/or other teams.
- New teachers to the District will receive access to previous LETRS units of study as well as the above mentioned opportunities.
- Building partnerships and collaboration between general education teachers and special education teachers to ensure all learners are supported to make progress in literacy acquisition.

### **Provide a multi-tiered system of support:**

- Administration of the Reading Tiered Fidelity Inventory (RTFI) twice a year to strengthen and improve systems that address academic and behavioral needs K-12.
- Using the District data from the RTFI to identify the strengths and weaknesses in multi-tiered systems of support (MTSS) and create a school improvement plan around effective reading instruction.
- Create a framework for collecting and monitoring data to assess student progress toward reading goals.
- Provide training and/or coaching for teacher teams and/or building leadership teams in screening, progress monitoring, instructional decision making.
- Create a system of communicating with families of student progress within a multi-tiered system of support. (BLTs, Literacy Coaches, Teacher-based teams)

### **Family Partnerships:**

- Garfield Heights City Schools will continue to create and explore opportunities to help families with supporting literacy at home. The district currently hosts Family Literacy Nights, All Pro Dads, PTA Literacy focused meetings, One Book, One School initiatives, etc.
- District Family & Community Engagement Coordinator will serve as a liaison between the school and families to support literacy and student success.

### **Community Collaboration:**

- Garfield Heights City Schools will continue to explore reaching out to the community to promote the importance of literacy in being successful. The school district will engage in networking with other districts to see how they are building their community partnerships in getting the message out around the importance of literacy.
- The District Family Engagement Coordinator will serve as a liaison between the schools and the community in ways to support literacy and student success.

### **Development of the Local Literacy Plan**

The Garfield Heights Local Literacy Plan (LLP) is focused on expanding the work of the Early Literacy Pilot (ELOH) initially awarded to Maple Leaf Elementary School. After witnessing the improvement in lesson planning, lesson execution, teacher rapport with students, and student outcomes, the DLT agreed that the district should pursue similar work for the remaining buildings. The DLT established a Local Literacy Committee consisting of the District Literacy Coach, building principals, Federal Programs Administrator, Director of Teaching and Learning, and Elementary Supervisor of Teaching and Learning.

The LLP is based on the needs identified by the TBTs, BLTs, DLT, and the grant team after examining the results of multiple data sets: Ohio State Tests, MAP Reading, STAR Reading, STAR Early Literacy (SEL), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Phonemic Awareness Skills Test (PAST), and the Grouping Matrix from Really Great Reading Phonics.

The LLP also reflects an analysis of the *Reading Tiered Fidelity Inventory (RTFI)*, Tier 1 administered K-12 and Tier 2/3 administered at Maple Leaf Elementary. Of the RTFI's four subscales in the Tier 1 domain, the district's *strength* remains in the establishment of teams. The district average for Tier 1 teams increased from 42% to 66% from the initial Early Literacy Ohio Project to the current scaling up with the Striving Readers Grant. This upward trend is promising as it is necessary to have established, functioning teams to support implementation and monitoring of a *schoolwide reading model*.

Since Maple Leaf Elementary had already participated in LETRS through the ELOH pilot, the Leadership was able to consider their successes and challenges when looking to implement a school-wide reading model. After reviewing the data, both the Local Literacy Committee and the DLT determined the students would benefit from focused professional development on evidence-based strategies.

### **Monitoring of the Local Literacy Plan**

Together with the BLT, Literacy Coaches, and other key stakeholders, the DLT will monitor the implementation of the LLP:

- Evidence of completing LETRS online modules with a satisfactory passage of 80% on unit and comprehensive assessments;
- Coaching feedback to teachers as they transfer training to classroom practice through observations, modeling, collaboration with teachers or grade-level teams, co-teaching, providing resources, problem-solving, data analysis, and training in the use of data collecting tools;
- Analysis of student assessment data by TBTs, BLTs, and coaches;
- Analysis of data outlined in Appendices A -F in the School Wide Reading Plan by the BLTs; ● Monitoring the progress of each building through communication from BLTs.

### **Communication of the Local Literacy Plan:**

It is important that the work and information contained within the LLP is communicated to all the stakeholders. If communicated effectively, the LLP will serve as the roadmap for all district and building initiatives. The team will communicate the plan as follows:

- The initial final draft of the plan is shared at the DLT to allow an opportunity for discussion, feedback and action planning. The DLT will collect specific data on the strategies/professional development outlined in this plan;
- The LLP is shared at the BLT level. This will allow BLTs to align their individual school improvement plans with the district plan while maintaining flexibility to address building specific literacy goals. The principal and BLT members are charged with communicating the expectations of the plan to TBTs and the role TBTs play in implementation and impact on student outcomes;
- The LLP is shared with the Board of Education to allow an opportunity for comments and questions;
- The LLP is shared with the Strategic Planning Committee to act as a guide for planning and implementation.



## SECTION 2: ALIGNMENT BETWEEN THE LOCAL LITERACY PLAN AND OTHER IMPROVEMENT EFFORTS

*Describe how the local literacy plan aligns to other local or community improvement plans focused on literacy outcomes. If the early childhood provider or LEA engages in the Ohio Improvement Process (OIP), or another improvement model comparable to OIP, the provider or LEA should describe the use of the process and team structures in this section.*

*Districts and community schools that are required under state law or policy to develop improvement plans or implement improvement strategies must ensure that the local literacy plan is aligned with other improvement efforts.*

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

### **Alignment to Garfield Heights City Schools' Other Improvement Efforts:**

In developing the Local Literacy Plan, the Literacy Team and the District Leadership Team ensured the plan is aligned to the District Improvement Plan. The District Improvement Plan has two goals:

- Improving literacy K-12
- Improving climate

The goals were generated by conducting a needs assessment and looking at the Decision Framework. A primary focus on improving reading growth in both the District Improvement Plan and the Local Literacy Plan will be through ongoing, embedded professional development and coaching, utilizing a literacy framework, using data to inform instruction and implementing evidence-based instructional strategies. In addition, the District has been involved in the Early Literacy Ohio Pilot and the Local Literacy Plan reflects a scaling up of that work.

School Improvement Plans were developed and aligned to the overall district goals and each have their specific strategies and action steps targeting reading student outcomes. The Local Literacy Plan provides guidance for addressing improving reading K-12.

Both the District Improvement Plan and the Local Literacy Plan are aligned with the Continuous

Comprehensive Improvement Plan (CCIP.) Many of the goals, strategies, and action steps support similar processes and student outcome as noted in the LLP.

Through the OIP process, the DLT will monitor and support implementation of the District Improvement Plan and Local Literacy Plan. The BLTs and TBTs will use the OIP process to drill down in order to analyze specific data related to literacy improvement. This will inform instructional strategies, interventions, professional development and resources.

This year the GHCS will develop a new strategic plan. While the plan will focus on several areas of focus, the most essential committee work will center around instruction. The work outlined in the LLP will serve as an excellent foundation for the committee as they delve into what makes the GHCS graduate college and career ready.

The Local Literacy Plan is aligned to overall improvement efforts; however, it is designed to delineate more action steps in order to accomplish our overarching goal of literacy improvement across the district.

## SECTION 3: COMPREHENSIVE NEEDS ASSESSMENT

### SECTION 3, PART A: ANALYSIS OF LEARNER PERFORMANCE DATA

#### **Garfield Height City Schools:**

GHCS is committed to improving reading achievement for all students. This needs assessment focuses on learner performance data and then on an analysis of additional factors which the District believes contribute to the underachievement in literacy in the GHCS community. The learner performance data used includes: NWEA MAP (Measures of Academic Progress), The Dynamic Indicators of Basic Early Literacy Skills (DIBELS), the Kindergarten Readiness Assessment (KRA) and Ohio State Tests (OST).

More than half our GHCS students in grades K-3 are not considered on-track academically, demonstrating a need for enhanced interventions at the student-level as well as for ongoing, intensive and job-embedded teacher support and professional development in grades K-3.

#### **District MAP Data 2019**

MAP Growth measures what students know and what they are ready to learn next and provides personalized data that shows whether a student is on, above or below grade level in the following areas of reading:



## Local Literacy Plan

### Grades K-1:

- Language and Writing
- Literal and Informational
- Foundational Skills
- Vocabulary Use and Functions

### Grades 2-10:

- Vocabulary Acquisition and use
- Informational Text: Craft and Structure
- Literary Text: Key Ideas and Details
- Informational Text: Key Ideas and Details
- Literary Text: Craft and Structure

<b>KDG Reading Fall 2019</b>						
<b>Students Tested</b>	<b>179</b>	<b>Lo %</b>	<b>Lo Avg %</b>	<b>Ave %</b>	<b>Hi Avg %</b>	<b>Hi %</b>
<b>Overall District Percentage</b>		<b>10</b>	<b>44</b>	<b>33</b>	<b>9</b>	<b>F</b>
Language and Writing		22	42	24	10	2
Literature and Informational		13	21	30	28	7
Foundational Skills		29	27	27	13	3
Vocabulary Use and Functions		13	38	29	20	6
<b>1st Reading Fall 2019</b>						
<b>Students Tested</b>	<b>240</b>	<b>Lo %</b>	<b>Lo Avg %</b>	<b>Ave %</b>	<b>Hi Avg %</b>	<b>Hi %</b>
<b>Overall District Percentage</b>		<b>48</b>	<b>24</b>	<b>15</b>	<b>7</b>	<b>6</b>
Language and Writing		48	29	11	8	5
Literature and Informational		43	25	16	10	6
Foundational Skills		41	23	19	10	7
Vocabulary Use and Functions		45	25	12	10	8
<b>2nd Reading Fall 2019</b>						
<b>Students Tested</b>	<b>238</b>	<b>Lo %</b>	<b>Lo Avg %</b>	<b>Ave %</b>	<b>Hi Avg %</b>	<b>Hi %</b>
<b>Overall District Percentage</b>		<b>53</b>	<b>16</b>	<b>12</b>	<b>14</b>	<b>5</b>
Vocabulary: Acquisition and Use		42	20	14	18	6
Information Text: Language, Craft, and Structure		50	26	11	8	5
Literary Text: Key Ideas and Details		43	20	13	16	8
Informational Text: Key Ideas and Details		54	18	11	12	5
Literary Text: Language, Craft, and Structure		39	25	16	12	8
<b>3rd Reading Fall 2019</b>						
<b>Students Tested</b>	<b>264</b>	<b>Lo %</b>	<b>Lo Avg %</b>	<b>Ave %</b>	<b>Hi Avg %</b>	<b>Hi %</b>
<b>Overall District Percentage</b>		<b>38</b>	<b>15</b>	<b>16</b>	<b>20</b>	<b>13</b>
Vocabulary: Acquisition and Use		29	21	16	18	17
Information Text: Language, Craft, and Structure		37	17	18	17	11
Literary Text: Key Ideas and Details		28	17	18	22	14
Informational Text: Key Ideas and Details		38	16	17	16	13
Literary Text: Language, Craft, and Structure		39	18	13	19	12
<b>4th Reading Fall 2019</b>						
<b>Students Tested</b>	<b>246</b>	<b>Lo %</b>	<b>Lo Avg %</b>	<b>Ave %</b>	<b>Hi Avg %</b>	<b>Hi %</b>
<b>Overall District Percentage</b>		<b>24</b>	<b>24</b>	<b>22</b>	<b>22</b>	<b>8</b>
Vocabulary: Acquisition and Use		24	23	24	21	10
Information Text: Language, Craft, and Structure		28	20	25	17	10
Literary Text: Key Ideas and Details		25	19	26	22	9
Informational Text: Key Ideas and Details		26	24	24	17	10

