



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

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

Strengths of the Reading Achievement Plan:

- The school identified learning targets and outlined a plan to communicate expectations with building staff.
- The school outlined a plan to prioritize PBIS implementation in response to data indicating an increase in behavioral incidents distracting students from receiving instruction.

This plan will benefit from:

- Conducting a root cause analysis of learner performance data for use to determine areas for teacher professional development and student instruction.
- Using the data analysis to set goals and subgoals for Tier 1, 2 and 3 instruction.
- Outline a review process for curriculum and material selection that includes the identification of the five components of reading (See Ohio's literacy plan

In January 2020, the Department published the revised version of [*Ohio's Plan to Raise Literacy Achievement*](#). This plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in all manners of educational settings. We encourage district and school teams to review the state plan and contact the Department or State Support Team for professional learning opportunities aimed at implementing this plan in districts and schools across Ohio.

The district's Reading Achievement Plan and this memo will be posted on the Ohio Department of Education's website. If the district revises the Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the revised plan and this request must be sent to readingplans@education.ohio.gov.

Please note that House Bill 197 of the 133rd General Assembly contains emergency legislation regarding spring testing and state report cards. The Department is working on further guidance pertaining to FY20 Reading Achievement Plan requirements.

Sincerely,

A handwritten signature in black ink that reads "Melissa M. Weber-Mayrer". The signature is written in a cursive style with a large initial 'M'.

Melissa Weber-Mayrer, Ph.D.
Director, Office of Approaches to Teaching and Professional Learning

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Columbus, Ohio 43215
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MANSFIELD CITY SCHOOLS

READING ACHIEVEMENT PLAN

DISTRICT NAME:	Mansfield City Schools
DISTRICT IRN:	044297
DISTRICT ADDRESS:	856 W. Cook Road Mansfield, OH 44907
PLAN COMPLETION DATE:	December 31, 2017 <u>Revised:</u> February 22, 2018 December 31, 2018 December 31, 2019
LEAD WRITERS:	<u>2017</u> Stephen Rizzo, Holly Christie, Melinda Newman, Kimberly Johnson, Jill Danison, Lori Brumenshenkel, Teresa Fruth, Jan Weithman, Pat Gordon, Martin Linder <u>2018</u> Stephen Rizzo, Holly Christie, Melinda Newman, Jill Danison, Teresa Fruth, Soni Crist, Pat Gordon, Wendy Wilging, Amy Walker <u>2019</u> MCS Literacy Team, MCS District Leadership Team, MCS District Curriculum Advisory Committee



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READING ACHIEVEMENT PLAN

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

SUMMARY AND ACKNOWLEDGEMENTS

Mansfield City Schools is committed to the improvement of literacy instruction across the district. This Reading Achievement Plan was created with the guidance of the district's Ohio Improvement Process goals, in order to maintain the current focus on literacy improvement within the district. Many stakeholders were involved in the development and support of this document including: 1) District Leadership Team Members, 2) District Leadership Core Team, 3) State Support Team 7, 4) K-3 Grade-level representation from each primary building. In addition, the original plan was shared with the K-2 staff at an all-staff district Professional Development day to gather input and feedback. The finished plan will be shared with the District's Curriculum Advisory Committee as well as all staff members through staff meetings and electronic communications. This Reading Achievement Plan will be monitored by the District's K-3 Literacy Team with input from both the District Leadership Team and the District Curriculum Advisory Team. Student literacy achievement data will be reviewed on a quarterly basis.

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Members from the District Literacy Team, District Leadership Team, and the District Curriculum Committee's Elementary Sub-committee are listed below.

Name	Title/Role	Location	Email
Andrea Moyer	Director of School Improvement, DLT	Central Office	moyer.andrea@mansfieldschools.org
Teresa Fruth	Teacher-Reading Recovery & Teacher Leader	Sherman Elementary	fruth.teresa@mansfieldschools.org
Holly Christie	Director of Student Supports, DLT	Central Office	christie.holly@mansfieldschools.org
Ed Golden	Paraprofessional	Mansfield Senior High School	golden.ed@mansfieldschools.org
Marinise Harris	Principal, DLT	Mansfield Senior High School	harris.marinise@mansfieldschools.org
Jonathan Burras	Director of Special Education, DLT	Central Office	burras.jonathan@mansfieldschools.org
Brad Strong	Teacher -6th/Math DLT, CA	Malabar	strong.brad@mansfieldschools.org
Jill Danison	Teacher-2nd, Literacy Coach	Woodland	danison.jill@mansfieldschools.org
Stan Jefferson	Superintendent	Central Office	jefferson.stan@mansfieldschools.org
Soni Crist	Teacher-1st, Literacy Coach	Sherman	crist.soni@mansfieldschools.org
Melinda Newman	Teacher-3rd / Literacy Coach	Prospect	newman.melinda@mansfieldschools.org
Sheryl Weber	Board of Education, DLT	Central Office	weber.sheryl@mansfieldschools.org
Nancy Niedermier	Teacher-K, Literacy Team	Springmill STEM	niedermier.nancy@mansfieldschools.org
Zackary Jones	Teacher-Gr. 7 Science	Mansfield Middle School	jones.zackary@mansfieldschools.org
Lisa Manco	Physical Education Teacher	John Sherman	manco.lisa@mansfieldschools.org



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Name	Title/Role	Location	Email
Taryn Nall	Counselor	Prospect/Woodland	nall.taryn@mansfieldschools.org
Kaitlyn Swartzmiller	Intervention Specialist	Mansfield Senior High	swartzmiller.kaitlyn@mansfieldschools.org
Regina Sackman	Principal, CA	Springmill STEM	sackman.regina@mansfieldschools.org
Sarah Fedeli	Intervention Specialist	Springmill STEM	fedeli.sarah@mansfieldschools.org
Stephen Rizzo	Chief Academic Officer	Central Office, DLT, CA	rizzo.stephen@mansfieldschools.org

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

Background

In the fall of 2015, the Ohio Department of Education (ODE) conducted a district review of Mansfield City Schools. The district review report was released in February of 2016. The district's three-year improvement plan was updated with the recommendations provided and submitted to ODE in the Fall of 2017. A follow-up review was conducted by the Ohio Department of Education in May of 2017. The follow-up review report was released in November of 2017. This district's three-year plan will be revised as an overall Strategic Plan is developed during the 2019-2020 school year.

