



## Department of Education

Mike DeWine, Governor  
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

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

### **Strengths of the Reading Achievement Plan:**

- The plan includes an analysis of factors other than learner performance.
- Parents and families are included in the professional development plan with information to be shared at the Spring 2020 Parent Night.

### **This plan will benefit from**

- Using both sides of the Simple View of Reading model to determine literacy goals and needs.
- An update on the goals set for completion in Fall of 2019.

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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Ohio 43215 [education.ohio.gov](http://education.ohio.gov)

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# READING ACHIEVEMENT PLAN

DISTRICT NAME: L. Hollingworth School for the Talented and Gifted

DISTRICT IRN: 010205

DISTRICT ADDRESS: 653 Miami Street, Toledo, OH 43605

PLAN COMPLETION DATE: December 20, 2019

LEAD WRITERS:

Angelica Ramirez, Assistant Principal

Megan DeSloover, Literacy and Writing Coach

## CONTENTS

Section 1: District Leadership Team Membership, Development Process and Plan for Monitoring Implementation.....	3
SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP .....	3
SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN	3
Section 2: Alignment Between the Reading Achievement Plan and Overall Improvement Efforts .....	3
Section 3: Why a Reading Achievement Plan is Needed in our District or Community School .....	4
SECTION 3 PART A: ANALYSIS OF RELEVANT LEARNING PERFORMANCE DATA.....	4
SECTION 3 PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT.....	9
Section 4: Literacy Mission and Vision Statement(s) .....	9
Section 5: Measurable learner Performance Goals.....	9
Section 6: Action Plan MAP(s) .....	10
Section 7: Plan for Monitoring Progress toward the learner performance goal(s).....	14
Section 8:.....	14
Expectations and Supports for learners and Schools.....	14
SECTION 8 PART A: STRATEGIES TO SUPPORT LEARNERS.....	14
SECTION 8 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES.....	15
SECTION 8 PART C: PROFESSIONAL DEVELOPMENT PLAN .....	15
Appendices .....	16

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

### SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

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

Name	Title/Role	Location	Email
Angelica Ramirez	Assistant Principal	L. Hollingworth School	aramirez@lhstg.com
Megan DeSloover	Literacy and Writing Coach	L. Hollingworth School	mdesloover@lhstg.com
Marrissa Gracia	Special Education Coordinator	L. Hollingworth School	mgracia@lhstg.com
Deb Lay	Reading Specialist	L. Hollingworth School	dlay@lhstg.com
Brianna Jobin	Teacher	L. Hollingworth School	njobin@lhstg.com
Terrence Blevins	Community Engagement Coordinator	L. Hollingworth School	tblevins@lhstg.com
Ashleigh Epps	Parent	Toledo, Ohio	shaysway86@gmail.com

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

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

Each member of the leadership team plays a key role in developing, monitoring, and communicating the plan that is established for our student population and school as a whole. The leadership team developed a plan based on school wide data that showed areas of weaknesses. Part of the plan, includes imbedded our school SMART goals. Aligning our data analysis with our overarching school wide improvement plans will allow our team to streamline our focus by including strategies that will target multiple areas of reading improvement. The team will progress monitor our data throughout the year in various forms such as at our grade level meetings, we will collect and communicate our data to our teachers and support teams. Parents will be given updates of our data distributions for our MAP scores, IRLA, scores, and State Testing scores during our Family Literacy Night.

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

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

Our proposed District Reading Achievement Plan aligns with our plan to grow our students 1.5 years each academic school year in order to close our achievement gap. Establishing this plan will support this growth through teacher professional development, teacher best-practices, and student and family outreach. Our school vision statement says “We

believe in creating a culture of high expectations where all children received a challenging and comprehensive education that will prepare them for college and career readiness." Our District Reading Achievement Plan supports our school vision in that we want to ensure our students are ready for college and/or career, and we believe that reading is an essential skill needed to do this.

## SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL

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

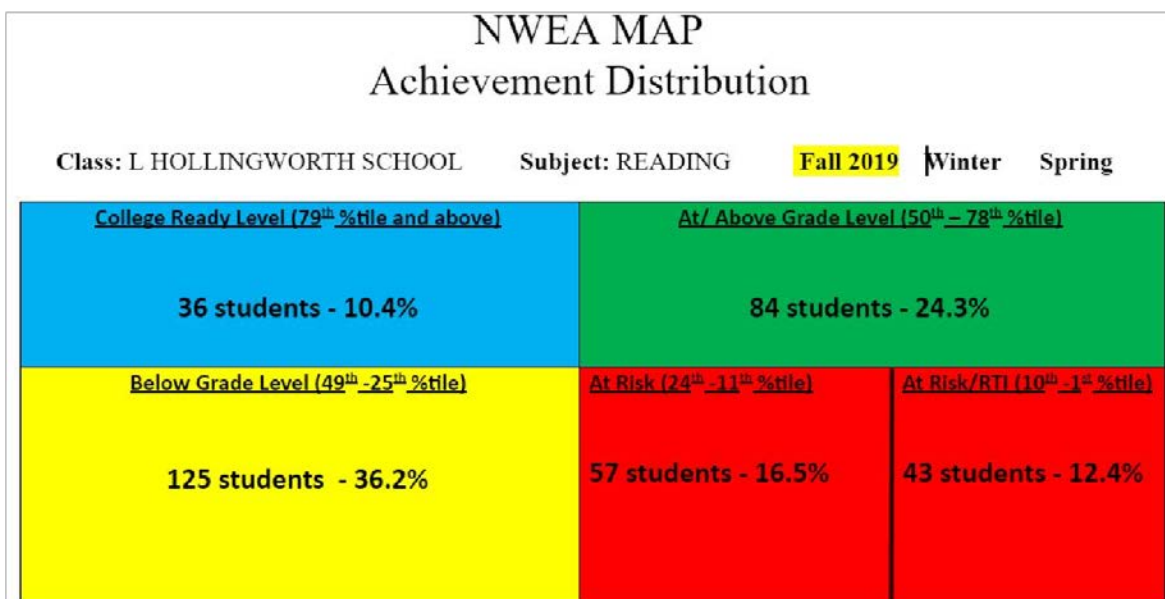
Insert an **analysis** of relevant student performance data from sources that **must include**, but are not limited to, the **English language arts assessment prescribed under ORC 3301.0710 (grades 3-8)**, the **Kindergarten Readiness Assessment**, **reading diagnostics (required for grades K-3 under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

The overall data for the various assessments such as MAP, KRA, Writing Elaboration, Phonics IRLA, and K-1 MAP Foundational Skills show high areas of need in our building as a whole. The MAP data show a high need of students are below grade level and at-risk. The KRA results show that our Kindergarteners show a 35% of students who are approaching and demonstrating readiness. Students are lacking the foundational skills needed to become proficient in all assessments. Students require structure and elaboration in their writing.

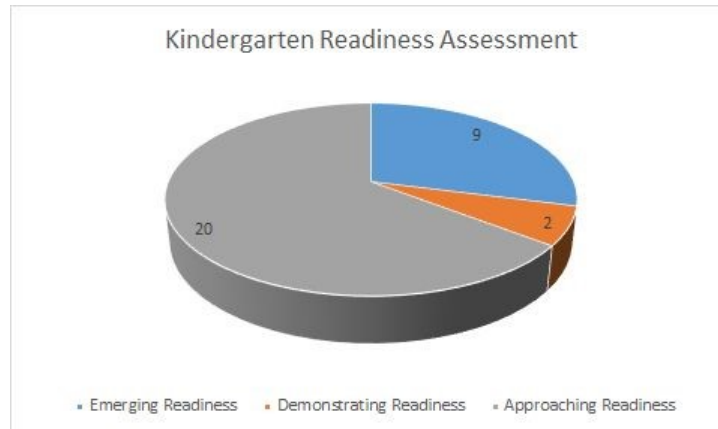
Kindergarten and first graders require phonemic awareness in order to develop the foundational skills needed before becoming fluent readers. Students require background knowledge and understanding of their abilities and inabilities and developing a growth mindset in order to achieve their achievement goals.

#### Goal #1

For the Fall 2019 MAP Reading Assessment, 345 students were tested. Areas of weaknesses include 225 students of the 345 (approximately 65%) fell in the at-risk or below grade level range. In order to begin closing the gap and reach our target goal of grade level, students will focus on showing more than one years growth. Overall school distribution includes 36 students, 10.4% are College Ready Level (79th % tile and above), 84 students, 24.3% are At/Above Grade Level (78-50th % tile), 125 students, 36.2% are Below Grade Level (49-25th % tile), 57 students, 16.5% are At-Risk Grade Level (24-11th % tile), 43 students, 12.4% are At-Risk Grade Level (10-1st % tile).