Local Literacy Plan

Literary Text: Language, Craft, and Structure	27	19	18	21	15	
<b>5th Reading Fall 2019</b>						
<b>Students Tested</b>	<b>270</b>	<b>Lo %</b>	<b>Lo Avg %</b>	<b>Ave %</b>	<b>Hi Avg %</b>	<b>Hi %</b>
<b>Overall District Percentage</b>	26	24	23	17	10	
Vocabulary: Acquisition and Use	23	24	23	21	9	
Information Text: Language, Craft, and Structure	26	24	21	18	11	
Literary Text: Key Ideas and Details	24	20	27	16	13	
Informational Text: Key Ideas and Details	28	20	23	18	11	
Literary Text: Language, Craft, and Structure	26	22	24	19	9	
<b>6th Reading Fall 2019</b>						
<b>Students Tested</b>	<b>257</b>	<b>Lo %</b>	<b>Lo Avg %</b>	<b>Ave %</b>	<b>Hi Avg %</b>	<b>Hi %</b>
<b>Overall District Percentage</b>	21	74	56	43	29	
Vocabulary: Acquisition and Use	25	25	22	16	13	
Information Text: Language, Craft, and Structure	21	24	21	20	14	
Literary Text: Key Ideas and Details	28	23	20	18	11	
Informational Text: Key Ideas and Details	29	22	20	19	10	
Literary Text: Language, Craft, and Structure	21	74	56	43	29	
Voc. Acquisition & Use	24	26	23	17	9	
<b>7th Reading Fall 2019</b>						
<b>Students Tested</b>	<b>257</b>	<b>Lo %</b>	<b>Lo Avg %</b>	<b>Ave %</b>	<b>Hi Avg %</b>	<b>Hi %</b>
<b>Overall District Percentage</b>	31	24	20	18	7	
Vocabulary: Acquisition and Use	34	20	23	15	8	
Information Text: Language, Craft, and Structure	32	18	23	18	9	
Literary Text: Key Ideas and Details	31	24	19	15	11	
Informational Text: Key Ideas and Details	31	21	21	18	9	
Literary Text: Language, Craft, and Structure	30	21	21	20	8	
Voc. Acquisition & Use	31	24	20	18	7	
<b>8th Reading Fall 2019</b>						
<b>Students Tested</b>	<b>283</b>	<b>Lo %</b>	<b>Lo Avg %</b>	<b>Ave %</b>	<b>Hi Avg %</b>	<b>Hi %</b>
<b>Overall District Percentage</b>	26	25	24	16	10	
Literary Text: Key Ideas & Details	28	27	21	13	11	
Literary Text: Craft & Structure	28	24	20	19	9	
Informational Text: Key Ideas & Details	26	29	17	17	11	
Informational Text: Craft & Structure	27	25	16	20	12	
Voc. Acquisition & Use	23	26	23	19	9	
<b>9th Reading Fall 2019</b>						
<b>Students Tested</b>	<b>248</b>	<b>Lo %</b>	<b>Lo Avg %</b>	<b>Ave %</b>	<b>Hi Avg %</b>	<b>Hi %</b>
<b>Overall District Percentage</b>	26	26	20	19	8	
Literary Text: Key Ideas & Details	28	24	22	17	9	
Literary Text: Craft & Structure	25	29	19	18	8	
Informational Text: Key Ideas & Details	27	24	17	19	13	
Informational Text: Craft & Structure	26	22	23	21	8	
Voc. Acquisition & Use	25	23	22	21	8	

10th Reading Fall 2019						
Students Tested	248	Lo %	Lo Avg %	Ave %	Hi Avg %	Hi %
Overall District Percentage		26	26	20	19	8
Literary Text: Key Ideas & Details		28	24	22	17	9
Literary Text: Craft & Structure		25	29	19	18	8
Informational Text: Key Ideas & Details		27	24	17	19	13
Informational Text: Craft & Structure		26	22	23	21	8
Voc. Acquisition & Use		25	23	22	21	8

Figure 3.0

**MAP Data Analysis:**

Our District MAP data is showing deficits in both foundational and language standards as seen in the K -2 MAP data reports. The data shows that over 50% of students in grades K-2 are below benchmark. Due to student lack of mastery of foundational skills, a primary gap in phonological awareness is evident. Foundational skills instruction should be the emphasis at these grade levels as demonstrated by the *Simple View of Reading* (fig. 3.0) in order for students to achieve comprehension.

Second through Fifth Graders struggle across all standards. The data shows that at least 50% of students in grades 2-5 are below benchmark. When reviewing specific MAP reports we see evidence that students are significantly below in Literary and Informational Text: Key Ideas & Detail.

Sixth through tenth grade students are also struggling across all standards with at least 50% scoring below benchmark. When reviewing specific MAP reports, we see that Literary Text: Key Ideas and Details in grades 6-10 has the highest overall percentage below benchmark. The data implies that our core Tier 1 instruction for grades 2-10 needs to be strengthened and delivered at the highest level of fidelity, rigor, and student engagement. In addition, evidence-based interventions are needed to improve student outcomes on the MAP screener which will predict future performance on the OST.

**Star Early Literacy (SEL) and Renaissance STAR assessments**

At the start of the 2017-2018 school year, all GHCS kindergarten students were administered the Star Early Literacy (SEL) assessment. All entering first grade students whose final kindergarten SEL score from the spring of 2017 was below the 570 scaled score were administered the SEL assessment as well. Students in grade 1 whose spring 2017 SEL score were above 570 scaled score were administered STAR reading. Students in grades 2 through 5 were administered the STAR Reading benchmark assessment. The STAR was the universal screener for both reading and math.

SEL measures include assessment of Alphabetic Principle, Concepts of Word, Visual Discrimination, Phonemic Awareness, Phonics Structural Analysis, Vocabulary, Sentence-Level Comprehension, Paragraph-Level Comprehension, and Early Numeracy. The cut score on SEL is 570. The *phonemic awareness* subdomain within the SEL assesses a student's understanding of rhyming words; blending and segmenting word parts and phonemes; isolating and manipulating initial, final, and medial phonemes; and identifying the sounds in consonant blends. The SEL data indicated at a survey level a significant foundational skill deficit exists however, this assessment does not pinpoint which specific skills were inadequate.

The Renaissance Star Reading assessment delivered to students above the SEL cut score of 570 in Grade 1 and all students in Grades 2-8 focuses on measuring student performance with skills in five domains: *Word Knowledge and Skills, Comprehension Strategies and Constructing Meaning, Understanding Author's Craft, Analyzing Literary Text, and Analyzing Argumentative Text*. Evaluating text specific grade-level expectations are identified in each domain indicates at a survey level that significant skill deficits exist. Measures in these areas provide information regarding the acquisition of reading ability along the continuum of literacy expectations. The district STAR data indicated at a survey level a significant correlation between the SEL foundational skills weakness and future reading success at the comprehension level. On average, 50% or greater scored below benchmark. The Simple View of Reading illustrates how the lack of foundational skills impacts student ability to apply comprehension strategies.

## The Simple View of Reading

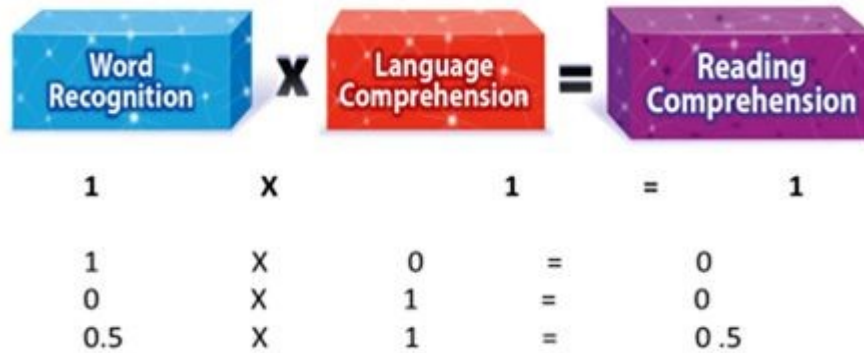


Fig. 3.1

The multiplication problem shows that students are unable to apply reading comprehension when either word recognition or language comprehension is not fully developed. Dr. Anita Archer states, “There is no comprehension strategy powerful enough to compensate for the fact that you cannot read words.”

### 2017-2018 STAR/SEL Data Below Benchmark

#### Garfield Heights Elementary Schools

	K SEL		1 SEL/STAR		2 STAR		3 STAR		4 STAR		5 STAR	
	Fall 17	Wi 18	Fall 17	Wi 18	Fall 17	Wi 18	Fall 17	Wi 18	Fall 17	Wi 18	Fall 17	Wi 18
<i>William Foster</i>	35%	55%	41%	56%	61%	43%	58%	49%	54%	48%	54%	47%
<i>Elmwood</i>	71%	37%	27%	17%	56%	33%	53%	61%	57%	50%	73%	65%
<i>Maple Leaf</i>	77%	65%	70%	64%	58%	49%	74%	59%	69%	58%	55%	62%

Fig. 3.2

## Spring 2017 SEL/STAR Data

Below BenchmarkGarfield Heights Elementary Schools Students with Disabilities

	SEL	SEL/STAR	STAR	STAR	STAR	STAR
	Spring 2017 K	Spring 2017 1	Spring 2017 2	Spring 2017 3	Spring 2017 4	Spring 2017 5
<i>William Foster</i>	100%	100%	98%	96%	96%	88%
<i>Elmwood</i>	50%	67%	100%	83%	90%	83%
<i>Maple Leaf</i>	100%	83%	100%	93%	92%	100%

Fig. 3.3

STAR/SEL DATA 2018-19 MAPLE LEAFImprovements

Grade	Measure	Fall %	Winter%	Spring%	Increase Fall-Spr	Decrease
Kindergarten	SEL	26%	54%	59%	5%	
Grade 1	STAR	36%	30%	39%	3%	
Grade 2	STAR	33%	42%	47%	14%	
Grade 3	STAR	37%	45%	49%	12%	
Grade 4	STAR	43%	41%	34%		11%
Grade 5	STAR	31%	39%	27%		4%

Fig. 3.4

STAR/SEL DATA 2018-19 ELMWOODImprovements

Grade	Measure	Fall %	Winter %	Spring %	Increase Fall/Spring	Decrease Fall/Spring
Kindergarten	SEL	-	-	-		
Grade 1	STAR	100	66	63		37
Grade 2	STAR	40	52	52	12	

Local Literacy Plan

Grade	Measure	Fall %	Winter %	Spring %	Increase Fall/Spring	Decrease Fall/Spring
Grade 3	STAR	31	21	32	1	
Grade 4	STAR	37	36	32		5
Grade 5	STAR	26	23	--		3

Fig. 3.5

**STAR/SEL DATA 2018-19 Improvements**

**WILLIAM FOSTER**

Grade	Measure	Fall %	Winter %	Spring %	Increase Fall/Spring	Decrease Fall/Spring
Kindergarten	SEL	58%	43%	45%		13%
Grade 1	SEL	47% 51 students	50% 14 students	N/A	3% fall to winter	
Grade 1	STAR	12% 38 students	41% 64 students	61% All students		
Grade 2	STAR	40%	44%	43%	3%	
Grade 3	STAR	45%	29%	18%		27%
Grade 4	STAR	32%	30%	30%		2%
Grade 5	STAR	44%	43%	52%	8%	

Fig. 3.6

**Garfield Heights Middle School: STAR**

**2017-2019**

**Below Benchmark**

	All Students: Fall 17-18	SWD: Fall 17-18	All students Fall 18-19	SWD: Fall 18-19	All Students Spring 18-19	SWD: Spring 18-19
<b>Grade 6</b>	73%	96%	74%	100%	77%	100%
<b>Grade 7</b>	72%	98%	74%	100%	69%	98%

Local Literacy Plan

	<b>All Students: Fall 17-18</b>	<b>SWD: Fall 17-18</b>	<b>All students Fall 18-19</b>	<b>SWD: Fall 18-19</b>	<b>All Students Spring 18-19</b>	<b>SWD: Spring 18-19</b>
<b>Grade 8</b>	79%	78%	74%	81%	80%	100%

Fig. 3.7

**Garfield Heights High School Data: STAR**

**2017-2019**

**Below Benchmark**

	<b>All students: Fall 17-18</b>	<b>SWD: Fall 17-18</b>	<b>All Students: Fall 18-19</b>	<b>SWD: Fall 18-19</b>	<b>All Students: Sp 18-19</b>	<b>SWD Sp 18-19</b>
<b>Grade 10</b>	82% below	95% below	81% below	89% below	78% below	94% below
<b>Grade 9</b>	83% below	100% below	76% below	100% below	71% below	100% below

Fig. 3.8

Following administration of SEL/STAR screener, a phonemic awareness diagnostic (Phonological Awareness Skills Test, PAST) was selected to further identify foundational skill deficits.

The PAST is administered to all K-1 students and is utilized to guide Tier 1 instruction for all students. In grade 2 and above the PAST is used to guide Tier 2 interventions for students who are identified through Dibels benchmarking.

As indicated by the hourglass figure created by Dr. Carol Tolman, depicts how students need to be aware of units of sound. Phonological skills develop in a predictable progression as illustrated in Tolman's hourglass. The hour glass depicts sequencing teaching tasks from easy to more difficult. Segmenting and blending individual sounds predicts future reading problems better than any other phonological task. This awareness is developed through direct phonemic awareness instruction. If students do not have mastery over these early skills within the progression then the potential of mastery of more advanced phonemic awareness and orthography is compromised. "This instruction eventually allows students to transfer to graphemes to spell and blend sounds together for reading words in print." Kilpatrick - Essentials of Assessing, Preventing, and Overcoming Reading Difficulties. pg. 187-188 The district's data indicates that a significant percentage of

GHCS students are not prepared to advance to reading words in print at or above grade level because they lack mastery and automaticity of the skills in the top half of the Tolman's sequential progression of phonemic awareness skills hourglass.