Reading Achievement Plan Development

The Reading Achievement plan is based on and aligned with the district's continuous improvement plan.

An advisory team was formed in the winter of 2017 with membership from the District Leadership Team and additional members from the targeted elementary schools within the district. This team met with members of State Support Team 7 to review the components and requirements of the Reading Achievement Plan. Three work days were scheduled outside of the regularly scheduled meetings with this team and the Early Literacy Specialist from State Support Team 7 to develop the plan. Additional work sessions were held with small groups to analyze data and refine the plan. The Reading Achievement Plan was reviewed with the District Leadership Core Team and the Student Achievement subgroup of the District Leadership Team during the December meetings. Additional input was collected from K-2 teachers at the December 2017 district-wide professional development day. Third-grade teachers will have the same opportunity during the second semester. The plan was communicated to the district's Curriculum Advisory Committee and all elementary staff in January of 2017 and 2018 through staff meetings and electronic communications.

The District Leadership Team, with the support of the K-3 Literacy Team, will monitor the plan and student achievement data related to literacy during its monthly meetings.

The plan has been updated annually as needed and / or required.

In the spring of 2019, the district reviewed and adopted new materials for core instruction in grades K-3. HMH Into Reading materials were selected and will be implemented during the 2019-2020 school year. The materials include print and digital resources for students and staff.



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

Mansfield City Schools is committed to improving literacy instruction across the district. The goals and strategies below were updated in the district's Consolidated Continuous Improvement Plan for the 2019-2020 school year and are applicable to all instructional staff, including those responsible for teaching reading.

MCS CCIP FY 2020

SMART Goal: Standards Based Instruction

All instructional staff will implement evidence-based instructional strategies focused on teachers providing clarity to students on the expectations and learning outcomes outlined in the standards as measured by anonymous walk-through data collection that includes a student voice component, as well as a 5-10 point improvement on the Performance Index.

Strategies:

Strategy 1.1 Visible Learning Support: Visible Learning through Corwin is providing guidance, PD, and technical assistance in the area of high-yield, evidence based, instructional strategies to be implemented by all educators throughout the district.

Strategy 1.2 Improve the Effectiveness of TBT's and BLTs and support the use of the five step process: Improve the effectiveness of Teacher-Based Teams (TBTs) and Building Leadership Teams (BLTs) through training, monitoring, and support of the use of the five-step process to create high level collaboration that improves student achievement.

Strategy 1.4 Multi-Tiered Systems of Support (MTSS) for At-Risk Students: Teachers will implement evidence-based strategies through MTSS to address the academic and/or behavioral needs of at-risk students.

Strategy 1.5 Professional Development: Professional Development opportunities will be aligned to evidence-based practices to ensure alignment to district and building plans.

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

Mansfield City Schools is required to create a Reading Achievement Plan based on the following criteria:

1. The district received a grade of "D" or "F" on the K-3 Literacy Improvement Measure;

K-3 Literacy Grade			
2015-2016:	2016-2017	2017-2018	2018-2019
F	D	D	D

and

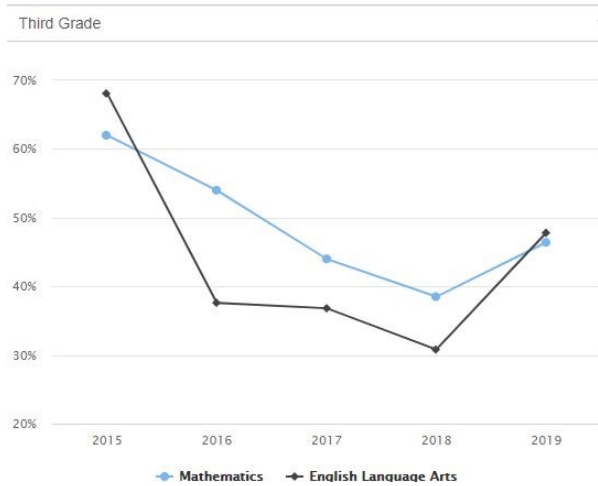


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2. Fewer than 60 percent of the district's students scored proficient or higher on the state's grade 3 English language arts test.

Third Grade ELA Proficiency Percentage			
2015-2016:	2016-2017	2017-2018	2018-2019
37.6%	36.8%	30.8%	47.8%



Source: ODE Local Report Cards

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

Additional analysis of relevant student performance data related to literacy is provided below.

----Data from Third Grade Reading Guarantee Measure ----

K-3 Literacy Reading Diagnostic Results:

- In 2017-2018 the district grade was a D with a score of 30.2%; In 2018-2019 the grade remained a D with a score of 18.2%

<u>Grade</u>	<u>2018</u>	<u>2019</u>	<u>Difference</u>
K-Not On Track	43.4	43.3	
K-On Track	56.6	56.7	0.1
1-Not On Track	23.4	51.4	
1-On Track	76.6	48.6	-28.0
2-Not On Track	39.7	76.9	
2-On Track	60.3	23.1	-37.2



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<u>Grade</u>	<u>2018</u>	<u>2019</u>	<u>Difference</u>
3-Not On Track	28.7	49.1	
3-On Track	71.3	50.9	-20.4

Analysis:

- In 2017-2018, 275 students were off-track based on fall state diagnostic results.
- In 2018-2019, 542 students were off-track based on fall state diagnostic results.
- In 2017-2018, 79.7% of students met the TGRG requirements for promotion based on state results.
- In 2018-2019, 89.9% of students met the TGRG requirements for promotion based on state results.

Note: In 2018, the district implemented a new diagnostic measure for grades 1-3. (NWEA MAP) The KRA continues to be used for first time kindergarten students.