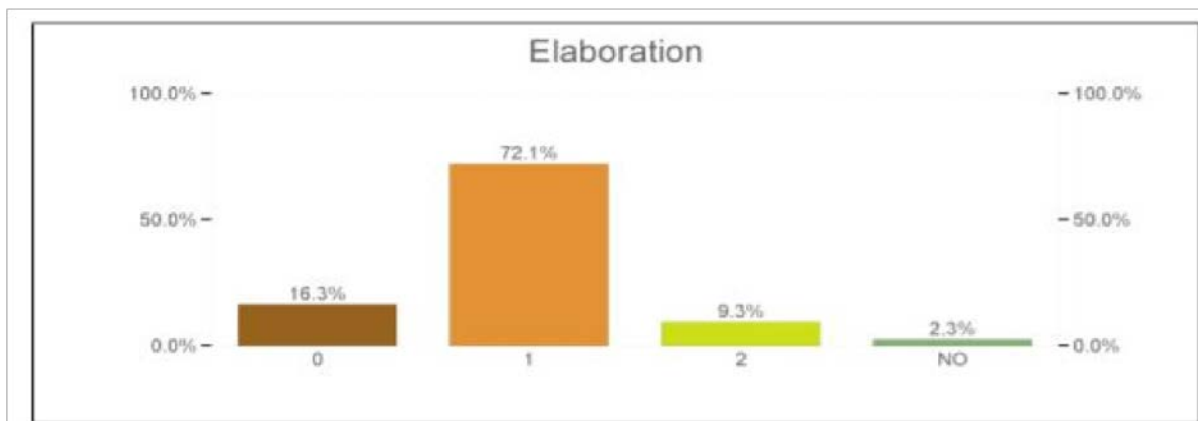
On the Kindergarten Readiness Assessment: 31 Kindergarten students were tested, 20 are Approaching Readiness, 2 are Demonstrating Readiness, and 9 are Emerging Readiness.



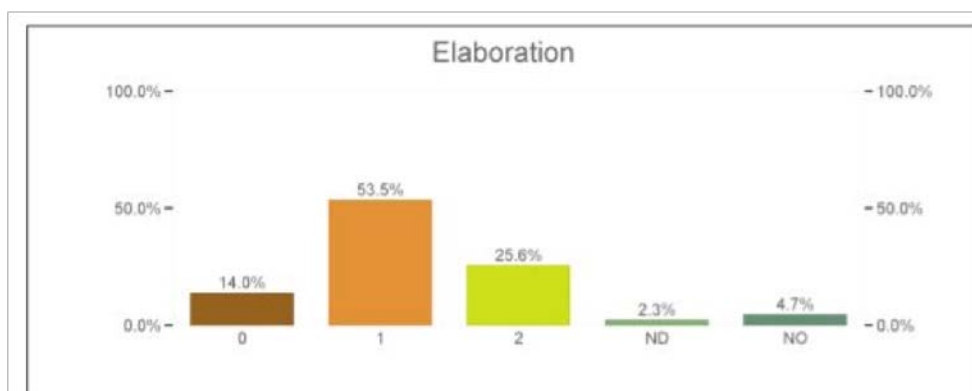
**Goal #2**

For the Ohio State Assessment in Spring 2019, 338 students were assessed. Areas of weaknesses include Writing, none received maximum points in the areas of Elaboration. Our lowest area of performance was elaboration within grades 3-8

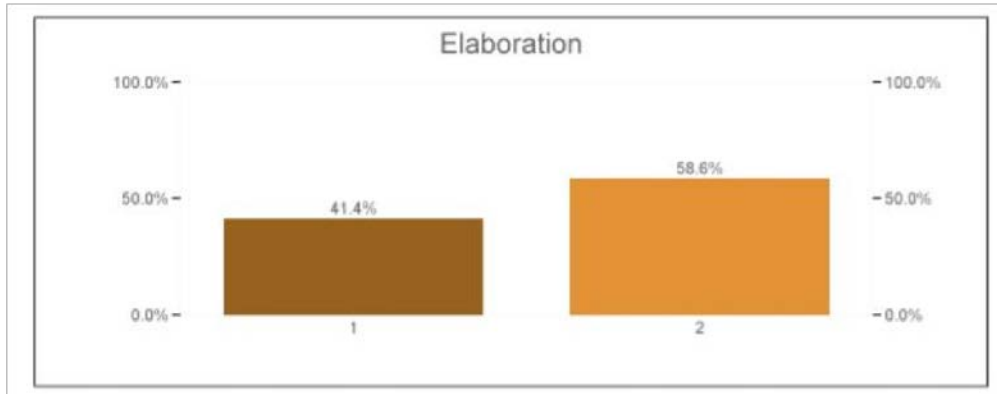
**3rd grade 2019 Spring, Ohio State Test, English Language Arts, Informative/Explanatory Writing:** In the area of Elaborations, 16.3% scored 0 points, 72.1% scored 1 point, 9.3% scored 2 points, 2.3% did not have enough original text.