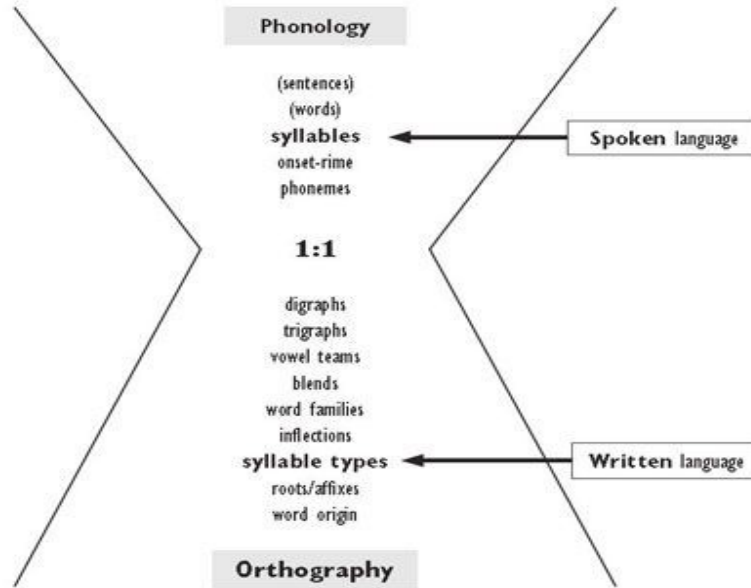


Fig.3.9

**Kindergarten Readiness Assessment (KRA)**

The KRA is designed to capture students’ demonstrated foundational skills and behaviors that prepare them for instruction based on Ohio’s Kindergarten Standards. Language and Literacy is measured by the KRA. In this domain of school readiness, children are assessed for their skills in writing, reading, letter recognition, speaking and listening. Research shows that children who do not gain basic reading skills by the end of third grade, struggle to succeed in higher grades where they learn mostly by reading. It is imperative that students are identified early on so that teachers can design instruction that will meet the needs of these learners and keep them on track for future reading success. Our data indicates that Garfield Heights City School students require strong tier 1 instruction to get them on track for future reading success. Students who scored at or below the language and literacy 262 scaled score demonstrate minimal readiness in foundational skills.

**KRA Data**

	2019-2020	2018-2019	2017-2018
Number of Students Assessed	186	239	202
Performance Level Descriptors	84% scored approaching or emerging	75% scored approaching or emerging	75% scored approaching or emerging
Language and Literacy	62% scored not on track	49% scored not on track	57% scored not on track
Social Foundations	66% scored approaching or emerging	66% scored approaching or emerging	52% scored approaching or emerging

Fig. 3.10

The district Kindergarten Readiness data reveals that the majority of Garfield Heights City school students entering kindergarten are significantly deficient in language and literacy skills as well as social foundations. Over a three-year trend on average, 78% of Garfield Heights kindergarteners scored in the approaching or emerging level as a performance level descriptor of overall score on the Kindergarten Readiness Assessment. Over this same three-year trend, over half of our kindergarteners 56% are not on track in their language and literacy skills and 61% lack adequate social foundations to be successful as measured by KRA. (Figure 3.10)

## Local Literacy Plan

According to the Ohio's Plan to Raise Literacy Achievement, "37.7% of students entering kindergarten are not on track at the beginning of the school year in language and literacy" (ODE, 2018, January, p. 15). Garfield Heights City Schools lags the state average by another 18.3%.

### Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

DIBELS Next measures are brief and efficient administrations of foundation early literacy skills that serve as universal screening and progress monitoring. The indicators identify which students are in need of additional intervention supports and monitor effectiveness of instruction at tier 1 and response to intervention.

In the Garfield Heights City Schools, all students receive the DIBELS benchmark three times a year. Maple Leaf Elementary School is the only school that has three years of DIBELS data as a universal screener because of their participation in the Early Literacy Ohio project since 2015. Elmwood and William Foster began DIBELS administration, grades K-3 in 2018-19 school year and added grades 4 and 5 DIBELS DORF in the 2019-20 school year. Students in kindergarten through fifth grade participate in DIBELS assessments.

2019-2020	Fall Benchmark Composite Data					
District Data	Well Below			Below		
	Fall	Winter	Spring	Fall	Winter	Spring
Kindergarten	34%			26%		
First Grade	58%			14%		
Second Grade	46%			8%		
Third Grade	32%			8%		
Fourth Grade (ML only)	34%			15%		
Fifth (ML only)	37%			35%		

Fig. 3.11

2018-2019	Benchmark Composite Data					
District Data	Well Below			Below		
	Fall	Winter	Spring	Fall	Winter	Spring
Kindergarten	40%	36%	37%	15%	20%	25%
First Grade	59%	52%	46%	19%	8%	11%
2nd Grade	34%	38%	32%	14%	12%	23%
3rd Grade	29%	33%	30%	9%	20%	15%

Fig. 3.12

Local Literacy Plan

2018-2019	Benchmark DORF Data					
Maple Leaf	Well Below			Below		
	Fall	Winter	Spring	Fall	Winter	Spring
4th Grade	35%	37%	27%	28%	22%	30%
5th Grade	37%	23%	29%	14%	33%	27%

**Fig. 3.13**

2017-2018	Benchmark Composite Data					
Maple Leaf Data	Well Below			Below		
	Fall	Winter	Spring	Fall	Winter	Spring
Kindergarten	28%	59%	49%	20%	26%	36%
First Grade	58%	58%	38%	15%	11%	19%
2nd Grade	39%	44%	43%	11%	5%	8%
3rd Grade	37%	49%	39%	14%	22%	14%
4th Grade	48%	48%	26%	16%	25%	68%
5th Grade	32%	30%	23%	30%	24%	35%

**Fig. 3.14**

**Kindergarten:**

Kindergarten students participate in four subtests. These subtests are then calculated to create a composite score. Subtests used to generate the composite score change depending on the benchmarking periods: Beginning, Middle or End of year. For the middle of the year benchmark period, kindergarten students participate in four DIBELS subtests: First Sound Fluency (FSF), Phoneme Segmentation fluency (PSF), Nonsense Word Fluency (NWF) and Correct Letter Sounds (CLS).

At building level and district Data Days, (Professional leave time dedicated to dissemination and discussion of literacy data), leadership noted that at the Kindergarten level, students either have adequate early literacy skills or are significantly below the benchmark. Currently 60 % of kindergarten students are either below or well-below benchmark.

Local Literacy Plan

2019-2020	Kindergarten Benchmark by Indicator					
District Data	Well Below			Below		
	Fall	Winter	Spring	Fall	Winter	Spring
FSF	41%			14%		
PSF	N/A			N/A		
NWF-CLS	N/A			N/A		

Fig. 3.15

2018-2019	Kindergarten Benchmark by Indicator					
District Data	Well Below			Below		
	Fall	Winter	Spring	Fall	Winter	Spring
FSF	52%	27%	N/A	9%	14%	N/A
PSF	N/A	27%	20%	N/A	15%	31%
NWF-CLS	N/A	21%	27%	N/A	29%	37%

Fig. 3.16

2017 - 2018	Kindergarten Benchmark by Indicator					
Maple Leaf Data	Well Below			Below		
	Fall	Winter	Spring	Fall	Winter	Spring
FSF	41%	45%	N/A	14%	24%	N/A
PSF	N/A	52%	36%	N/A	30%	49%
NWF-CLS	N/A	30%	31%	N/A	33%	50%

Fig. 3.17

For Phoneme Segmentation Fluency (PSF) assessment administered in the middle of the year, kindergartners should be able to segment 20 sounds in words. Kindergarten students scoring below and well below and are considered at risk for future reading success.

For the Nonsense Word Fluency middle of the year students must identify at least 17 correct letter sounds assessed by DIBELS indicator Nonsense Word Fluency (NWF) correct letter sounds (CLS) in words.

Local Literacy Plan

**First Grade:**

First Grade students participate in 3 subtests: Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), and Nonsense Word Fluency (total words correct). These subtest scores are then calculated to create a composite score. The Garfield Heights Elementary Schools students taking the DIBELS assessment earned indicator scores as follows:

2019-2020	First Grade Benchmark by Indicator					
District Data	Well Below			Below		
	Fall	Winter	Spring	Fall	Winter	Spring
PSF	36%		N/A	37%		N/A
NWF-CLS	37%			29%		
NWF-WWR	0%			69%		

**Fig. 3.18**

2018-2019	First Grade Benchmark by Indicator					
District Data	Well Below			Below		
	Fall	Winter	Spring	Fall	Winter	Spring
PSF	43%	N/A	N/A	44%	N/A	N/A
NWF-CLS	35%	38%	37%	29%	20%	10%
NWF-WWR	N/A	32%	19%	62%	14%	16%

**Fig. 3.19**

2017-2018	First Grade Benchmark by Indicator					
Maple Leaf Data	Well Below			Below		
	Fall	Winter	Spring	Fall	Winter	Spring
PSF	39%	N/A	N/A	39%	N/A	N/A
NWF-CLS	40%	46%	60%	27%	18%	14%
NWF-WWR	N/A	42%	19%	N/A	55%	45%

**Fig. 3.20**

In the middle of the year first graders should be able to blend letter sounds into consonant-vowel-consonant (CVC) and vowel-consonant (VC) words. The cut score for the middle of the year Nonsense Word Fluency (NWF)-Whole Words Read (WWR) is 8 words. Pseudo-word reading provides an assessment of student’s ability to apply grapheme-phoneme knowledge in decoding which is indicative of basic phonics word reading application. (Rathvon,N. 2004 Early reading assessment: a practitioner’s handbook. New York:Guilford). Students who are performing in the “below-well below” ranges of WWR are significantly at risk for future reading deficiencies. First Graders continue to score in the well below and below ranges of the NWF-WWR indicator across the three years of trend data.

**Second Grade:**

Second Grade students participate in four subtests at the beginning of the year benchmark: Nonsense Word Fluency (CLS & WWR), Diagnostic Oral Reading Fluency (DORF), and Retell Fluency (RTF). These subtest scores are then calculated to create a composite score.

2019-2020	Second Grade Benchmark by Indicator					
District Data	Well Below			Below		
	Fall	Winter	Spring	Fall	Winter	Spring
NWF-CLS	37%	N/A	N/A	23%	N/A	N/A
NWF-WWR	35%	N/A	N/A	21%	N/A	N/A

**Fig. 3.21**

2018-2019	Second Grade Benchmark by Indicator					
District Data	Well Below			Below		
	Fall	Winter	Spring	Fall	Winter	Spring
NWF-CLS	40%	N/A	N/A	23%	N/A	N/A
NWF-WWR	38%	N/A	N/A	20%	N/A	N/A

**Fig. 3.22**

2017-2018	Second Grade Benchmark by Indicator					
Maple Leaf Data	Well Below			Below		
	Fall	Winter	Spring	Fall	Winter	Spring
NWF-CLS	41%	N/A	N/A	24%	N/A	N/A
NWF-WWR	38%	N/A	N/A	22%	N/A	N/A

**Fig. 3.23**

Second grade students should be able to blend 13+ NWF (WWR). Students rely on knowledge of letter sound correspondence and blending sounds into whole words. Pseudo-word reading provides an assessment of student's ability to apply grapheme-phoneme knowledge in decoding which is indicative of basic phonics word reading application. (Rathvon, N. 2004 Early reading assessment: a practitioner's handbook. New York: Guilford). Students who are performing in the Below-Well Below ranges of WWR are significantly at risk for future reading issues.

**First - Fifth Grade DIBELS Oral Reading Fluency:**

In Garfield Heights City Schools, DIBELS Oral Reading Fluency (DORF) is a measure of advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension.

<b>2019-2020</b>	Benchmark DORF Data					
District Data	Well Below			Below		
	Fall	Winter	Spring	Fall	Winter	Spring
First Grade	N/A			N/A		
2nd Grade	52%			10%		
3rd Grade	33%			13%		
4th Grade	33%			18%		
5th Grade	47%			18%		

**Fig 3.24**

<b>2018-2019</b>	Benchmark DORF Data					
District Data	Well Below			Below		
	Fall	Winter	Spring	Fall	Winter	Spring
First Grade	N/A	52%	49%	N/A	11%	12%
2nd Grade	35%	36%	32%	20%	16%	21%
3rd Grade	31%	30%	31%	12%	19%	20%
4th Grade	37%	29%	33%	20%	28%	25%
5th Grade	39%	24%	32%	17%	29%	23%

**Fig. 3.25**



Local Literacy Plan

2017-2018	Benchmark DORF Data					
Maple Leaf Data	Well Below			Below		
	Fall	Winter	Spring	Fall	Winter	Spring
First Grade	N/A	56%	44%	N/A	13%	18%
2nd Grade	41%	48%	45%	14%	9%	16%
3rd Grade	41%	48%	44%	16%	16%	22%
4th Grade	35%	37%	27%	28%	22%	30%
5th Grade	37%	23%	29%	14%	33%	27%

**Fig. 3.26**

**First Grade:**

First graders should be able to read a minimum of 47 words per minute (WPM) at the end of the year. The 2018-2019 district cohort at the end of the year scored 12% in the “below” benchmark range cut score of 32-46 WPM and 49% in the “well below” range cut score of 0-31 WPM.

**Second Grade:**

Second graders should be able to read a minimum of 87 words per minute (WPM) at the end of the year. The 2018-2019 district cohort at the end of the year scored 21 % in the “below” benchmark range cut score of 65-86 WPM and 32% in the “well below” range cut score of 0-64 WPM. 53% of second graders are reading below benchmark indicating that phonemic awareness and phonics gaps are still significantly impacting oral reading fluency.