---Data from Fall 3rd Grade ELA---

3rd ELA	Advanced	Accelerated	Proficient	Basic	Limited	Proficient or above
Fall 2019	3%	6%	14%	18%	60%	23%
Fall 2018	3%	3%	11%	24%	58%	18%
Fall 2017	3%	7%	5%	23%	62%	15%

Analysis: The results from Fall 2019 show the highest percentage of students scoring proficient or above over the past three years. There are slightly more students scoring limited than last year.



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3rd ELA	Informational Text	Literary Text	Writing
Fall 2019	10%	15%	2%
Fall 2018	11%	10%	1%
Fall 2017	11%	10%	4%

Analysis: The table shows the percentage of students scoring above proficient on each standard of the assessment. Literary text had a higher percentage of students scoring above proficient than the previous two years. Writing continues to be a struggle.

3rd ELA	Scale score of 683 or better	Subscore of 46 or better	Total eligible for promotion
Fall 2019	76/235	93/235	93/235

Analysis: 76 students met the promotion scale score of 683 on the fall assessment. 93 students met the alternative promotion score on the reading subscore of the test. This brings the total number of 3rd grade students meeting promotion criteria to 93 or 40.0% of the class.

District Performance Index 2016-2019

	2015-2016	2016-2017	2017-2018	2018-2019
District Performance Index	67.6 (D)	72.2 (D)	69.3 (D)	71.7 (D)



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Analysis: The district's Performance Index showed a small increase from 2018 to 2019.

----Data from Tier I - Classroom Instruction----

District Primary Benchmark Growth Data, June 2019 MCS Totals

Grade Level	Total Students	Year's Growth
Kindergarten	216	.44
First Grade	225	1.19
Second Grade	195	.97

Analysis: The average growth for K-2 during the 2018-2019 school year was .87 of an academic year.



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-----Data from Tier II Interventions-----

Growth Data for Students Receiving Student Support Services, June 2019

Leveled Literacy Intervention Analysis

At the end of the school year, the Compliance Team compiles data on students receiving Leveled Literacy Intervention. A new format was developed in June of 2019.

Grade Level	Total Students	Year's Growth
Kindergarten	56	.58
First Grade	101	1.1
Second Grade	109	.86
Third Grade	72	.77

Note: Grade K results are based on 5 months of data, December through May. Grades 1-3 data are based on 7 months of data.

-----Data from Tier III Interventions-----

Reading Recovery Analysis

Intervention Status of all Reading Recovery Students Served By Building: Mansfield CSD, 2018-2019

Building	Intervention Status										Total
	Discontinued		Recommended		Incomplete		Moved		None of Above		
	n	row %	n	row %	n	row %	n	row %	n	row%	
John Sherman ES	0		10	43%	11	48%	1	4%	1	4%	23
Woodland ES	0		3	33%	3	33%	2	22%	1	11%	9
Prospect ES	4	24%	7	41%	5	29%	0		1	6%	17
TOTAL	4	8%	20	41%	19	39%	3	6%	3	6%	49

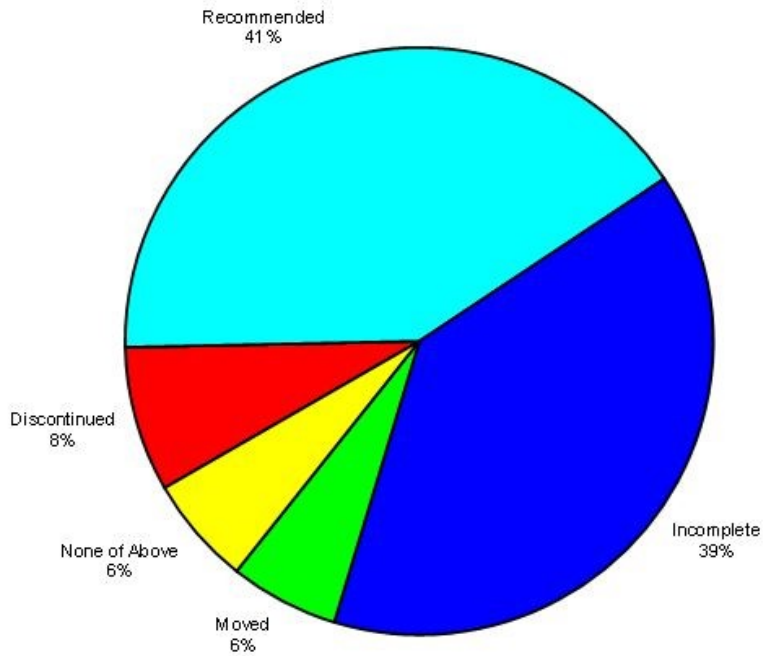
Note: Any differences between total n in this table and total group in Table 1.1 represent missing data (status).

Intervention Status of All Reading Recovery Students Served: Mansfield CSD, 2018-2019



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In 2018-2019 there were five trained Reading Recovery teachers and one Reading Recovery Teacher Leader that taught 49 at-risk First grade students in the lowest 24 to

35% of the first grade classrooms in three of the five primary buildings in Mansfield City Schools. Four students were “Discontinued” meaning they were accelerated within 20 weeks back to the average of the first grade classroom. Twenty Reading Recovery students were considered “Recommended” after 20 weeks for further intervention or assessment for long term intervention. Nineteen students were unable to complete a full twenty weeks of Reading Recovery due to the end of the school year and were considered “Incomplete” programs. Three students moved during their Reading Recovery programs and three were removed from Reading Recovery (two were placed on an IEP with academic goals and one was removed due to expulsion).

The Observation Survey Assessment is given to all students in the lowest 30-40% of first grade classrooms to determine the lowest students to receive Reading Recovery. The Total Score of the six tasks have shown the students in Prospect, Woodland and Sherman are well below the national average at the beginning of the year (the bottom dot line). With Reading Recovery these students make great gains to close the gap by the end of the year.