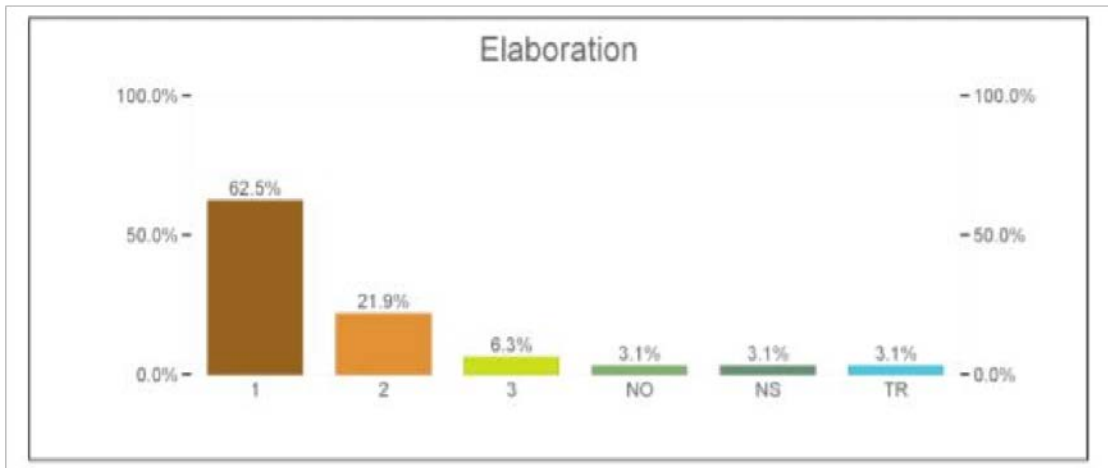
**4th Grade 2019 Spring, Ohio State Test, English Language Arts, Informative/Explanatory Writing:** In the area of Elaborations, 14.0% scored 0 points, 53.5% scored 1 point, 25.6% scored 2 points, 4.7% did not have enough original text, 2.3% did not have enough data (11 or more words needed).



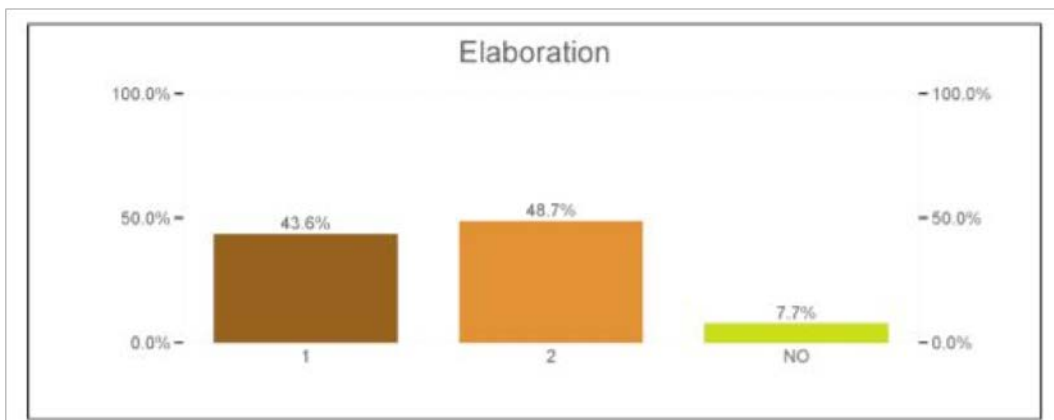
**5th Grad 2019 Spring, Ohio State Test, English Language Arts, Informative/Explanatory Writing:** In the area of Elaborations, 41.4% scored 1 point, 58.6% scored 2 points.



**6th Grade 2019 Spring, Ohio State Test, English Language Arts, Informative/Explanatory Writing:** In the area of Elaborations, 62.5% scored 1 point, 21.9% scored 2 points, 6.3% scored 3 points, 3.1% did not have enough original text, 3.1% no scored reported, 3.1 off topic.

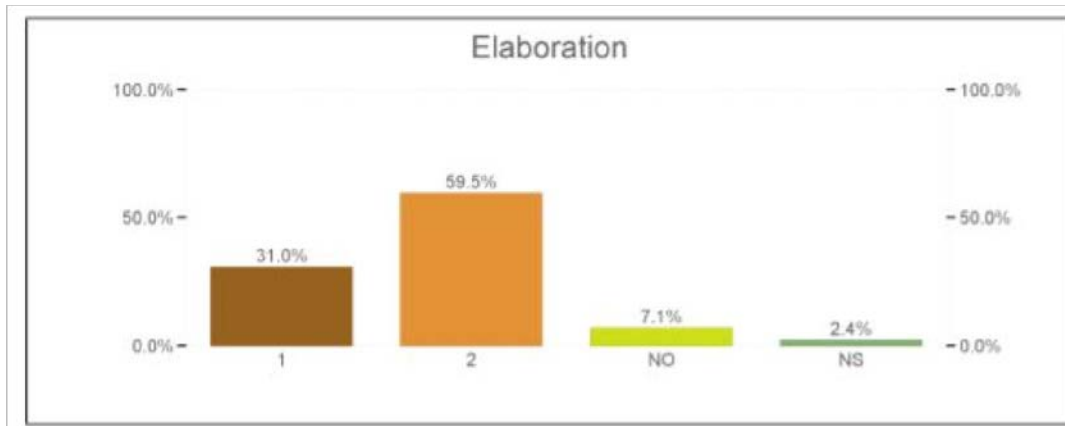


**7th Grade 2019 Spring, Ohio State Test, English Language Arts, Informative/Explanatory Writing:** In the area of Elaborations, 43.6% scored 1 point, 48.7% scored 2 points, 7.7% did not have enough original text.