**Third Grade:**

Third graders should be able to read a minimum of 100 words per minute (WPM) at the end of the year. The 2018-2019 district cohort at the end of the year scored 20% in the “below” benchmark range cut score of 80-99 WPM and 31% in the “well below” range cut score of 0-79 WPM. 51% of third graders are reading below benchmark indicating that phonemic awareness and phonics gaps are still significantly impacting oral reading fluency.

**Fourth Grade:**

Fourth graders should be able to read a minimum of 115 words per minute (WPM) at the end of the year. The 2018-2019 district cohort at the end of the year scored % in the “below” benchmark range cut score of 95-114 WPM and % in the “well below” range cut score of 0-94 WPM.

**Fifth Grade:**

Fifth graders should be able to read a minimum of 130 words per minute (WPM) at the end of the year. The 2018-2019 district cohort at the end of the year scored % in the “below” benchmark range cut score of 105-129 WPM and % in the “well below” range cut score of 0-104 WPM.

As the cut scores for DORF increase across the year percentages of well below, below and at or above remain consistent indicating the students achieve WPM gains but not at the rigorous pace to exceed the standard rate of improvement thus they do not move from one score level to the next. The data is also showing that there is a high percentage of students in the well below score level as compared to the below level. Students in the well below level need intensive support and have more significant gaps to overcome to make the gains necessary to move to the at or above grade level WPM goal. Students reading two years or more behind their current grade level are present in the majority of classrooms across our elementary buildings. Our tier I instructional focus needs to be teaching to mastery and automaticity in grades 1-5.

**Grade 3-8 State Assessments**

State assessments from the past three academic years show that 50% or fewer students in grades 3-8 are not scoring proficient in English Language Arts. The data reflects a positive correlation with district benchmark screening data and predictability of performance on state assessments. The overall percentage of students meeting the proficient standard illustrates the need to identify evidence-based practices/interventions to provide enhanced professional development and strategies to support the district's most at-risk students.

Grade Level	2016 percent proficient	2017 percent proficient	2018 percent proficient	2019 percent proficient
3rd Grade	45 (AIR)	47 (AIR)	43 (OST)	43 (OST)
4th Grade	43.7 (AIR)	52 (AIR)	52 (OST)	50 (OST)
5th Grade	43.6 (AIR)	49 (AIR)	52 (OST)	48 (OST)
6th Grade	27.5 (AIR)	30 (AIR)	26 (OST)	29 (OST)
7th Grade	23.5 (AIR)	32 (AIR)	26 (OST)	36 (OST)
8th Grade	11.5 (AIR)	11 (AIR)	16 (OST)	13 (OST)

**Fig. 3.27**

It is important to note that in 2015, students in 3rd grade took the Ohio Achievement Assessment (OAA) with 66 percent proficiency, but those students in 4th and 5th grade took the Partnership for Assessment of Readiness for College and Careers (PARCC). This measurable difference in proficiency from third to fifth grade in 2015 may have resulted from the differences in assessments in regards to rigor. Only 34 % of third graders scored within the "limited" or "basic" categories. The tables that follow show the scaled score ranges on the Third Grade OAA and PARCC tests for grades four and five:

**Ohio Achievement Test - Grade 3 2015**

Level	Scaled Scores	Raw Scores
Advanced	432 and above	43-49
Accelerated	415-431	38-42
Proficient	400-414	32-37
Basic	385-399	25-31
Limited	384 and below	0-24

Note: The minimum possible scaled score on this administration was 260 and the maximum possible scaled score was 496.

**Fig. 3.28****Partnership for Assessment of Readiness for College and Careers - Grades 4-5 2015**

Subject	Limited	Basic	Proficient	Accelerated	Advanced
Grade 4 English Language Arts	650-699	700-724	725-749	750-789	790-850
Grade 5 English Language Arts	650-699	700-724	725-749	750-798	799-850

**Fig. 3.29**

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## Local Literacy Plan

Approximately 50 percent of fourth and fifth grade students did not reach the 725 scale score of proficiency in the state assessment in 2015.

In 2016 and 2017, all students in grades 3-5 took the American Institutes for Research assessment (AIR). Based on the data depicted in **fig. 3.30**, proficiency was relatively consistent across the three grade levels with approximately 50 percent or more of the students not reaching proficiency in terms of these state assessments. Roughly 50 percent of third through fifth grade students were either deemed to be “limited” or “basic” in terms of their English Language Arts proficiency.

### **American Institutes for Research - Grades 3-5, 2016-2017**

<b>Grade/Subject</b>	<b>Limited</b>	<b>Basic</b>	<b>Proficient</b>	<b>Accelerated</b>	<b>Advanced</b>
Grade 3*	545-671	672-699	700-724	725-751	752-863
Grade 4	549-673	674-699	700-724	725-752	753-846
Grade 5	552-668	669-699	700-724	725-754	755-848

**Fig. 3.30**

These assessments measure proficiency in reading both literature and informational text, as well as writing.

### **Reading Tiered Fidelity Inventory (R-TFI): K-12 2017-2019**

The **Reading Tiered Fidelity Inventory** was given to help the district leadership team and building leadership teams examine reading multi-tiered systems of support (MTSS). The areas the R-TFI helps teams assess are:

- Evidence-based practices for improving student reading
- Systems that create a continuum of support to meet diverse reading needs
- Data and evaluation for reading

The R-TFI reports measures across three domains and four subscales. The subscale areas are:

- Teams
- Implementation
- Resources
- Evaluation

**The Reading Tiered Fidelity Inventory (RTFI)** was administered to all three elementary buildings, middle school, and high school. This represents our K-12 grade band. Only Tier 1 was given at Elmwood Elementary, William Foster Elementary, Garfield Heights Middle School and Garfield Heights High School. Since Maple Leaf Elementary is part of the Early Literacy pilot, tiers 2 and 3 were also administered.

The Garfield Heights City schools began collecting R-TFI data in 2015-2016 with Maple Leaf Elementary under the Early Literacy Ohio pilot. R-TFI data has been collected for the other buildings beginning in February 2018. The goal in each of the subscale areas is to reach 80% implementation or better. This reflects the level at which a system is in place and supporting a school wide reading model.

Overall, the district has shown gradual growth in each of the subscale areas with teams being the strongest at 66%. This is likely due to a strong emphasis on the Ohio Improvement Process and established teacher based teams for a number of years. Maple Leaf Elementary has had the most significant growth overall in all subscale areas starting out at 23% and ending at 44%. However, Maple Leaf showed even greater growth overall in Tier 1 from 44% to 85%. The highest subscale for Maple Leaf is in teams with a growth from 50% to 100% of components in place.

The other four buildings are also showing some degree of growth with most of them hovering around 12%-26% of all subscale components in place.

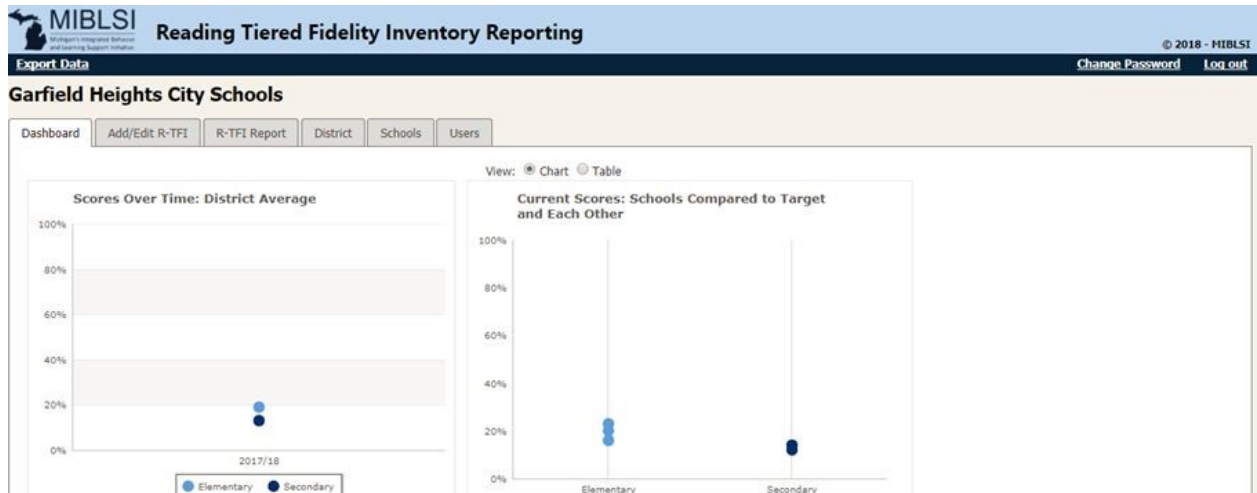
The R-TFI data is important because it is providing the district and buildings information on the health of the systems that are needed to support a school wide reading model and multi-tiered reading and behavior supports to improve student outcomes. Based upon this data, we recognize that we need to work on various aspects of the subscale components. Each building has identified those areas they need to work on and this has become part of the ongoing conversations and work of the building leadership teams.

R-TFI Data All Subscales:

Total Score Over Time

	Mar-Jun 2016-17 Maple Leaf Only	Aug-Oct 2017-18 Maple Leaf Only	Nov-Feb 2017-18	Mar-Jun 2017-18	Mar-Jun 2018-19
District	18%	14%	19%	9%	25%
Elmwood Elementary School			16%		23%
Garfield Heights High School			12%		12%
Garfield Heights Middle School			14%		26%
Maple Leaf Elementary School	18%	14%	37%	9%	33%
William Foster Elementary School			20%		26%

RTFI Data 2017-2018



Local Literacy Plan

	Total Score	Tier 1	Tier 1 Teams	Tier 1 Implementation	Tier 1 Resources	Tier 1 Evaluation	Tier 2	Tier 3
<b>Elementary-Level Evaluation</b>								
District Average	19%	38%	50%	47%	42%	25%	0%	0%
Elmwood Elementary School	16%	31%	30%	42%	42%	20%	0%	0%
Maple Leaf Elementary School	23%	44%	50%	50%	58%	30%	0%	0%
William Foster Elementary School	20%	39%	70%	50%	25%	25%	0%	0%
<b>Secondary-Level Evaluation</b>								
District Average	13%	22%	42%	21%	15%	14%	0%	
Garfield Heights High School	13%	21%	42%	25%	20%	6%	0%	
Garfield Heights Middle School	14%	23%	42%	17%	10%	22%	0%	

The data reflects the following:

- Tier 1 Teams rated at 66% as the district average for both elementary and secondary.. Tier 1 Teams was the highest category overall. Teams was consistently high due to the fact the district has been involved in the Ohio Improvement Process for several years and has required the creation and implementation of TBTs, BLTSs and a DLT. It has also required the teams to utilize effective team meeting procedures and engage in collaborative processes across other building teams.
- Tier 1 Implementation has a district average of 40%. The highest level of implementation is at Maple Leaf Elementary which is likely due to being in year four of the Early Literacy Ohio pilot and the only building with a School Wide Reading Plan at this time.
- Tier 1 Resources district overall rated at 51%. However, the elementary buildings all rated higher ranging from 58% to 92%. Both the high school and middle school scored below the district average from 0% to 40%. Factors that may contribute to the elementary having a higher implementation score may be due to having consistent system of assessing student literacy skills. The system includes the use of a universal screener three times a year and regular progress monitoring at minimum twice monthly for at risk students. In addition, buildings follow up with a team process called “data days”. This process involves teams of teachers meeting for about 2 hours to review the data and make decisions on the types of interventions students need depending on their scores. The secondary level does not utilize a data day process like this and inconsistently analyzes benchmark data.
- Tier 1 Evaluation scored at 43% district with all the buildings except Maple Leaf scoring slightly below the district average. Maple Leaf is highest scoring at 80%. The elementary buildings have been involved in the process of collecting universal screening data and following up with a process of analyzing the data longer than the secondary level.
- Total overall district scores went from 18% to 25%. The target for the RTFI is 80%. It is clearly evident the district needs a Local Literacy Plan with each building having their own School Wide Reading Plan. The data reflects the system’s need to adequately provide high quality language and literacy instruction for all learners. The data reveals that a system of shared leadership is an area of strength. However, the district needs to build its multi-tiered system of supports, build teacher capacity around “everyone is a reading teacher”, and build family partnerships around supporting literacy at home.



## SECTION 3, PART B: ANALYSIS OF FACTORS CONTRIBUTING TO UNDERSACHIEVEMENT IN LITERACY

Within the Garfield Heights City School District, there are a number of underlying internal and external factors contributing to K-12 students' underachievement in literacy:

- **Poverty and mobility:** Our trend data has shown an increase in the areas of mobility and poverty in the Garfield Heights community. The district is a first ring suburb of Cleveland and has an economically disadvantaged rate of 74%, minority enrollment of 80.8% and a mobility rate of 44%. A study by Thompson, Myers and Oshima (2011), discovered reading was most negatively impacted by mobility. In addition, the research shows that districts with high mobility rates will have higher poverty and single parent family structures. Unfortunately, Garfield Heights falls into both of these categories and the reading achievement data appears to prove this true.