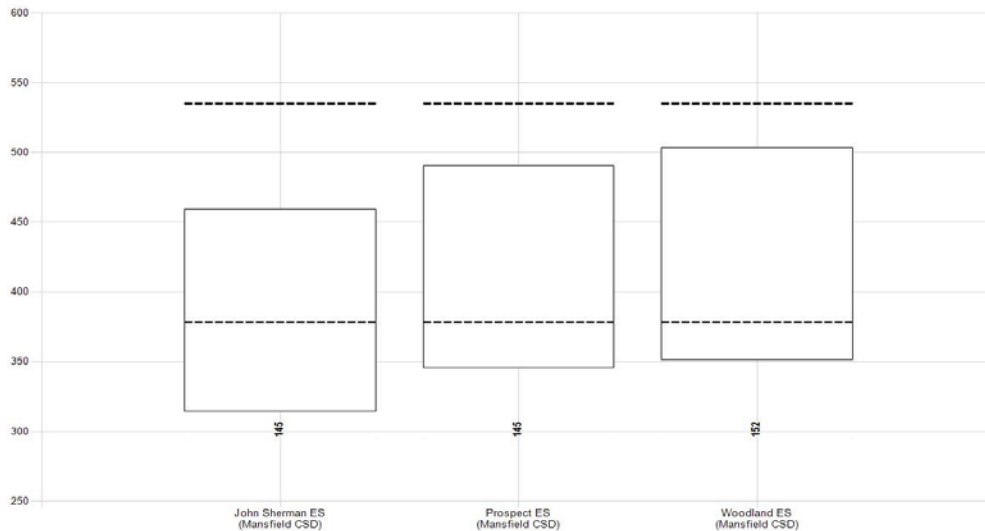


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2018-19 OS Total Score by School for full program children

This report shows the growth of full program students from the start of the year (bottom of each bar) to the end of the school year (top of each bar). There is one bar for each school. The bars are ordered, left to right, from least amount of growth to most amount of growth (based on the OS Total Score). The dashed lines represent the typical growth of RR full program students nationally, start-of-year to end-of-year. The taller the bar, the more growth made at the school. Nationally, full program students make about 157 points of growth.



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

The following risk factors have been identified:

- **Poverty:** The district-wide poverty rate continues to increase. The district is now participating in the Community Eligibility Provision or CEP.
- **Mobility:** 20.1% of all students in 2019 moved into or out of the district, which impacts the consistency of instruction.
- **Social-Emotional/Trauma:** Our students face many challenges and we have formed partnerships to address non-academic barriers. (i.e. Catalyst and Silver Linings Group.)
- **Administrative Turnover:** Over the last ten years the administrative structure and staffing have changed frequently. A lack of consistency has impeded progress.
- **Leadership Gap:** The district was without a Curriculum Director for nearly 8 years.
- **Financial Struggles:** The district was placed in fiscal emergency and exited fiscal emergency in December of 2016.
- **Staff Reductions:** Reductions in force and building closures have taken place every three years over the last decade.
- **Staff change due to retirements, staff resignations, and the establishment of "magnet" schools:** Some staff has been moved to new positions based on student mobility and building/district need. Staff members have had to learn new grade level standards.
- **Percentage of Students with A Disability:** 22.4% of students in the district in 2019 had a disability. Students on an IEP also have a high mobility rate.



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- Implementation of Literacy Collaborative and Coaching: Over the last 5 years coaching has been inconsistent and the coaching staff has turned over as well. Only one of the five Literacy Coaches has been in place for five years or more.
- Student Chronic absenteeism: The chronic absenteeism rate in 2019 was 25.6%.
- Summer Loss-Many students fall behind in their reading level and return to school 2 or more levels below where they ended in May.
- Lack of Preschool: Many of our students do not attend preschool and come to Kindergarten with the skills they need to be successful.
- Staff Attendance: The staff attendance rate is approximately 92%.
- Percentage of Residents with a High School Diploma: 87% of adults in Richland County have earned a high school diploma.
- Percentage of Residents with a College Degree: Only 16% percent of adults in Richland County have earned a bachelor's degree or higher.
- Drug Addiction: Richland County has been identified with high rates of opiate addiction.
- Homeless Students: In 2019 more than 230 students in the district are currently homeless.

Section 4: LITERACY MISSION AND VISION STATEMENT(S)

Mansfield City Schools' District Vision Statement

We envision an ongoing and active partnership, which unites families, community and school staff in the process of working and learning together to ensure that all MCS students are successful at meeting or exceeding Ohio's Academic Content Standards.

Mansfield City Schools' District Mission Statement

All students will be well educated and academically prepared for personal success in life, for their chosen careers, for lifelong learning, and for contributing positively to their local, national, and global communities.

Mansfield City Schools' Theme

Every Student, Every Day

Literacy Team Belief Statement

Mansfield City Schools believes that each child has the right to a literate life. Being literate enriches one's life and opportunities. We believe the ability to read fluently and comprehend deepens when students engage in authentic and purposeful reading, talking, and writing about texts across many instructional contexts.

If we know that most children need expert teaching to become literate, it is the responsibility of every teacher to provide effective instruction.

Note: Mansfield City Schools has contracted with Educational Impact and is currently engaged in creating a strategic plan that will be completed by August of 2020. This work includes revising the district's vision, mission, and core commitments.

Section 5: MEASURABLE LEARNER PERFORMANCE GOALS

Reading Achievement Plan Goal 2019-2022



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By 2022, MCS will improve K-3 Literacy to a C or better on the District Report Card through the use of high impact, evidence-based reading instruction and interventions throughout the district.

K-3 Targets

- By 2022, 65% of K-3 students will be On Track as measured by the Fall Diagnostic assessment.
- By 2022, 85% of students will make one year's growth as measured by MAP and/or Benchmark assessments.

Third-grade specific Targets:

- By 2022, 65% of students will score Proficient on the state reading assessment.
- By 2022, 85% of third-grade students will meet the Third Grade Reading Guarantee Promotion score.