**8th Grade 2019 Spring, Ohio State Test, English Language Arts, Informative/Explanatory Writing:** In the area of Elaborations, 31.0% scored 1 point, 59.5% scored 2 points, 7.1% did not have enough original text, 2.4% no score was reported.



**Goal #3**

YM-2R reading levels focuses on Phonics IRLA Data 324 Students tested on IRLA in August 2019 Reading

**IRLA Data Wall by Grade for School**

L. Hollingworth School for the Talented and Gifted

**Student Reading Levels**

**Student Reading Tiers**

Grade	Date	Students	NA	RTM	1Y	2Y	3Y	4Y	5Y	6Y	7Y	8Y	9Y	10Y	11Y	12Y	13Y	14Y	15Y	16Y	17Y	18Y	19Y	20Y	21Y	22Y	23Y	24Y	25Y	26Y	27Y	28Y	29Y	30Y	Emergency	All Risk	Proficient or Above
K	Sep 26, 2019 2019 - 2020	26		8	12	9	9																										8	30.8%	28	77.3%	
1st	Sep 26, 2019 2019 - 2020	46			1	8	11	14	6	1	1	1																						16	34.8%	30	64.8%
2nd	Sep 26, 2019 2019 - 2020	39					1	2	2	16	5	6	4	1																				5	12.8%	34	87.2%
3rd	Sep 26, 2019 2019 - 2020	25								4	5	1	1	1																				10	39.6%	15	59.6%
4th	Sep 26, 2019 2019 - 2020	40									2	2	1	1	1	1	1	1																6	15.0%	34	85.0%
5th	Sep 26, 2019 2019 - 2020	39										1	2	1	1	1	1	1	1															5	12.8%	34	87.2%
6th	Sep 26, 2019 2019 - 2020	30																																1	3.3%	29	96.7%
7th	Sep 26, 2019 2019 - 2020	39																																2	4.7%	37	94.7%
8th	Sep 26, 2019 2019 - 2020	30																																12	33.3%	18	50.0%
Total	Sep 26, 2019 2019 - 2020	324		8	16	16	18	20	7	21	18	16	17																				66	20.4%	258	79.6%	

On the NWEA MAP Assessment for Kindergarten-First Grade --- students were assessed. Areas of weaknesses include Foundational Skills which are a set of skills students must master before they can become fluent readers such as Phonics.

**MAP Data for K-1**

**Kindergarten**

**map** **Grade Report**  
GROWTH **Grade 0**

Term: Fall 2019-2020  
District: L. Hollingworth School for Talented a  
School: L. Hollingworth School for Talented a

Norms Reference Data: 2015  
Weeks of Instruction: 4 (Fall 2019)  
Grouping: None  
Small Group Display: No

Reading	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b> Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017	7	19%	7	19%	15	42%	5	14%	2	6%	136-138-139	9.9
<b>Foundational Skills</b>	13	36%	9	25%	8	22%	4	11%	2	6%	131-133-135	12.9



# 1st Grade



## Grade Report

Grade 1

Term: Fall 2019-2020  
 District: L. Hollingworth School for Talented and Gifted  
 School: L. Hollingworth School for Talented and Gifted

Norms Reference Data: 2015  
 Weeks of Instruction: 4 (Fall 2019)  
 Grouping: None  
 Small Group Display: No

### Reading

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017	13	27%	12	25%	10	21%	8	17%	5	10%	156-158-160	14.4
Foundational Skills	10	21%	17	35%	10	21%	8	17%	3	6%	154-157-159	15.5

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

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

Poverty (in some cases extreme); Knowledge gaps; Lack of access to basic resources (transportation, food, parents are ill, living with grandparents/other family members, parents in prison, domestic violence and abuse, divorce, lack of parent education); Lack of access to experiences (being spoken to, visiting cultural sites like museums and libraries, increase in television and video games); Transient behavior (school hopping) Attendance. Community safety; and Language deficits beyond second language learning. Our building has introduced a new Reading Curriculum and our staff is at the early stages of learning and understanding this curriculum. As we roll out Professional Developments, we understand that learning a new system requires time to learn and grow. We expect to see growth within a year or two in all areas of reading as time progresses.

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

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

At L. Hollingworth School for the Talented and Gifted we believe reading, writing, speaking and listening are essential to becoming well-rounded, contributing individuals. We aspire to have each Patriot critically evaluate, comprehend, and respond to text, and consider literacy as an integral part of daily life. Using research-based approaches and data, including interventions when necessary, we will foster a literacy climate in which students daily engage authentically with text.

### SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

*Describe the measurable learner performance goals addressing learners' needs (Section 3) that the Reading Achievement Plan is designed to support progress toward. The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.*

#### Overarching Goal:

Increase the percentage of learners or exceeding the ELA proficiency standards from 43 % to 48 % by spring 2020, as measured by Ohio State Tests.

**Subgoals:**

- On the NWEA MAP Reading Assessment, students in grades will grow 1.5 years from the Fall to Spring testing period.
- All subjects in grades K-8 will include a writing component that focuses on elaboration to be assessed monthly using a grade-level rubric.
- Increase the percentage of learners meeting or exceeding targets for phonemic awareness from 44% to 55% by spring 2020, as measured by IRLA (Independent Reading Level Assessment).
- 70% of our families will attend at least one family literacy engagement event, as measured by sign in sheets and survey/questionnaires.

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

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

**Goal # \_1\_ Action Map**

Goal Statement: Goal 1: On the NWEA MAP Reading Assessment, students in grades will grow 1.5 years from the Fall to Spring testing period.

Evidence-Based Strategy or Strategies: Goal setting, conferencing, and progress monitoring

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
<b>Implementation Component</b>	School-wide and classroom Fall NWEA MAP Reading Assessment score distribution to measure progress	School-wide and classroom Winter NWEA MAP Reading Assessment score distribution to measure progress	School-wide and classroom Spring NWEA MAP Reading Assessment score distribution to measure progress	Classroom and student goal setting with continuous regular conferencing
<b>Timeline</b>	Completion by Fall 2019	Completion by Winter 2020	Completion by Spring 2020	Continuously
<b>Lead Person(s)</b>	Angelica Ramirez Megan DeSloover	Angelica Ramirez Megan DeSloover	Angelica Ramirez Megan DeSloover	Angelica Ramirez Megan DeSloover
<b>Resources Needed</b>	Computers, NWEA MAP program, School, classrooms, and students Fall Reading assessment results, distribution template for school and classrooms	Computers, NWEA MAP program, School, classrooms, and students Winter Reading assessment results, distribution template for school and classrooms	Computers, NWEA MAP program, School, classrooms, and students Spring Reading assessment results, distribution template for school and classrooms	Data tracking sheets, conference recording sheets
<b>Specifics of Implementation</b>	Students will take the Fall NWEA MAP Reading Assessment. Students will create goal cards to monitor their progress. Teachers will complete a classroom distribution of students who are college ready (79% tile and above), at/above grade level	Students will take the Winter NWEA MAP Reading Assessment. Students will create goal cards to monitor their progress. Teachers will complete a classroom distribution of students who are college ready (79% tile and above), at/above grade level	Students will take the Spring NWEA MAP Reading Assessment. Students will create goal cards to monitor their progress. Teachers will complete a classroom distribution of students who are college ready (79% tile and above),	Students will track their progress. Teachers will have data binders for each student. Teachers will group students based on their needs during RTI

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
	(50-78% tile), below grade level (49-25% tile), and at risk 24-1% tile).	(50-78% tile), below grade level (49-25% tile), and at risk 24-1% tile).	at/above grade level (50-78% tile), below grade level (49-25% tile), and at risk 24-1% tile).	
<b>Measure of Success</b>	Fall NWEA MAP Reading Assessment scores. Lesson plans, classroom observations, classroom distribution	Winter NWEA MAP Reading Assessment scores. Actively implementing through: lesson plans, classroom observations, classroom distribution	Spring NWEA MAP Reading Assessment scores. Actively implementing through: lesson plans, classroom observations, classroom distribution	
<b>Check-in/Review Date</b>	Fall Continuous Review at Grade Level Meetings- RTI	Winter Continuous Review at Grade Level Meetings- RTI	Spring Continuous Review at Grade Level Meetings- RTI	

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Consulting with individual teachers and their grade-level teams	Teachers will take part in a writing professional development.	Teacher will implement monthly writing instruction and assignments.
<b>Timeline</b>	Continuous	December–staff meeting.	Continuous
<b>Lead Person(s)</b>	Angelica Ramirez Megan DeSloover	Angelica Ramirez Megan DeSloover	Angelica Ramirez Megan DeSloover
<b>Resources Needed</b>	Grade-Level rubrics writing prompts writing samples Common Core ELA standards.	Student writing data, teacher perspectives/opinions on writing across the curriculum.	Grade-level rubrics writing prompts writing samples Common Core ELA standards.
<b>Specifics of Implementation</b>	Teachers will meet monthly with Literacy and Writing Coach and Assistant Principal to discuss what writing looks like in their classroom, the	A representative from the Buckeye Hope Community Foundation will present on synthesis writing and writing for the OST. Teachers will	Students will complete authentic writing assignments monthly and will be asked to bring work samples and data from one assignment to
<b>Measure of Success</b>	Consulting with individual teachers and their grade-level teams	Teachers will take part in a writing professional development.	Teacher will implement monthly writing instruction and assignments.
<b>Check-in/Review Date</b>	Continuous	December–staff meeting.	Continuous

### Goal # 2 Action Map

Goal Statement: All subjects in grades K-8 will include a writing component that focuses on elaboration to be assessed monthly using a grade-level rubric.