Higher rates of school tardiness and absences are also associated with low family income. The district attendance rate of 93% does not reflect the high number of tardies for students particularly at the start of the school day or class period. Students that are regularly tardy are missing core instruction or may have trouble transitioning into the routine of the classroom thus impacting learning.

- **Parent Involvement:** The district has seen a decline in the number of families who are involved in academics and school activities based upon informal data collected from sign in sheets and surveys. "Researchers continue to find evidence that higher levels of involvement by parents are related to academic success for students." (Epstein, 2001) Parents are willing to volunteer time for specific activities, but not school-wide initiatives. The district now has a Family Engagement Coordinator whose main responsibility is to increase the variety of opportunities for families to become partners with the school community.
- **Limited exposure to vocabulary and oral language (economically disadvantaged):** Overall, 80% of GHCS K-12 students are economically disadvantaged. Studies indicate that socio-economics impact exposure to hearing and interacting with vocabulary, thus impacting reading skills.

Research of Hart and Risley (2003) indicated that the opportunity to interact with high quality vocabulary differs across income groups. They found that the sheer number of words heard varied greatly along socio-economic lines. On average, children from families on welfare were provided half as much experience as children from working class families, and less than a third of the experience given to children from high income families. In other words, children from families on welfare heard about 616 words per hour, while those from working class families heard around 1,251 words per hour, and those from professional families heard roughly 2,153 words per hour. Thus, children from better financial circumstances had far more language exposure from which to draw.

The established connection between what a parent says and what a child learns has more severe implications than previously anticipated. Though Hart and Risley (2003) are quick to indicate that each child received no shortage of love and care, the immense differences in communication styles found along socio-economic lines are of far greater consequence than any parent could have imagined. The resulting disparities in vocabulary growth and language development are of great concern and prove the home does truly hold the key to early childhood success.

Kilpatrick, Essentials pg 120 states: "*Lack of sufficient language stimulation in a child's early years can also be a contributor to phonological processing difficulties.*" The KRA, SEL, MAP, and DIBELS indicators FSF, and PSF data indicate that our students have deficits in phonological awareness. Lack of language as indicated in the Hart and Risely study and Kilpatrick's Essentials reinforce that our students need *direct explicit instruction* to ensure future reading success.

- **Preschool experiences:** Many children from low socio-economic backgrounds have limited access to quality preschool or daycare which negatively impacts their development. The district Kindergarten Readiness data reveals that the majority of Garfield Heights City school students entering kindergarten are significantly deficient in language and literacy skills, as well as, social foundations.
- **Trauma:** Traumatic experiences can impact learning, behavior and relationships at school. Studies have shown that traumatic experiences in childhood can diminish concentration, memory, and the organizational and language abilities children need to succeed in school. Garfield Heights administers the Social, Academic and Emotional Behavior Risk screener (SAEBRS) to identify academic behavior that limits the ability to prepare, participate and benefit from academic instruction as well as emotional behaviors that regulate internal states, adapt to change and response to stress. Our data over two years at the elementary level reflects approximately

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## Local Literacy Plan

32% of our students have SAEBRS risk factors. 40% of middle school students demonstrate SAEBRS risk factors.

- **Motivation:** Not all students are academically motivated, but come to school for food, shelter, warmth, attention, etc. Since, they are barely getting basic needs met, academics are secondary. In addition, some students come to school only to participate in athletics; meeting minimum academic requirements. Students who are not fueled by learning are not interested in testing mastery.

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- **Equity and bias:** Our DLT has been focusing a portion of its work around equity and equitable access to high quality instruction and resources. This work includes conversations around marginalization of students and families both intentionally and/ or unintentionally. The DLT is working with the BLTs to raise awareness among staff around equity and marginalization and the impact it ultimately has on student learning. This work is ongoing.
- **Adult implementation:** Based upon administrative walkthroughs, feedback from literacy coaches and communications from the TBTs to the BLTs, identified across the grade bands ranging from foundational skills to more advanced comprehension skill applications, teacher knowledge and practice was noticeably inconsistent in implementation of effective evidence based instructional strategies to meet the needs of all learners. Teachers have to reflect not just on the grade level standards, but Professional Development as aforementioned in section 1 part B: Building Teacher Capacity was scaled up in 2018 to advance evidence based practices into the repertoire of teachers at all grade levels to address this concern.

Research shows students who are not reading on grade level by the end of third grade, will continue to struggle in higher grades where they learn mostly through comprehension. Beyond third grade, students who are not reading at grade level will have a harder time accessing content area curriculum, therefore compromising future learning. In addition, the data indicates that fourth and fifth grade students may be lacking foundational reading skills further reinforcing the need to build teachers' skill set in diagnosing and responding with the appropriate evidence-based instruction. Research supports our analysis:

*Individuals with reading difficulties display inefficient word-level reading skills. Many of the words they encounter are unfamiliar. They must use phonic decoding and contextual guessing to identify these words. Because their phonic decoding is weak, their word reading requires much conscious effort. A common result is a compromise of their reading comprehension. (Fletcher, Lyon, Fuchs, & Barnes, 2007; Hulme & Snowling, 2009; Nation, 2005). Kilpatrick, Essentials of Assessing, Preventing, and Overcoming Reading Difficulties.*

- **Fidelity of assessment administration:** In previous years, testing administration protocols were followed inconsistently across the district. As a result, data may be skewed.
- **Teacher Based-Teams:** TBT and BLT protocols also reveal inconsistencies in evaluating MAP, DIBELS, OST, diagnostics, and content specific formative and summative data. Communications to BLTs and DLT reflect an inconsistency of utilizing the collaborative TBT process to inform tier 1 instruction and align evidence based strategies for differentiation and intervention.
- **Systems needed for MTSS (R-TFI):** The data from the R-TFI shows the systems in Tier 1 are not at the effective level of 80% to support improved student outcomes. The subscale teams is the most developed at 66% overall. The other subscales: Implementation, Resources and Evaluation will require attention and time to meet the standards outlined in the R-TFI.

## SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

*Describe the literacy mission and/or vision of the organization. You may want to state how the literacy vision is aligned to Ohio's Vision for Literacy outlined in Ohio's Plan to Raise Literacy Achievement.*

The GHCS Literacy mission is dedicated to creating a culture that recognizes literacy development occurs across a continuum and that differentiated support and instruction inclusive of all learners is necessary.

The GHCS Literacy vision is to ensure all students have access to high-quality, evidence-based language instruction and become proficient readers to empower them to successfully navigate the world around them.

The following expectations are needed to support our mission and vision:

- High quality K- 5 literacy instruction that addresses the **Big 5 of Reading:**
  - Phonological awareness
  - Phonics
  - Vocabulary



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- Fluency
- Comprehension
- High quality **Adolescent** literacy instruction that addresses:
  - *Motivation*
  - *Word Study*
  - *Fluency*
  - *Explicit Vocabulary*
  - *Comprehension*
  - *Disciplinary Literacy*
- High quality professional development to address educators understanding of the components of the Simple View of Reading and develop their skills in assessing language and literacy strengths and weaknesses thus providing appropriate evidence-based instruction and/or intervention.
- Literacy rich classrooms in all content areas.
- Inclusive education that focuses on abilities rather than disabilities.
- Use of *Integrated Comprehensive Systems* for ALL learners that focuses on equity and best practices.
- Provide family engagement opportunities to support evidence-based language and literacy practices at home.
- Utilize language and literacy data to drive decision making at the district leadership team level and building leadership team level.
- Implementation of authentic formative and summative assessments.

## SECTION 5: MESURABLE LEARNER PERFORMANCE GOALS

*Describe the measurable performance goals addressing learners' needs (Section 3) that the local literacy plan is designed to support progress toward. The plan may have an overarching goal, as well as subgoals. See the guidance document for the definition of SMART goals.*

### Overarching Goal 1:

Increase the percentage of students meeting or exceeding the third grade proficiency standard from 43% to 53% by spring 2021 as measured on the Ohio Third Grade State assessments.

### Subgoals 1.1-1.4

**1.1** Increase the percentage of kindergarten students meeting or exceeding targets for *phonemic awareness* from 45 % to 49% by spring 2021 as measured by DIBELS Next.

**1.2** Increase the percentage of first grade students meeting or exceeding targets for *basic phonics* from 31% to 35% by spring 2021 as measured by DIBELS Next nonsense word fluency.

**1.3** Increase the percentage of second grade students meeting or exceeding targets for *advanced phonics* from 38% to 43% by spring 2021 as measured by DIBELS Next Oral Reading Fluency.

**1.4** Increase the percentage of third grade students meeting or exceeding targets for *advanced phonics* from 54% to 59% by spring 2021 as measured by DIBELS Next Oral Reading Fluency.

### Goal 2:

By the end of spring 2021, 80% of students in grades 4-10 will meet their projected RIT growth based upon the NWEA MAP Achievement Status and Growth Report generated from the fall 2020 benchmark.

### Overarching Goal 3:

By the end of spring 2021, 80% of students with disabilities in grades 4-8 will meet their projected RIT growth based upon the NWEA MAP Achievement Status and Growth Report generated from the fall 2020 benchmark.

**Subgoal 3.1:** By the end of spring 2021 80% of students with disabilities will meet their individual goal set at the ambitious "rate of improvement" (ROI) of 2.0 words per week gain in DORF.

### Goal 4:

By the end of spring 2021, 100% of participating elementary teachers and targeted middle school intervention specialists will score 80% or higher as measured by the LETRS Units 1-6 post-test to exhibit expert knowledge of foundational reading skills diagnostics and instruction.

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**Goal 5:**

Increase the number of K-12 parent/community involvement events 1 per building per year to 3 per building per year by spring 2021.

**SECTION 6: ACTION PLAN MAP(S)**

*Each action plan map describes how implementation of the local literacy plan will take place for each specific literacy goal that the plan is designed to address. Each plan must include at least one specific literacy goal. Add as many action map goals as necessary.*

**Goal #1 Action Plan Map**

**Goal Statement:** Increase the percentage of students meeting or exceeding the third grade proficiency standard from 43% to 48% by spring 2020 and to 53% by spring 2021 as measured by the Ohio State Tests.

**Evidence-Based Practice:** High quality embedded professional development and Tier I systematic, explicit, direct instruction in foundational reading skills and phonics.

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>			
Timeline	summer 2020	fall/winter 2020	winter/spring 2021
Lead Person(s)	Head literacy coach, building literacy coaches and principals	Head literacy coach, building literacy coaches and principals	Head literacy coach, building literacy coaches and principals
Resources Needed	Professional development; supplemental foundational skills programs; core reading program, PAST phonemic awareness assessment, Phonics and DIBELS next. Explicit instruction data collection walkthrough tool.	Professional development; supplemental foundational skills programs; core reading program, PAST phonemic awareness assessment, Phonics and DIBELS next. Explicit instruction data collection walkthrough tool.	Professional development; supplemental foundational skills programs; core reading program, PAST phonemic awareness assessment, Phonics and DIBELS next. Explicit instruction data collection walkthrough tool.
Specifics of Implementation	<p>New staff will be professionally developed in LETRS. LETRS PD will continue: cohort 1 in modules 5 and 6, cohort 2 in modules 3 and 4.</p> <p>Coaches will be professionally developed in to Application of Concepts Tool (AoC)</p> <p>All staff will be trained in Explicit Systematic Instructional Routines.</p>	<p>Teachers and intervention specialists in cohort 1 will complete module 5 and 6 in LETRS; Teachers and intervention specialists in cohort 2 will complete module 3 and 4.</p> <p>Teachers will attend face to face PD for each module; literacy coaches will model, observe and provide feedback on implementation of foundational reading skills instruction using the AoC tool; students will be progress monitored using PAST, Phonics and/or DIBELS. Teachers will implement Tier 1 phonemic awareness program in K and 1 and systematic phonics program in 1-3.</p>	<p>Teachers and intervention specialists in cohort 1 will complete modules 5 and 6 in LETRS; Teachers and intervention specialists in cohort 2 will complete module 3 and 4.</p> <p>Teachers will attend face to face PD for each module; literacy coaches will model, observe and provide feedback on implementation of foundational reading skills instruction using the Aoc tool; students will be progress monitored using PAST, Phonics, and/or DIBELS. Teachers will continue with the implementation of the Tier 1 phonemic awareness program in grades K and 1 and systematic phonics program in grades 1-3.</p>

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	Action Step 1	Action Step 2	Action Step 3
		<p>Intervention specialists will implement in Tiers II and III. Teachers and intervention specialists will monitor student progress in phonemic awareness and phonics using PAST and DIBELS Next. Teachers will use the results of progress monitoring during TBT meetings to inform future instruction. All students performing below the benchmark cut scores in MAP and/or DIBELS will be assigned On Track or Not on Track in a Reading Improvement Plan (RIMP). The RIMP will be monitored and reviewed after each benchmark. All staff will attend PD trainings in Explicit Systematic Instruction.</p>	<p>Intervention specialists will implement in Tiers II and III. Teachers and intervention specialists will monitor student progress in phonemic awareness and phonics using PAST and DIBELS Next. Teachers will use the results of progress monitoring during TBT meetings to inform future instruction. All students performing below the benchmark cut scores in MAP and/or DIBELS will be assigned On Improvement Plan (RIMP). Reading Improvement Plan (RIMP) The RIMP will be monitored and reviewed after each All staff will attend PD trainings in Explicit Systematic Instruction.</p>
Measure of Success	<p>Coaches achieve mastery score on Module 5 and 6 post-tests. Teachers attend professional development.</p> <p>Coaches utilize LETRS Application of Concepts tool to provide feedback and to support teacher practice.</p> <p>Evidence of systematic explicit instruction collected in walkthrough data.</p>	<p>Teachers achieve mastery scores on LETRS Module 3 post-test in cohort 1 and LETRS Module 1 cohort 2. Students show progress toward grade-level mastery as measured by PAST, Phonics, and/or DIBELS Next. Teachers and intervention specialists attend check in meetings to reflect on progress.</p> <p>Coaches utilize LETRS Application of Concepts tool to provide feedback and to support teacher practice.</p> <p>Evidence of systematic explicit instruction collected in walkthrough data.</p>	<p>Teachers achieve mastery scores on LETRS Module 4 post-test in cohort 1 and LETRS Module 2 cohort 2. Students show progress toward grade-level mastery as measured by PAST, Phonics, and/or DIBELS Next. Teachers and intervention specialists attend check in meetings to reflect on progress.</p> <p>Coaches utilize LETRS Application of Concepts tool to provide feedback and to support teacher practice.</p> <p>Evidence of systematic explicit instruction collected in walkthrough data.</p>
Check-in/Review Date	August 2020	October 2020	June 2021

Local Literacy Plan

**Goal #2 Action Plan Map**

**Goal Statement:** By the end of spring 2021, 80% of students in grades 4-10 will meet their projected RIT growth based upon the NWEA MAP Achievement Status and Growth Report generated from the fall 2020 benchmark.