6: ACTION PLAN MAP(S)

Goal # 1 Action Map

Goal Statement: Standards- Based Instruction

All instructional staff will implement evidence-based instructional strategies focused on teachers providing clarity to students on the expectations and learning outcomes outlined in the standards as measured by anonymous walk-through data collection that includes a student voice component, as well as a 5-10 point improvement on the Performance Index.

CCIP Strategy 1.1 Visible Learning Support: Visible Learning through Corwin is providing guidance, PD, and technical assistance in the area of high-yield, evidence based, instructional strategies to be implemented by all educators throughout the district.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	The district will contract with Corwin Visible Learning Professional Development consultants to provide three days of onsite professional development. The focus will be on teacher clarity and other high- yield evidence based instructional strategies, as appropriate.	Following the PD, Corwin Visible Learning consultants will meet virtually with every BLT monthly and the DLT quarterly to support the data collection and implementation of the high-yield, evidence based, instructional strategies.	BLT and DLT will collect adult implementation data to be reviewed and analyzed quarterly. This data will be used to determine next steps for staff, areas of great need, and areas of success to celebrate. This approach will allow for monitoring and support of the goal to build internal capacity and long-term improvement.
Timeline	2019-2020		



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	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	Directors (School Improvement, Student Supports, Special Education), Chief Academic Officer, District Leadership Team		
Resources Needed	Corwin Consultants, Title Funding, Time for Professional Development		
Specifics of Implementation	<p>~Supplemental School Improvement funds will be used to bring consultants to 5 buildings at a TBT for a total of 4 days each</p> <p>~Whole-District Professional Development with Corwin Consultant on October 18th, December 20th, and March 13th</p>	<p>~Consultants have been onsite 2 times to meet with instructional coaches, teacher leaders and building administrators</p>	<p>~ Quarterly planning calls will be held with Chief Academic Officer and Directors.</p> <p>~ DLT Follow-up meeting will be scheduled in February of 2020.</p>
Measure of Success	<p>Student Measure: Students will show a 5-10 point increase in the Performance Index component on the district and building report cards</p> <p>Adult Measure: 80% of students will be able to articulate what they are learning and the purpose of why they are learning. This data will be collected through anonymous walk-throughs, in which the students will have the opportunity to offer student voice</p>		
Check-in/Review Date	May 2020		



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CCIP Strategy 1.2 Improve the Effectiveness of TBT's and BLTs and support the use of the five step process: Improve the effectiveness of Teacher-Based Teams (TBTs) and Building Leadership Teams (BLTs) through training, monitoring, and support of the use of the five-step process to create high level collaboration that improves student achievement.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Dynamix Consultant Dr. Tom Fry will design and facilitate training of Teacher Leaders and Administrators on 1) using MAP data to drive instruction, 2) use projection data to identify student's academic potential	Dynamix Consultant Dr. Tom Fry will work with individual buildings identified as Priority or Focus buildings at the TBT level to help analyze their student data and find leverage points to improve instruction and student learning	Director of School Improvement will monitor BLT / TBT Effectiveness and update the DLT each semester on progress and recommendations.
Timeline	2019-2020		
Lead Person(s)	Director of School Improvement, Chief Academic Officer, District Leadership Team, Building Leadership Teams		
Resources Needed	Dynamix Consultants, Title Funding, Time for Professional Development	Dynamix Consultants, Supplemental School Improvement funds, Time during TBT for Professional Development	Google Documents, Time
Specifics of Implementation	PD Dates for Principals--9/19, 11/21, 12/5, 1/16, 2/20, 3/19 PD Dates for BLT--9/26, 10/23, 12/5, 1/23, 2/25, 3/26	PD Dates TBD The dates will be scheduled after winter MAP data is completed	~ DLT will meet the 2nd Thursday of every month ~ January and June progress updates will be provided to the DLT
Measure of Success	<p>Student Measure: Students will show a 5-10 point increase in the Performance Index component on the district and building report cards</p> <p>Adult Measure: 80% of students will be able to articulate what they are learning and the purpose of why they are learning. This data will be collected through anonymous walk-throughs, in which the students will have the opportunity to offer student voice</p>		
Check-in/Review Date	May 2020		



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CCIP Strategy 1.4 Multi-Tiered Systems of Support (MTSS) for At-Risk Students: Teachers will implement evidence-based strategies through MTSS to address the academic and/or behavioral needs of at-risk students.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Student Support Specialists, trained in Reading Recovery, will provide one-to-one support for qualifying first-grade students not making adequate progress in Tier I instruction	Student Support Specialists, trained in Leveled Literacy Intervention, will provide small group instruction to qualifying students not making adequate progress in Tier I instruction	The Orton-Gillingham Approach is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to students. Intervention Specialists, Student Support Specialists trained in Orton-Gillingham will utilize these strategies when working with students
Timeline	2019-2020		
Lead Person(s)	Directors (School Improvement, Student Supports, Special Education), Chief Academic Officer, MTSS Coordinators, MTSS Teams, Student Support Specialists		
Resources Needed	Title I and II funds to support teacher training and ongoing professional development	Title I and II funds to support teacher training and ongoing professional development	IDEA Title funding to support teacher training
Specifics of Implementation	Ongoing Professional Development: Six dates during the year for Continuing Professional Development August 14, 2019 September 25, 2019 October 30, 2019 December 11, 2019 March 11, 2020 May 6, 2020	Ongoing Professional Development: Student Support Specialist meetings with Behind the Glass: November 21, 2019 January 16, 2020	Intervention Specialist Teachers, classroom teachers, or Student Support Specialists interested in being trained, will notify the Director of Special Education for Professional Development opportunity
Measure of Success	District and Building Reading Recovery Site Reports from International Data	District and Building benchmark data	~ Number / Percent of staff trained



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	Action Step 1	Action Step 2	Action Step 3
	Evaluation Center(IDEA)		~ Number / Percent of staff implementing the approach ~ Increases in student reading growth for students with a disability as measured by MAP and AIR
Check-in/Review Date	May 2020		