Evidence-Based Strategy or Strategies: Annotation strategies learned in PD (marginalia, dialectical journals).

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Consulting with individual teachers and their grade-level teams	Teachers will take part in a writing professional development.	Teacher will implement monthly writing instruction and assignments.
<b>Timeline</b>	Continuous	December–staff meeting.	Continuous

	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	Angelica Ramirez Megan DeSloover	Angelica Ramirez Megan DeSloover	Angelica Ramirez Megan DeSloover
Resources Needed	Grade-Level rubrics writing prompts writing samples Common Core ELA standards.	Student writing data, teacher perspectives/opinions on writing across the curriculum.	Grade-level rubrics writing prompts writing samples Common Core ELA standards.
Specifics of Implementation	Teachers will meet monthly with Literacy and Writing Coach and Assistant Principal to discuss what writing looks like in their classroom, the desired expectations and review student samples.	A representative from the Buckeye Hope Community Foundation will present on synthesis writing and writing for the OST. Teachers will get a break down of the state testing rubric, specifically for elaboration and evidence. They will also learn text annotation strategies to implement during writing lessons in their classrooms.	Students will complete authentic writing assignments monthly and will be asked to bring work samples and data from one assignment to discuss at a grade-level meeting.
Measure of Success	Student rubrics and work samples	Implementation and sign-in sheet	Work samples, student data-using rubric
Check-in/Review Date	Continuous	December 2019	Continuous

### Goal #   3   Action Map

Goal Statement: Increase the percentage of learners meeting or exceeding targets for phonemic awareness from 44% to 55% by spring 2020, as measured by IRLA (Independent Reading Level Assessment).

Evidence-Based Strategy or Strategies: American Reading Company Foundational Skills toolkit.

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	School-wide and classroom Fall IRLA Reading Assessment score distribution to measure progress	Targeting of specific skills to fill gaps in areas of phonics and phonemic awareness	Targeted small-group instruction using research-based strategies
Timeline	Continuous 2020	Continuous 2020	Continuous 2020
Lead Person(s)	Angelica Ramirez Megan DeSloover	Angelica Ramirez Megan DeSloover	Angelica Ramirez Megan DeSloover
Resources Needed	Computers, School Pace IRLA program, classrooms, and students Fall Reading assessment results	Computers, School Pace IRLA program, classrooms, and students Winter Reading assessment results	Computers, School Pace IRLA program, Intervention toolkits from American Reading Company
Specifics of Implementation	Teachers will identify gaps in phonics and phonemic awareness in each individual student by administering the IRLA in order to collect baseline data.	Teachers select a high-leverage power goal that targets a foundational reading skills. These skills are selected based on gaps indicated by the Independent Reading Level Assessment.	Teachers will implement targeted small-group instruction in their classrooms for a minimum of 30 minutes daily. The interventions used in this small group instruction will focus on foundational reading skills, specifically

	Action Step 1	Action Step 2	Action Step 3
			phonics and phonemic awareness. Groups will be determined and lessons will be differentiated based on SchoolPace IRLA data.
Measure of Success	Fall IRLA Reading Assessment scores. Lesson plans, classroom observations	Fall IRLA Reading Assessment scores. Lesson plans, classroom observations	IRLA data collected in SchoolPace, Lesson plans, classroom observations
Check-in/Review Date	Continuous Review at Grade Level Meetings- RTI	Continuous Review at Grade Level Meetings- RTI	Continuous Review at Grade Level Meetings- RTI

### Goal # 4 Action Map

Goal Statement: 70% of our families will attend at least one family literacy engagement event, as measured by sign in sheets and survey/questionnaires.

Evidence-Based Strategy or Strategies: Teach parents how to read and understand IRLA home update with specific strategies to help their children.

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Families will be asked to complete a literacy needs assessment.	Family Literacy Night (by grade bands)	Feedback from families on literacy night(s)
Timeline	March 2020	Ongoing 2020	Spring 2020
Lead Person(s)	Angelica Ramirez Megan DeSloover	Angelica Ramirez Megan DeSloover	Angelica Ramirez Megan DeSloover
Resources Needed	Needs assessment (hard and electronic copies available in both English and Spanish).	Research-based literacy materials needs assessment results parent instructional materials, food, door prizes.	Parent feedback forms from literacy night.
Specifics of Implementation	Needs assessment, will be attached to enrollment/re-enrollment forms that are sent out beginning in February 2020.	There will be a literacy nights based on student and parent needs from survey.	Following the completion of each literacy night, parents will complete feedback form(s) in order to be eligible for door prizes.
Measure of Success	70% of families complete and return needs assessment.	70% grade participation-determined by sign-in sheet.	70% of attendees complete the feedback form after each literacy night.
Check-in/Review Date	March 2020	Spring 2020	Spring 2020