**Evidence-Based Practice:** Focused Tier 1 direct, explicit vocabulary Instruction and high quality embedded professional development.

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>			
Timeline	summer 2020	fall/winter 2020	winter/spring 2021
Lead Person(s)	Head literacy coach, building literacy coaches and principals	Head literacy coach, building literacy coaches and principals	Head literacy coach, building literacy coaches and principals
Resources Needed	Professional development; Explicit Vocabulary Instruction Disciplinary Literacy Instruction	Professional development; Explicit Vocabulary Instruction Disciplinary Literacy Instruction	Professional development; Explicit Vocabulary Instruction Disciplinary Literacy Instruction
Specifics of Implementation	Grades 4-10 staff will receive professional development in Explicit Vocabulary Instruction Grades 6-12 staff will receive professional development in Disciplinary Literacy strategies.	Grades 4-10 staff will implement Explicit Vocabulary Instruction, during TBT meetings co-plan with classroom teachers and to inform future instruction. Grades 6-12 staff will receive professional development in Disciplinary Literacy strategies.	Grades 4-10 staff will implement Explicit Vocabulary Instruction, during TBT meetings co-plan with classroom teachers and to inform future instruction. Grades 6-12 staff will receive professional development in Disciplinary Literacy strategies.
Measure of Success	Staff attend professional development.	Students show progress toward grade-level mastery as measured by MAP Staff receive feedback from coaches and principals	Students show progress toward grade-level mastery as measured by MAP Staff receive feedback reports from coaches and principals
Check-in/Review Date	August 2020	October 2020	June 2021

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**Goal #3 Action Plan Map**

**Goal Statement:** By the end of spring 2021, 80% of students with disabilities in grades 4-8 will meet their projected RIT growth based upon the NWEA MAP Achievement Status and Growth Report generated from the fall 2020 benchmark.

**Evidence-Based Practice:** Focused Tier II and Tier III instruction in foundational reading skills and high quality embedded professional development

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>			
Timeline	Summer 2020	Fall/winter 2020	Winter/spring 2021
Lead Person(s)	District literacy coach, building literacy coach, Special Education Director and principal	District literacy coach, building literacy coach, Special Education Director and principal	District literacy coach, building literacy coach, Special Education Director and principal
Resources Needed	Professional development; supplemental foundational skills programs; core reading program, PAST phonemic awareness assessment, phonics and DIBELS next.	Professional development; supplemental foundational skills programs; core reading program. PAST phonemic awareness assessment, phonics and DIBELS Next.	Professional development; supplemental foundational skills programs; core reading program. PAST phonemic awareness assessment, phonics and DIBELS Next.
Specifics of Implementation	Grades 4-8 intervention specialists will receive professional development in new supplemental foundational reading skills programs	Grade 4 - 8 intervention specialists will implement phonics and phonemic awareness in Tiers II and III based on progress monitoring results. Intervention specialists will monitor student progress in phonemic awareness and phonics using PAST and DIBELS Next.  Intervention specialists will use the results of progress monitoring during TBT meetings to co-plan with classroom teachers and to inform future instruction.	Grade 4-8 intervention specialists will implement foundational reading skills instruction in Tiers II and III. Teachers and intervention specialists will monitor student progress in phonemic awareness and phonics using PAST and DIBELS Next.  Intervention specialists will use the results of progress monitoring during TBT meetings to co-plan with classroom teachers and to inform future instruction.
Measure of Success	Intervention specialists attend professional development.	Students show progress toward grade-level mastery as measured by PAST, and/or DIBELS Next. Teachers and intervention specialists receive satisfactory progress reports from coaches.	Students show progress toward grade-level mastery as measured by PAST, and/or DIBELS Next. Teachers and intervention specialists receive satisfactory progress reports from coaches.
Check-in/Review Date	August 2020	December 2020	June 2021

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**Goal #4 Action Plan Map**

**Goal Statement:** By the end of spring 2021, 100% of participating administrators, elementary teachers, and targeted middle school intervention specialists will score 80% or higher as measured by the LETRS Units 1-6 post-test to exhibit expert knowledge of foundational reading skills diagnostics and instruction.

**Evidence-Based Practice:** High quality embedded professional development.

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>			
Timeline	Summer 2020	Fall/winter 2020	Winter/spring 2021
Lead Person(s)	District literacy coach, building literacy coaches and principals	District literacy coach, building literacy coaches and principals	District literacy coach, building literacy coaches and principals
Resources Needed	LETRS modules 1-6 professional development sessions; supplemental foundational skills programs; PAST phonemic awareness assessment and DIBELS next professional development resources.	LETRS modules 1-6 professional development sessions; supplemental foundational skills programs; PAST phonemic awareness assessment and DIBELS next professional development resources. Face to Face professional development. Coaching observations and feedback.	LETRS modules 1-6 professional development sessions; supplemental foundational skills programs; PAST phonemic awareness assessment and DIBELS next professional development resources. Face to Face professional development. Coaching observations and feedback.
Specifics of Implementation	Literacy coaches will begin module 5 in LETRS.	Elementary teachers and targeted intervention specialists will complete LETRS professional development Modules 1-6 individually or in small groups. Each module will take about 8 hours to complete.	Elementary teachers and targeted intervention specialists will implement foundational reading skills instruction in Tiers II and III. Teachers and intervention specialists will monitor student progress in phonemic awareness and phonics using PAST and DIBELS  Next. Intervention specialists will use the results of progress monitoring during TBT meetings to co-plan with classroom teachers and to inform future instruction.
Measure of Success	Elementary teachers and targeted Intervention specialists attend professional development.	100% of targeted teachers will earn a mastery score of 80% or higher on each end of module assessment. Teachers will successfully implement the foundational reading skills in the classroom. Students show progress toward grade-level mastery as measured by MAP, PAST, DIBELS Next, and/or phonics assessment.	100% of targeted teachers will earn a mastery score of 80% or higher on each end of module assessment. Teachers will successfully implement the foundational reading skills in the classroom. Students show progress toward grade-level mastery as measured by MAP, PAST, DIBELS Next and/or phonics assessment.
Check-in/Review Date	August 2020	December 2020	June 2021

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**Goal #5 Action Plan Map**

**Goal Statement:** Increase the number of K-12 parent/community involvement events from one event per building per year to 3 events per building per year by spring 2021.

**Evidence-Based Practice:** Parent/community involvement

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>			
Timeline	Summer 2020	Fall/winter 2020	Winter/spring 2021
Lead Person(s)	District Family and Community Engagement Coordinator, District literacy coach, building literacy coaches and principals	District Family and Community Engagement Coordinator, District literacy coach, building literacy coaches and principals	District Family and Community Engagement Coordinator, District literacy coach, building literacy coaches, selected teachers
Resources Needed	Meeting venue, communications network, expert presenter(s), funds to pay stipends and purchase materials for parents	Meeting venue, communications network, expert presenter(s)	Meeting venue, communications network, expert presenter(s)
Specifics of Implementation	District Family and Community Engagement Coordinator, coaches and principals plan a series of parent involvement activities for 2020-2021 school year.	With the participation of teachers, intervention specialists, coaches and principals implement literacy-based parent/community involvement activities.	With the participation of teachers and intervention specialists, coaches and principals implement literacy-based activities parent /community involvement activities.
Measure of Success	Principals plan and schedule at least three parent/community involvement activities per school year.	Principals publicize and hold parent/community involvement activities related to helping children acquire foundational reading skills.	Principals publicize and hold parent/community involvement activities related to helping children acquire foundational reading skills.
Check-in/Review Date	August 2020	December 2020	June 2021

**SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL**

*Describe how progress toward each learner performance goal will be monitored, measured and reported, consistent with all applicable privacy requirements.*

**Progress will be monitored, measured and reported in accordance with the subgoals for each overarching student performance goal as follows:**

**1.1:** Increase the percentage of kindergarten learners meeting or exceeding targets for phonemic awareness from 45 % to 49% by spring 2021 as measured by DIBELS Next.

A multi-tiered system of support will be used to support students who are not on target at the time of the benchmark assessment. All students will take benchmark assessments in the beginning, the middle and end of the year. Students below the 40% on the benchmark assessment will be progress monitored every other week. The benchmark assessments will be reported to the literacy coaches, the principal and the associated TBT. A summary of the percentage of students (without student identifying information) reaching grade-level goals will be reported to the BLT and the DLT.

**1.2:** Increase the percentage of first grade students meeting or exceeding targets for basic phonics from 31% to 35% by spring 2021 as measured by DIBELS Next nonsense word fluency.



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A multi-tiered system of support will be used to support students who are not on target at the time of the benchmark assessment. All students will take benchmark assessments in the beginning, middle and end of the year. Students below the 40% on the benchmark assessment will be progress monitored every other week. The benchmark assessments will be reported to the literacy coaches, the principal and the associated TBT. A summary of the percentage of students (without student identifying information) reaching grade-level goals will be reported to the BLT and the DLT.

**1.3:** Increase the percentage of second grade students meeting or exceeding targets for advanced phonics from 38% to 43% by spring 2021 as measured by DIBELS Next Oral Reading Fluency.

A multi-tiered system of support will be used to support students who are not on target at the time of the benchmark assessment. All students will take benchmark assessments in the beginning, middle and end of the year. Students below the 40% on the benchmark assessment will be progress monitored every other week. The benchmark assessments will be reported to the literacy coaches, the principal and the associated TBT. A summary of the percentage of students (without student identifying information) reaching grade-level goals will be reported to the BLT and the DLT.

**1.4:** Increase the percentage of third grade students meeting or exceeding targets for advanced phonics from 54% to 59% by spring 2021 as measured by DIBELS Next Oral Reading Fluency.

A multi-tiered system of support will be used to support students who are not on target at the time of the benchmark assessment. All students will take benchmark assessments in the beginning, middle and end of the year. Students below the 40% on the benchmark assessment will be progress monitored every other week. The benchmark assessments will be reported to the literacy coaches, the principal and the associated TBT. A summary of the percentage of students (without student identifying information) reaching grade-level goals will be reported to the BLT and the DLT.

**3.1:** By the end of spring 2021, 80% of students with disabilities in grades 4-8 will meet their projected RIT growth based upon the NWEA MAP Achievement Status and Growth Report generated from the fall 2020 benchmark.

A multi-tiered system of support will be used to support students who are not on target at the time of the benchmark assessment. All students will take benchmark assessments in the beginning, middle and end of the year. Students below the 40% on the benchmark assessment will be progress monitored every other week. The benchmark assessments will be reported to the literacy coaches, the principal and the associated TBT. A summary of the percentage of students (without student identifying information) reaching grade-level goals will be reported to the BLT and the DLT.

## SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND PROFESSIONALS

### SECTION 8, PART A: EVIDENCE-BASED PRACTICES AND INTERVENTIONS TO SUPPORT LEARNERS

1. Describe the specific evidence-based practices and interventions that will be used to improve language and literacy development. This description should include evidence-based practices supporting core literacy instruction, as well as evidence-based interventions.
2. For each evidence-based practice and intervention, identify the ESSA tier of evidence associated with that practice or intervention, and describe how the leadership team made that determination; Describe how the proposed evidence-based practices and interventions support specific learner needs, as identified in Section 3; and
3. Describe how the evidence-based practices and interventions support children with developmental delays, disabilities, English learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans).