CCIP Strategy 1.5 Professional Development: Professional Development opportunities will be aligned to evidence-based practices to ensure alignment to district and building plans.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Professional Development for classroom teachers supporting the newly adopted materials Into Reading Materials for Tier I	Professional Development and support for Literacy Coaches	Professional Development HMH and MCS Coaching Support
Timeline	2019-2020		
Lead Person(s)	Directors (School Improvement, Student Supports, Special Education), Chief Academic Officer, Literacy Coaches		
Resources Needed	Houghton Mifflin Harcourt Consultants	Houghton Mifflin Harcourt Consultants District Literacy Coaches	Houghton Mifflin Harcourt Consultants
Specifics of Implementation	~ Ongoing Professional Development will be conducted throughout the year June 5, 2019 August 22, 23, 2019 October 18, 2019 December 20, 2019 March 13, 2020	~ Ongoing online coaching sessions with an HMH consultant to assist district literacy coaches during grade level Teacher Based Team (TBT) meetings ~ The District will request a waiver from Literacy Collaborative for 2019-2020 and explore Language Essentials for Teachers of Reading and Spelling Letters (LETRS) through SST7.	~ HMH consultants will visit each building and attend TBT and conduct classroom observations ~ MCS Literacy Coaches will be meet weekly to discuss implementation progress and supports needed. ~ A weekly newsletter will be sent to each grade-level by MCS Coaches with implementation suggestions ~ MCS Coaches will attend a building TBT



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	Action Step 1	Action Step 2	Action Step 3
			once per month at assigned grade to gage instructional needs and provide support.
Measure of Success	Student Measures: <ul style="list-style-type: none"> 65% of K-3 students will be On Track as measured by the Fall Diagnostic assessment. 85% of students will make one year's growth as measured by growth assessments. (MAP and/or Reading Benchmark) Adult Measure: <ul style="list-style-type: none"> Progress on Reading TFI (TBA) 		
Check-in/Review Date	May 2020		

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

Progress toward learner performance goals (Section 5) will be monitored, measured and reported in the following ways:

<u>Goal: #1 - Strategy 1.1</u>	
Evidence Collected:	Adult Measure: Walk Through data Student Measure: District Local Report Card Performance Index Data
Specific Time:	End of year and throughout the school year
By Whom:	Chief Academic Officer, Directors, Building Administrator

<u>Goal: #1 - Strategy 1.2</u>	
Evidence Collected:	Adult Measure: Walk Through data Student Measure: District Local Report Card Performance Index Data
Specific Time:	End of year and throughout the school year
By Whom:	Chief Academic Officer, Directors, Building Administrator

<u>Goal: #1 - Strategy 1.4</u>	
Evidence Collected:	Student Measure: Observation Survey Assessment (Reading Recovery) Adult Measure: Behind the Glass Feedback/Trends



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Specific Time:	Assessed Fall, Beginning of program, end of program, and year end (Reading Recovery)
By Whom:	Reading Recovery Teachers and Teacher Leader (collected in IDEC)

<u>Goal: #1 - Strategy 1.5</u>	
Evidence Collected:	Adult Measure: Reading TFI Student Measure: Diagnostic, Student Growth, and Proficiency Measures
Specific Time:	Annually - Fall and Spring
By Whom:	Chief Academic Officer, Directors, Building Administrator, DLT, & BLTs

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

This district is committed to teaching the English Language Arts Standards with evidence based instructional practices and using the Ohio Improvement Process to drive growth in student achievement.

The district has identified evidence-based safety nets to serve students who are at risk and have fallen behind in their literacy learning. (i.e. Reading Recovery and Leveled Literacy Intervention)

SECTION 8, PART A: STRATEGIES TO SUPPORT LEARNERS

A description of the instructional strategies that will be used to support students is provided below.

---Tier I---

During the 2019-2020 school year Mansfield City Schools K-3 teachers will begin implementing HMH-Into Reading to support Tier I instruction of Ohio’s English Language Standards. The materials include print and digital resources to provide a comprehensive literacy curriculum, including both a reading and writing workshop model. Staff will provide instruction that includes whole group mini-lessons, small group, and independent work. Explicit and systematic instruction will take place in the fundamental elements of print concepts, phonemic awareness, phonics, and spelling / word study. Guided Reading is one aspect of differentiation that will continue to be implemented by staff.

HMH-Into Reading meets ESSA “DEMONSTRATES A RATIONALE” Evidence Criteria. (Note: HMH has stated that additional research will be conducted over the next three years to further explore the effectiveness of Into Reading in various settings and with a variety of student populations.)



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---Tier II---

Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability. Students on a reading improvement and monitoring plan are a top priority for receiving this small group intervention. (What Works Clearinghouse, 2017)

What Works Clearinghouse has reported that Leveled Literacy Instruction (LLI) had positive effects on general reading achievement, potentially positive effects on reading fluency, and no discernible effects on alphabets for beginning readers. (What Works Clearinghouse, 2017)

---Tier III---

1. Reading Recovery is provided to targeted first-grade students.

Reading Recovery® is a short-term tutoring intervention that provides one-on-one tutoring to first-grade students who are struggling in reading and writing and/or are on reading improvement and monitoring plans. The goals of Reading Recovery® include promoting literacy skills, reducing the number of students who are struggling to read, and preventing long-term reading difficulties. Reading Recovery® supplements classroom teaching with tutoring sessions, generally conducted as pull-out sessions during the school day. Tutoring is delivered by trained Reading Recovery teachers in daily 30-minute sessions over the course of 12–20 weeks (What Works Clearinghouse, 2013).

What Works Clearinghouse has stated that Reading Recovery® was found to have positive effects on general reading achievement and potentially positive effects on alphabets, reading fluency, and comprehension for beginning readers (What Works Clearinghouse, 2013).

2. Individual Education Plan (IEP) Implementation by Intervention Specialist

Intervention specialists use specially designed instruction to implement the IEP literacy goals in the areas of phonemic awareness, fluency, vocabulary, phonics, and comprehension. Several intervention specialists have been trained and utilize procedures from Literacy Lessons designed for students on IEPs (Reading Recovery theory and practices).