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

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

In the Spring of 2020, students will be assessed using the Ohio State Test in Reading to determine overall reading proficiency. Three times a year, students will be assessed using the Reading NWEA MAP test and IRLA (Individual Reading Literacy Assessment). Student growth will be measured from fall to spring, to determine overall year-end growth. After each test, teachers will group the students based on their RIT score, set goals and power goals for each student that will help them achieve their overall goal of 1.5 years' growth in reading, and implement the reading strategies that they learned from their monthly professional development sessions given by the reading specialist. Teachers will use the data from the NWEA and IRLA to plan instruction for their students that will support our improvement plan. This data is reported to the School Board showing the overall school growth and proficiency, in addition to the individual classes' growth and proficiency.

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

### SECTION 8 PART A: STRATEGIES TO SUPPORT LEARNERS

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

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

Teacher strategies:

- Goal setting, conferencing and progress monitoring with students.

Writing strategies learned in PD:

- Annotation strategies: Marginalia (taking small notes on the side of texts) requires close reading for comprehension and assists with the development of writing, Dialectical journals require students to analyze and synthesize text critically.
- Weekly/monthly writing samples from students that have a common core evidence-based rubric.

American Reading Company Foundational Toolkit Strategies:

- Flexible decoding, phrasing practice, word work, guided reading, code-focused instruction, letter sounds, phonological awareness skills- rhyming, segmenting, blending, sight words development, and phonics including letter-sound correspondences, blends and digraphs.

IRLA Family Report Home Strategies:

- Active reading habits: retell stories, use pictures for clues, read 30 minutes every night, word work, chunking with phonics, flexible decoding, range of reading and level of text complexity, vocabulary and language, comprehension, literature, and informational text.

Students who are on Reading Improvement and Monitoring Plans struggle in the areas of phonemic awareness and phonics. These strategies along with explicit instructions will help fill the gaps in these areas.



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

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

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

Ongoing professional development sessions for teachers monthly given by the reading specialist, observations and feedback given by the literacy and writing coach and other administration as needed. Staff will be invited to observe each other to improve on their professional practice. Progress will be demonstrated by using NWEA MAP reading test to show growth, IRLA assessments will determine student independent reading level as well as student growth and areas of weakness.

## SECTION 8 PART C: PROFESSIONAL DEVELOPMENT PLAN

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

**Professional Development:** MAP Strategies and Goal Setting

**Strategies:** Goal setting, conferencing, and progress monitoring with students.

**Staff Delivering PD:** Angelica Ramirez, Megan DeSloover

**Professional Development for:** K-8 ELA Staff, Intervention Specialist, Support Staff,

**Timeline:** Continuous at Grade Level Meetings and Staff Meetings

**Professional Development:** Using Ohio Writing Rubrics/Writing Across the Curriculum

**Strategies:** Annotation strategies: Marginalia (taking small notes on the side of texts) requires close reading for comprehension and assists with the development of writing, Dialectical journals require students to analyze and synthesize text critically.

**Staff Delivering PD:** Dr. Young, Angelica Ramirez, Megan DeSloover

**Professional Development for:** Teaching Staff, Intervention Specialist, Support Staff

**Timeline:** Weekly/monthly writing samples from students that have a common core evidence-based rubric.

**Professional Development:** American Reading Company Foundational Toolkit Strategies

**Strategies:** Flexible decoding, phrasing practice, word work, guided reading, code-focused instruction, letter sounds, phonological awareness skills- rhyming, segmenting, blending, sight words development, and phonics including letter-sound correspondences, blends and digraphs.

**Staff Delivering PD:** Angelica Ramirez, Megan DeSloover

**Professional Development for:** K-8 ELA Staff, Intervention Specialist, Support Staff

**Timeline:** Continuous at Grade Level Meetings and Staff Meetings

**Professional Development:** Understanding IRLA Family Home Report

**Strategies:** Active reading habits: retell stories, use pictures for clues, read 30 minutes every night, word work, chunking with phonics, flexible decoding, range of reading and level of text complexity, vocabulary and language, comprehension, literature, and informational text

**Staff Delivering PD:** Angelica Ramirez, Megan DeSloover, Ashleigh Epps

**Professional Development for:** Parents Timeline: Parent Night, Spring 2020

## APPENDICES

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

American Reading Company- ARC

Independent Reading Level Assessment- IRLA <https://www.americanreading.com/documents/IRLA-Slice.pdf> Grade Level Equivalency

Stages of Reading Acquisition

Third Grade Reading Guarantee- State Support Site

<HTTP://EDUCATION.OHIO.GOV/TOPICS/LEARNING-IN-OHIO/LITERACY/THIRD-GRADE-READING-GUARANTEE>