Garfield Heights City Schools recognizes through analysis of various data (KRA, DIBELS, SEL, MAP, and the PAST) that students entering kindergarten and first grade have significant Phonological Awareness deficits. Teachers will implement evidence based practices to address specific phonological weaknesses as well as linking sounds to letters known as the alphabetic principle.

Phonemic awareness is critical for learning to read and write. “The National Reading Panel (2000) found more than 50 “gold standard” scientific studies documenting the importance of instruction in phonemic awareness for learning to read, and preventing and treating reading difficulties. Whole class (Tier 1) instruction that includes phonemic awareness training for a few minutes per day, several days per week, is one of the best antidotes for future reading failure in a cohort of K-1 learners. Students at risk will need and benefit from explicit teaching of phonological skills.” quoted from LETRS 3rd edition, Tohlman & Moats Unit 2, Session 3 page 102. District assessments: PAST, KRA, SEL MAP and 3rd Grade AIR data strongly suggests that teachers in our district need to implement higher quality instruction in Tier 1. Currently Garfield Heights City Schools has chosen the Heggerty Phonemic Awareness curriculum for tier 1 delivery to



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meet the needs of all learners. Heggerty is delivered daily for approximately 20 minutes in grades K and 1 during the ELA block. In addition to the Heggerty curriculum the following **ESSA** approved strategies are also delivered to students on all grade levels according to their identified deficits in Phonemic Awareness.

### **Evidence Based Practices for Phonemic Awareness:**

The activities described in this section will support student recognition and manipulation of sounds in segmentation through identification of individual letter sounds, sounds within words they hear in speech, and letter naming. There is strong evidence that supports all of these practices as instructional strategies that improve student outcome as defined by **ESSA** as Tier 1 implementations. Further description and summary of evidence are provided in recommendation 2 of the document *IES Practice Guide* in the link:

[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc\\_foundationalreading\\_040717.pdf#page=20](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=20)

**Phoneme Segmentation:** students are taught how to recognize individual sound units. This occurs by scaffolding student recognition of sound from larger units such as number of words in a sentence, syllables, and then to smaller units such as onsets and rimes to individual sounds within words.

**Elkonin Boxes:** Elkonin boxes build phonological awareness skills by segmenting words into individual sounds, or phonemes. To use Elkonin boxes, a child listens to a word and moves a token into a box for each sound or phoneme. This instruction supports all students to better understand the alphabetic principle in decoding and spelling.

**Advanced Word-building:** Word-building activities teach students letter-sound relationships. Presentation of consonants and short vowel sounds are introduced first. Progression of word-building should follow the phonics recommended learning continuum scope and sequence. Elkonin boxes can be used to insert grapheme representations as opposed to chips or markers. They are also used in Word chaining by replacing the beginning, middle, or ending sound one letter tile or grapheme at a time.

The instructional strategy supports all learners to better understand how each letter or phoneme in a word contributes to its spelling and pronunciation.

**Allophonic Variation and Articulation Features:** explicit instruction that supports students to identify the relationship between speech and print. Use of hand mirrors, discriminating, separating, and manipulating sounds. Teachers model the pronunciation of phonemes and choose examples of sounds and words for intentional instruction of sound articulation. Understanding dialectal norms helps teachers identify and teach Standard English differences between formal and informal language which is necessary for comprehending, speaking, reading and writing. *Refer to Moats article Knowledge foundations for teaching reading and spelling (2009) Sopris West, p. 385*

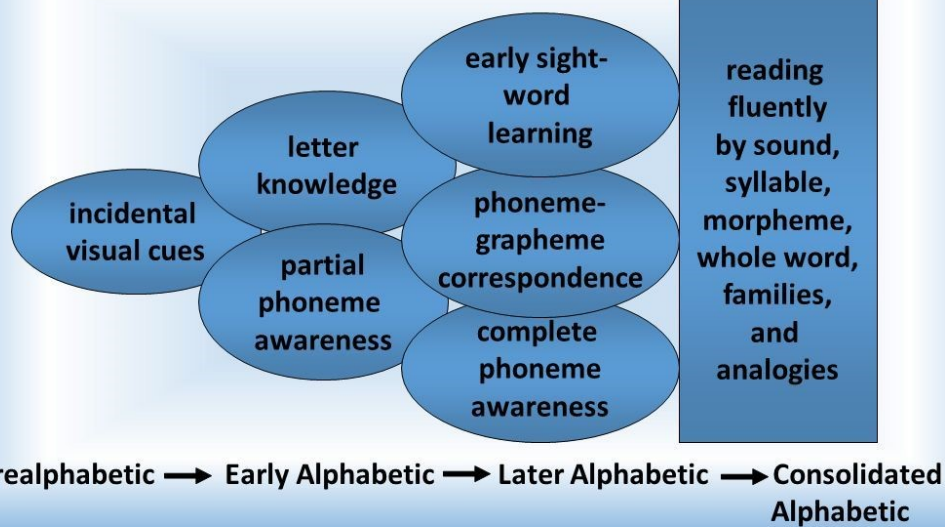
Therefore, early intervention and prevention is critical. Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) models for organizing school resources are possible because of the research-based tools available for identifying students at risk for reading difficulties as they are entering school. Furthermore, strong evidence exists that a majority of at-risk students can be helped before they develop chronic, serious reading and writing delays.

The ability to find students at risk and intervene early has evolved from progress in understanding the dynamics of reading development. Recall that students with weaknesses in phonological, decoding, or sight word recognition skills are likely to fall behind very quickly. If the classroom program does not provide sufficiently strong instruction, those students will make many errors as they try to recognize printed words. As a consequence, they will read far fewer words accurately and receive far less exposure to each word that they need to learn. Instead of developing automatic recognition of thousands of words, they will slog through print and get much less exposure to word forms and meanings. Cunningham & Stanovich, (1998) *What Reading does for the mind*. *American Educator*, 22 (1&2), 8-15.

When RTI or MTSS are successfully implemented, referrals to special education decrease, fewer students remain at-risk, and schoolwide resources are used cooperatively for the benefit of all students. (Brown-Chidsey and Steege, (2010) *Response to Intervention* (2nd ed.) New York, NY:Guilford Press.

Each of the phases in Ehri's model point out specific skills in word reading development. Teaching should intentionally focus on the mastery of the phases of reading development.

## Ehri's Phases of Word-Reading Development



### Evidence Based Practices for Phonics

Garfield Heights City Schools data as indicated by STAR, DIBELS indicators NWW and DORF for grades 1 to 5 strongly indicate that our students have a skill deficit in decoding. Phonics is the instruction in or use of print patterns that represent sounds, syllable patterns, and meaningful word parts. Instruction should be systematic, explicit, and sequential. In 2018 Garfield Heights City Schools adopted the Really Great Reading curriculum for Tier 1 delivery in grades K-3, Tier 2 and 3 grades 5-8. This curriculum follows the I DO, WE DO, YOU DO routines of explicit systematic instruction.

The activities described in this section will support student ability to break apart and read complex words by learning how to recognize letter patterns and word parts. Strengthening decoding skills will also improve fluency, accuracy and comprehension. There is strong evidence that supports all of these practices as instructional strategies to improve student outcome as defined by ESSA as Tier 1 implementations. Further description and summary of evidence are provided in recommendation 2 of the document *IES Practice Guide* in the link:

[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc\\_foundationalreading\\_040717.pdf#page=20](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=20)

According to research presented by the American Educational Research Association: Ehri, Nunes, Stahl and Willows, *Systematic Phonics Instruction helps Students Learn to Read: Evidence from the National Reading Panel's Meta-Analysis*. Vol. 71, No. 3 (Autumn, 2001), pp. 393-447.

*A quantitative meta-analysis evaluating the effects of systematic phonics instruction compared to unsystematic or no-phonics instruction on learning to read was conducted using 66 treatment-control comparisons derived from 38 experiments. The overall effect of phonics instruction on reading was moderate,  $d = 0.41$ . Effects persisted after instruction ended. Effects were larger when phonics instruction began early ( $d = 0.55$ ) than after first grade ( $d = 0.27$ ). Phonics benefited decoding, word reading, text comprehension, and spelling in many readers. Phonics helped low and middle SES readers, younger students at risk for reading disability (RD), and older students with RD, but it did not help low achieving readers that included students with cognitive limitations. Synthetic phonics and larger-unit systematic phonics programs produced a similar advantage in reading. Delivering instruction to small groups and classes was not less effective than tutoring. Systematic phonics instruction helped children learn to read better than all forms of control group instruction, including whole language. In sum, systematic phonics instruction proved effective and should be implemented as part of literacy programs to teach beginning reading as well as to prevent and remediate reading difficulties.*

**Allophonic Variation and Articulation Features:** explicit instruction that supports students to identify the relationship between speech and print. Use of hand mirrors, discriminating, separating, and manipulating sounds. Teachers model the pronunciation of phonemes and choose examples of sounds and words for intentional instruction of sound articulation. Understanding dialectical norms helps teachers identify and teach Standard English differences between formal and informal language which is necessary for comprehending, speaking, reading and writing.

**Additive and Whole Word Blending:** guided sound blending technique for whole word blending. Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation. Allows teachers to identify where a student may be having difficulty as they attempt to blend whole words. Blending teaches students how to read from left to right by combining letters into one sound. Another strategy is chunking sounds or sounding out each sound as an additive (grouping of sounds) approach. Demonstration occurs through the use of letter cards or tiles, magnetic letters or elkonin sound boxes.

**Consonant, vowel, and syllable-construction patterns:**

Teachers demonstrate how letters combine to form unique sounds to create sound-spelling patterns. This is accomplished through sorting word cards, generating words that use specific spelling pattern, writing spelling patterns, elkonin sound boxes to build words either by applying written graphemes or letter tiles. Students acquire skills to recognize suffixes, prefixes, roots, and contractions. In addition, they recognize common word parts through breaking words into smaller meaningful parts.

**Word Analysis Strategy:**

1. circle recognizable word parts
2. underline other vowels
3. say the parts of the word
4. say the parts fast to make a real word
5. make sure the word makes sense in the sentence

**Manipulating Word Parts:**

Teacher selects a group of words around a recently taught suffix, prefix, or root. Students write, say and create the words in a box framework.

**Read Decodable Words:**

Provide students with opportunities to practice word patterns in decodable text. Students identify the specific decodable pattern by underlining the targeted letter combination.

**High Frequency Word Recognition:**

Teach irregular words as exceptions by using flashcards, create word walls, word lists, and practice outside of the designated literacy instructional block.

**Vocabulary:**

Dedicate a portion of the language arts and content area lessons to deliver explicit vocabulary instruction. Provide repeated exposure to new words in a variety of contexts. Incorporate opportunities to practice new vocabulary in discussion, writing and reading. Utilize strategies that allow students to become vocabulary learners.

**Summary:**

In conclusion, all of these evidence based practices for *Phonemic Awareness, Phonics, and Vocabulary* are strongly evidenced as high quality practices to improve student achievement. It is crucial that teachers understand and become proficient in the delivery of these practices to ensure that all learners including SWD and ELLs master foundational skills. Our MAP and DIBELS data indicates that the majority of our district SWD are below grade level proficiency in reading. According to Ehri, Nunes, Stahl and Willows, *Systematic Phonics Instruction helps Students Learn to Read: Evidence from the National Reading Panel's Meta-Analysis. Vol. 71, No. 3 (Autumn, 2001), p. 398.* "Phonics instruction is considered particularly beneficial to children with reading problems. Studies indicate that students with a reading disability (RD) have exceptional difficulty decoding words. Phonics instruction that teaches decoding is expected to remediate this deficit and enable these students to make better progress in learning to read."

In regard to socio-economic status (SES) the study also revealed that "*Phonics instruction exerted its strongest impact on low SES children.*" Ehri, Nunes, Stahl and Willows, *Systematic Phonics Instruction helps Students Learn to Read: Evidence from the National Reading Panel's Meta-Analysis. Vol. 71, No. 3 (Autumn, 2001), p.418* Our District SES is currently at 74% economically disadvantaged, therefore, indicating another reason to adopt and implement evidence based practices to provide systematic explicit phonics instruction.

In relation to explicit vocabulary instruction, studies indicate that "When students receive intentional teaching of target words, their comprehension of text containing the target words improves" (McKeown, Beck, Omanson, & Pople, 1985; Stahl & Fairbanks,1986). This instruction remains critical even in the upper grades, where more and more word meanings are also gained from wide reading. Actively engaging students in explicit word learning instruction with review will increase student comprehension. (Archer, 2011) Teaching vocabulary has been shown to increase students'

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comprehension of new content by 12 percentile points (Stahl, Fairbanks, 1986). Our district student population reflects the need for *explicit vocabulary instruction* as mentioned in our analysis Section 3 B, factors contributing to underachievement in literacy: poverty, vocabulary, adult implementation, to name a few.