3. Orton Gillingham

The Orton-Gillingham Approach is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to students.

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

---Tier I---

Tier 1

The proposed actions below improve upon current strategies and protocols utilized over the three prior consecutive school years:

A. Provide instructional coaching support in literacy to K-3 ELA staff.

Three coaches and a teacher leader have been assigned to a specific grade-level across the district to provide access to support and consistent communication.

Benefit: Instructional coaching can lead to increased student achievement in literacy by improving instructional practices across the district.



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B. the Ohio Improvement Process.

Building Leadership Teams (BLTs) and Teacher Based Teams (TBTs) will use literacy data more consistently to monitor student progress, identify intervention needs, adjust the allocation of resources, and determine grade-levels in need of more coaching support. Implementing the five step process with fidelity across the district was a recommendation from the ODE district review. A Director of School Improvement is now in place to work with BLTs and TBTs.

Literacy Coaches will also provide monthly coaching logs to the building administrator in order to monitor progress.

Benefit: When the district implements the Ohio Improvement Process at the district, building and teacher levels, this can encourage ownership for student academic success throughout the district. In this collaborative environment, the district staff can work to ensure improved learning for the students that they serve.

C. Replace the reading diagnostic with a state approved vendor assessment.

Vendor assessments were reviewed by a district team prior to the 2018-2019 school year and NWEA MAP was recommended for implementation across grades K-3 because of its ability to meet multiple requirements. (Ohio's Diagnostic Assessment for the Third Grade Reading Guarantee/K-3 Diagnostic; Alternative Standardized Assessment for the Third Grade Reading Guarantee /Alt Reading; Gifted Identification).

Ongoing professional development will be provided to BLT members to support the interpretation of results.

Benefit: An approved vendor assessment will meet multiple student needs across the district while maintaining a more limited assessment demand on students and staff. The assessment will be administered online so as to provide students with additional practice with digital testing and staff will be provided immediate results for instructional decision-making.

D. Fill gaps in instructional materials and ensure English Language Arts standards are taught systematically.

Teacher and student ELA materials in the district had not been updated in more than eight years. During the spring of 2019 the district evaluated reading materials that are aligned to state standards and utilize evidence based practices. This model incorporates the Simple View of Reading and includes the Five Components of Reading (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension). New materials are being implemented beginning in the Fall of 2019 to provide support in improving Tier I classroom instruction in a more systematic way.

Benefit: With increased consistency in language and more systematic teaching of literacy among our teachers, the expectation is that student achievement will increase with the result of fewer students needing intensive reading interventions such as Leveled Literacy Instruction and Reading Recovery. In the two prior years, more interventions have been offered to help classroom teachers increase reading achievement. The current strategy places more emphasis on the child's classroom instruction. In 2019 - 2020, emphasis will also be placed on the evidence based practices of Teacher Clarity and Success Criteria.



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---Tier 2---

- A. The HMH-Into Reading materials can be used to provide differentiated instruction to meet the needs of students that are struggling to read and write within the classroom.
- B. Leveled Literacy Intervention (LLI) is implemented by Reading Recovery (RR) trained teachers at two of the primary buildings to ensure the effectiveness of the intervention. One school,

Sherman, has two LLI teachers trained in RR and one that is receiving support from a Literacy Coordinator working with the district. The Student Support Specialist at Springmill is also receiving extra support from the Literacy Coordinator. Three times a year, the Student Support Specialists in the district attend Professional Development and network together.

---Tier 3---

- A. General Education: Reading Recovery

An overall district implementation rate was 16% for the 2018-2019 school year. The following implementation rates are in place at each school for 2018-2019: Prospect 27%, Woodland 18%, Sherman 24%, Springmill STEM 0% (Teacher in Reading Recovery training for

2019-2020), Spanish Immersion 0% (Currently no trained Reading Recovery teachers)

Reading Recovery teachers complete a running record on the previous lesson's new book each day. The running record is analyzed and used to plan the next day's lesson and is used to chart growth. Teachers are required to keep records of reading vocabulary and writing vocabulary growth for each child. They also record observational notes on lesson records to plan lessons and show growth over time.

Reading Recovery teachers submit student data into the International Data Evaluation Center to be compiled into building and district reports. Building report meetings are conducted each year with the building principal(s), Reading Recovery Teacher Leader, Reading Recovery teachers, and possibly Literacy Coach and/or classroom teachers to discuss results and set goals for the year.

Based on the Reading Recovery Standards and Guidelines, Reading Recovery teachers are required to participate in a six semester hour training course over their first year and to participate in six half-day professional development sessions throughout the year every year after that, include lessons taught behind the glass with follow-up discussions. Teachers are also required school visits from the Reading Recovery Teacher Leader.

Due to the drop in the "Discontinuing" rate from 21% in 2016-2017 to 6% in 2017-2018 additional professional development sessions with behind-the-glass sessions were scheduled for the Reading Recovery teachers. Dr. James Schnug, a Reading Recovery Trainer from The Ohio State University, assisted in some planned school visits and professional development sessions. Student progress was monitored weekly by the Reading Recovery Teacher Leader along with more focused school visits throughout the year. The "Discontinuing" rate increased to 17% for 2018-2019.

- B. Students with a Disability: Individual Education Plan (IEP) Implementation by Intervention Specialist

Intervention Specialist use Ohio Department of Education approved literacy specially designed instruction in order for students to master their literacy IEP goals. MCS has district representatives K-12 to ensure the IEPs have evidence-based strategies in the specially designed instructions section of the IEP.

The state Systemic Improvement Plan is designed to ensure that the district complies with IEP requirements.



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- C. In addition, Intervention Specialists will be trained in Literacy Lessons and/or Orton Gillingham.
- Literacy Lessons is an intervention designed to reach young children in special education or ESL settings who are struggling with beginning reading and writing but are not eligible for Reading Recovery. Intervention Specialists are trained to use Reading Recovery instructional procedures to design individual lessons for their students with the goal of accelerating their literacy learning.
 - Orton Gillingham is a multi-sensory and sequential instructional approach to teaching reading. The rules and patterns of decoding and encoding are explicitly taught.