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

*Describe how the leadership team will offer/provide support for implementation of the identified evidence-based practices and interventions (professional learning, coaching, etc.).*

1. Describe how the early childhood provider or LEA will ensure proposed evidence-based strategies in Section 8, Part A will be effective, show progress and **improve upon strategies utilized during the two prior consecutive years** (fidelity of adult implementation).
1. Through professional learning and coaching, the DLT and BLTs will offer and provide support for implementation of the identified evidence-based practices and interventions. It is important to note that through this model of support, we will be building teacher capacity in the use of evidence-based language and literacy knowledge and practices across all tiers of instruction.

The DLT will ensure each building follows **Ohio's Coaching Model** by offering support through *systems-level* coaching and *practice/content/classroom-level* coaching. A communication loop will be created between the DLT, BLTs, TBTs, building principals and building literacy coaches. The DLT will be provided feedback from the BLTs on levels and fidelity of implementation of the identified evidence-based practices and interventions. Through the use of the Ohio 5-Step Process, the DLT, BLTs, TBTs and literacy coaches will monitor implementation of the identified evidence-based practices and interventions. The DLT and BLTs will ensure a process of universal screening and progress monitoring is in place and the data is used to inform decisions around core instruction and interventions within a multi-tiered systems of support. The DLT will use the feedback to provide BLTs and TBTs with the resources to develop teams and teachers with the skills, knowledge and abilities to support high quality use of language and literacy practices. This will require collaboration amongst all team members and building literacy coaches.

The building literacy coaches will be key in providing the practice/content/classroom level support for the identified evidence-based strategies and interventions. The literacy coaches will be expected to maintain a strong communication loop and partnership with the building principal, the BLT and TBTs. The coach will be an active participant in TBTs and coach teams and individual teachers on the identified evidence-based language and literacy instructional practices and the application of literacy practices represented in Language Essentials for Teachers of Reading and Spelling (LETRS) professional development series. The BLTs and Coaches will analyze both formal and informal language and literacy data to identify needs and resources for TBTs or individual teachers. Again, analysis results will be reported back to the DLT to provide feedback on the systems level coaching and classroom level coaching at each building. This will inform the DLT on the level of implementation, need, success and impact on student learning.

TBTs that have been identified as needing support in implementing the identified evidence-based literacy practices and/or interventions will be provided immediate support from the literacy coaches. Support will be individualized based upon the identified needs. This could be in the form of coaching: modeling, observation and feedback, professional development, administrative guidance, and cross-grade level team collaboration. In addition, since the team will be applying the practices of LETRS, support will be provided by accessing and revisiting the professional learning modules and trainings of LETRS. BLTs and coaches will establish avenues to access the expertise of speech pathologists and intervention specialists as sources of support in meeting the needs of diverse learners.

2. Through the DLT, BLTs, TBTs, building principals and building literacy coaches, the identified, evidence-based strategies will be monitored closely utilizing the Ohio 5-Step Process as a framework for evaluating implementation and impact on student outcomes. The DLT and building level principals will collect and analyze OST data two times a year looking for trends and patterns overall and among subgroups. In addition, the DLT and principals will look at patterns and trends from the previous two years to determine a root cause analysis in any changes. At the building level, BLTs and the DLT will be collecting, monitoring and analyzing the following data sources: MAP, DIBELS, PHONICS, PAST and OST. They will utilize the 5-step process to identify strengths and weaknesses in implementation of the identified evidence-based language and literacy strategies. They will also use the data to monitor student performance and progress towards learning goals across subgroups. The data will be used to help identify if changes in student learning outcomes are a result of changes in adult practice in implementing evidence based language practices and/or interventions.

BLTs will look at TBT protocols to monitor team discussions and implementation around evidence based strategies and interventions. TBTs will use the Ohio 5-step process to analyze, strategize and monitor student growth and adult implementation. TBTs will look at MAP, PAST, DIBELS, OST, diagnostics, progress monitoring and formative assessments weekly, monthly, quarterly and yearly depending on the assessment.



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Fidelity checklists will be developed to monitor implementation on identified, evidence-based language and literacy strategies. In addition, teachers will utilize the checklists in the phonics curriculum to monitor implementation and student progress.

Literacy coaches will monitor adult implementation and provide coaching support as needed. Administrative walkthroughs and lesson plans will also be utilized to monitor adult implementation and identify areas of need and success.

The BLT will use the data from the RTFI to monitor the health of the school's strengths and weaknesses regarding implementation of effective reading instruction and the improvement process.

Reading Improvement and Monitoring Plans (RIMPS) will be evaluated quarterly to assess if identified evidence-based interventions/strategies are impacting student progress toward goals. Teacher teams along with intervention specialists will determine a plan of action for the student over a specific period of time. Implementation of the new strategy will be monitored and reported out in TBT agendas/minutes.

Overall, the DLT will oversee the implementation and monitoring of the effectiveness of the evidence-based language and literacy strategies on student achievement as indicated by summative data and the RTFI from each participating building.

## SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

*Insert a professional development **plan** that supports the evidence-based strategies proposed in the local literacy plan and clearly identifies the staff involved in the professional development. Refer to the definition of professional development in the guidance document. The early childhood provider or LEA is encouraged to use the professional development plan template from the Striving Readers Comprehensive Literacy subgrant application. This will help to ensure alignment between the local literacy plan and Striving Readers subgrant application, as well as aid the Department's technical review team when reviewing local literacy plans.*

### Professional Development Plan

#### Part A

<b>LEA/Early Childhood Provider or Consortium Lead Name:</b> Garfield Heights City Schools							
<b>IRN or ODE/ODJFS License Number:</b> 044040							
<b>Professional Development Contact Name/Phone Email:</b> Jody Saxton, jsaxton@ghbulldogs.org							
<b>Goal:</b> Improve capacity of teachers in grades K-12 and Intervention Specialists to implement evidence-based Language and Literacy strategies as measured by classroom observations and /or walkthroughs from Fall 2020 to Spring 2021.							
<b>Evidence-Based Practice or Intervention:</b>							
<ul style="list-style-type: none"> <li>• Explicit Direct Instruction: Visible Learning meta-analysis 0.59</li> <li>• Professional Development: Visible Learning meta-analysis 0.62</li> <li>• Feedback: Visible Learning meta-analysis 0.73</li> <li>• Meta-Cognitive Strategies: Visible Learning meta-analysis 0.69</li> </ul>							
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. Teachers K-5 and Intervention Specialists 6-8 LETRS online Units 1-6	Fall 2020 to Spring 2021	YES	YES	YES	YES	YES	YES
2. Teachers K-5 and Intervention Specialists 6-8 LETRS face to face trainings Units 1-6	Fall 2020 to Spring 2021	YES	YES	YES	YES	YES	YES
3. Teachers K-5 and Intervention Specialists 6-8 Coaching: observations Modeling Feedback LETRS Units 1-6	Fall 2020 to Spring 2021	YES	YES	YES	YES	YES	YES

Local Literacy Plan

<b>LEA/Early Childhood Provider or Consortium Lead Name:</b> Garfield Heights City Schools
<b>IRN or ODE/ODJFS License Number:</b> 044040
<b>Professional Development Contact Name/Phone Email:</b> Jody Saxton, jisaxton@ghbulldogs.org
<b>Goal:</b> Improve capacity of teachers in grades K-12 and Intervention Specialists to implement evidence-based Language and Literacy strategies as measured by classroom observations and /or walkthroughs from Fall 2020 to Spring 2021.
<b>Evidence-Based Practice or Intervention:</b> <ul style="list-style-type: none"> <li>• Explicit Direct Instruction: Visible Learning meta-analysis 0.59</li> <li>• Professional Development: Visible Learning meta-analysis 0.62</li> <li>• Feedback: Visible Learning meta-analysis 0.73</li> <li>• Meta-Cognitive Strategies: Visible Learning meta-analysis 0.69</li> </ul>

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
4. Teachers K-5 and Intervention Specialists 6-8 Phonics supplemental curriculum implementation Coaching: Observation Modeling and Feedback	Fall 2020 to Spring 2021	YES	YES	YES	YES	YES	YES
5. Teachers K-5 and Intervention Specialists 6-8 Phonics supplemental curriculum Implementation Professional Development provided by the vendor	Fall 2020 to Spring 2021	YES	YES	YES	YES	YES	YES
6. Teachers K-5 and Intervention Specialists 6-8 supplemental Phonemic Awareness curriculum implementation with coaching feedback	Fall 2020 to Spring 2021	YES	YES	YES	YES	YES	YES
7. All K-12 teachers and intervention specialists direct explicit instruction with coaching feedback	Fall 2020 to Spring 2021	YES	YES	YES	YES	YES	YES

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Resources Required	Outcomes/Evaluation
<p>1. Lead Literacy Coach, Building level Literacy Coaches, LETRS trainer, LETRS unit manuals, classroom resources, financial support for teacher stipends and substitute costs; LETRS online course enrollment fee, DIBELS Next materials</p>	<p>1. Increase the capacity of teachers in elementary grades K-5 and Intervention Specialists grades 6-8 to implement evidence-based Language and Literacy strategies as measured by classroom observations and /or walkthroughs from Fall 2020 to Spring 2021.</p> <p>Success of the plan will also be reflected in an increase in teacher capacity as measured by a posttest summative score of 80% mastery on the Language Essentials of Teachers of Reading and Spelling post tests for units 1-6 by spring of 2021.</p> <p>Students will show progress toward mastery as measured by the DIBELS, PAST, MAP and/or phonics assessment.</p>

## Professional Development Plan

### Part B

Provide a brief description of how the <u>overall</u> plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.
<p><b>Sustained:</b> Taking place over an extended period; longer than one day or a one-time workshop. Professional development in online LETRS coursework units 1-6 will be delivered to all teachers K-5 and Intervention Specialists 6-8 in Fall of 2020 - Spring of 2021 by a collaborative effort between the District Coach and the building level coaches. Coaches will additionally provide evidence based practice modeling, feedback, and observations. Face to Face training will be delivered by the District Literacy coach and/or outside consultant. The sustainability of the plan will come from our internal OIP teams - DLT to BLT to TBT. Data will be collected, analyzed and monitored at specific times. This will allow us to monitor student progress, identify barriers, assess fidelity of implementation and conduct a needs assessment. This process will allow administration to revisit our needs based on progress toward the Local Literacy Plan goals.</p> <p>As well, the district has assigned calendar days for continuing professional development for all staff throughout the year. The District Literacy Coach will also support sustainability through communication and support of building level coaches. Financially, the work of the Local Literacy Plan is supported by the District general fund and Title grant monies.</p> <p>Through continued implementation of Ohio's coaching model and the Ohio Improvement Process sustainability will be ensured beyond 2021.</p>
<p><b>Intensive:</b> Focused on a discreet concept, practice or program.</p> <p>Our local literacy plan has a targeted focus on foundational skills and phonics K-5, 4-8 SWD. We will continue to focus on the Word level reading decoding aspect of the Simple View of Reading and Reading Rope Word Recognition level of Phonemic Awareness at the elementary level and evidence based strategies within the related research.</p>
<p><b>Collaborative:</b> Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.</p> <p>The professional development plan will include K-5 teachers and 6-8 intervention specialists in collaboration with outside consultants, online professional development, and coaching which will in turn increase foundational skills and phonics mastery of students. Teacher based teams meet weekly to review student data, set goals and implement evidence based practices to increase student achievement. The Building Level team is comprised of individuals representing each of the grade levels. This team meets monthly to review TBT's and discuss other District goals as aligned to the OIP process.</p>
<p><b>Job-Embedded:</b> A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.</p> <p>Our professional development will offer our teachers opportunity to have access to professional learning, observations, modeling and feedback. Teachers will also be afforded opportunities for professional discourse across grade levels. Support will be ongoing and in real time.</p>
<p><b>Data-Driven:</b> Based upon and responsive to real-time information about the needs of participants and their students.</p> <p><b>The professional development plan is based upon data collected and analyzed from:</b></p> <p>MAP, STAR, SEL, OST, DIBELS, PAST, LETRS, KRA, Pre/Post Teacher Assessment and the RTFI. A Needs Assessment was conducted by the DLT with support from the BLTs to identify areas of success and support. The data reflected severe deficits in students meeting grade level reading benchmarks and lacking basic foundational reading skills. Severe gaps were also seen in SWD K-8. In addition, a root cause analysis revealed a need to build teacher capacity in implementing evidence-based language and literacy strategies.</p>

**Provide a brief description of how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.**

**Instructionally-Focused:** Related to the practices taking place in the learning environment during the teaching process.

The professional development plan is specifically focused on adult practices of implementing evidence-based literacy and language strategies and interventions including delivery of curriculum through explicit systematic instruction. Through professional development, administrative walkthroughs, coaching, modeling and feedback, teachers will build their capacity of understanding evidence-based reading strategies, how to effectively implement these strategies, diagnose reading problems and provide appropriate interventions. A key component of the plan is the cycle of coaching which occurs before, during and after the teaching process. With coaching, the capacity of teachers to implement evidence based language strategies, diagnose and intervene, thus creating a level of sustainability. The DLT is charged with monitoring implementation and how it is impacting student reading achievement K-5, SWD K-8 and impacting student reading success K-12 over time.