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

---Tier 1 --

Reading Focused Professional Development

K-3 Teachers of reading will have ongoing professional development throughout the year that is focused on how to use new materials to support core instruction of the English Language Arts Standards. The professional development will include one full day of *Getting Started Training* as well as three half day follow-up sessions for grade-level bands. One in person coaching session will be provided to each building per semester from the vendor and district coaches will participate in a monthly coaching studio session with an HMH consultant. In addition, ongoing support will be provided from three district coaches that have been Literacy Collaborative trained and who are released part time. This support will be provided through classroom-based coaching, monthly TBT check-ins, and weekly newsletters.

Professional Development for All Teachers

PreK-12 teachers will also participate in ongoing professional development over the course of the year that is focused on improving Teacher Clarity and Success Criteria.

---Tier 2 ---

Student Support Specialists working with Leveled Literacy Intervention (LLI) kits are either trained Reading Recovery teachers or have attended a five day LLI training in Columbus, Ohio. All Student Support Specialists in the district attend ongoing professional development with two Behind the Glass sessions throughout the year, led by the district Reading Recovery Teacher Leader.

---Tier 3 ---

Reading Recovery teachers are required to participate in a six semester hour training course over their first year. They are then required to participate in six half-day continuing professional development sessions throughout the year every year after that include lessons taught behind the glass with follow-up discussions. Teachers are also required school visits from the Reading Recovery Teacher Leader.

In 2018-2019 additional professional development was provided by the Reading Recovery Teacher Leader with some assistance from Dr. James Schnug, a Reading Recovery Trainer from The Ohio State University. Extra focused school visits are provided from the Reading Recovery Teacher Leader throughout each school year due to the need.



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Appendices

Grade-level Assessments

The district has developed a grade level assessment timeline for grades K-3. The following assessments are required for all K-3 students in English Language Arts:

Grade K: Kindergarten uses letter identification to assess phonics. Letter identification is given in August, October, December, March, and May. The KRA assesses phonemic awareness, phonics, and comprehension. It is given in September and October. Hearing and Recording Sounds in Words (HRSIW) is given in January and April to assess students in phonics and phonemic awareness. Kindergarten teachers give Fountas and Pinnell's Benchmark Assessment System in December and May. NWEA Map will be given in Winter and Spring.

Grade 1: Reading Diagnostic Screener is given in September. The Reading Screener assesses phonemic awareness, phonics, fluency, and comprehension. Fountas & Pinnell Benchmark-3 times per year, in September, December, and May. (Instructional level), Writing Assessment

The Observation Survey is given to the lowest 40 to 50 percent of the first-grade population up to three times a year: beginning, mid-year, and end of the year. NWEA Map will be given in Fall, Winter, and Spring.

Grade 2: Reading Diagnostic Screener, F&P Benchmark-3 times per year (Instructional Level), Running Records-2 times per year, Writing Assessment. NWEA Map will be given in Fall, Winter, and Spring.

Grade 3: Reading Diagnostic-Screener, F&P Benchmark-3 times per year - Instructional Level, AIR ELA State Assessment up to 3 times per year, Writing Assessment. NWEA Map will be given in Fall and Winter to measure growth and will serve as the Alternate Measure for promotion.

Description & Purpose of Assessments:

- The state Diagnostic Reading Screener and Kindergarten Readiness Assessment measures beginning of year skills and is used to determine if students in grades 1-3 are On Track or Not on Track. Students that require further assessment are assessed using the F&P Benchmark System. Students that are Not on Track and below grade level expectations on the benchmark are placed on a Reading Improvement and Monitoring Plan.
- The F&P Benchmark Assessment System is used in grades K-3. A benchmark is a standard against which to measure something. In Fountas and Pinnell Benchmark System 1, the standard is set by the benchmark books a student reads aloud and talks about during the assessment conference. These books have been written edited and extensively field tested to ensure that they reflect the characteristics of text and the demands of texts on the reader at each specific Fountas and Pinnell level. The benchmark identifies each child's instructional and independent reading levels according to the F&P Text Level Gradient™, A–Z and documents their progress through one-on-one formative and summative assessments. The benchmark provides each child's strengths and needs in processing a text.
- Running Records - To identify the instructional reading level and to provide information about children's strengths and needs in processing a text.
- Hearing & Recording Sounds in Words-Using predetermined sentences with 37 identified phonemes in kindergarten and first grade to 1) find out children's ability to analyze words they hear and/or say 2) find out how children record the sounds they hear on paper.
- Writing Assessment - A writing sample is formally assessed four times per year. The state writing diagnostic was used up through the 2016-2017 school year. Beginning with the
- 2017-2018 school year, the district will use a modified rubric that is based on the American Institutes for Research (AIR) Writing Rubrics. The rubric describes the score point characteristics across three



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domains: Purpose, Focus, and Organization; Evidence and Elaboration; Conventions of Standard English. In 2019-2020 staff will begin exploring the use of writing assessments that are included with the HMH Into Reading Materials.

- Letter Identification - To determine children's knowledge of letter names, speed in recognizing letters, and letter confusions. (Both F&P and Observation Survey)

References and Supporting Documentation

The following documents have been incorporated into the Reading Achievement Plan and can be provided upon request.

- [Research Foundations: Evidence Base, HMH Into Reading](#)
- [HMH Into Reading, ESSA Evidence Criteria](#)
- [Professional Services Into Reading Implementation Reading Plan for Mansfield City Schools, 2019-2020 \(Houghton Mifflin Harcourt\)](#)
- [Dynamix LLC Consulting Services, 2019-2020 \(Dr. Fry and Dr. Hensley\)](#)
- [Visible Learning plus Foundation, Corwin Professional Services, 2019-2020 \(Dave Nagel\)](#)