

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the Marion 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:

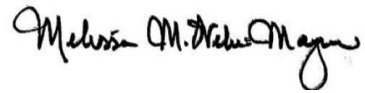
- Conducting a root cause analysis of learner performance data for use to determine areas for teacher professional development and student instruction.
- Using the data analysis to set goals and subgoals for Tier 1, 2 and 3 instruction.
- Outline a review process for curriculum and material selection 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, looping initial 'M'.

Melissa Weber-Mayrer, Ph.D.

Director, Office of Approaches to Teaching and Professional Learning

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READING ACHIEVEMENT PLAN

DISTRICT NAME: Marion City Schools

DISTRICT IRN: 014339

DISTRICT ADDRESS: 100 Executive Drive. Marion, OH 43302

PLAN COMPLETION DATE: December 1, 2019

LEAD WRITERS: Ben Porter, Director of Teaching And Learning. Cindy DeAngelis, District Literacy Trainer. Lisa Ralph, Curriculum Supervisor. Ronald J, Iarussi EdD, Superintendent

IMPLEMENTATION START DATE:

CONTENTS

Section 1: District Leadership Team Membership, Development Process and Plan for Monitoring Implementation..... 3

 Section 1: Leadership Team Membership 3

 Section 1, Part B: Developing, Monitoring and Communicating the reading Achievement Plan 4

Section 2: Alignment Between the Reading Achievement Plan and Overall Improvement Efforts 5

Section 3: Why a Reading Achievement Plan is Needed in Our District or Community School 8

 Section 3, Part A: Analysis of Relevant Learner Performance Data 8

 Section 3, Part B: Analysis of Factors Contributing to Low Reading Achievement 9

Section 4: Literacy Mission and Vision Statement(s).....17

Section 5: Measurable Learner Performance Goals.....18

Section 6: ActionPlan Map(s)19

Section 7: Plan for Monitoring Progress Toward the Learner Performance Goal(s)25

Section 8: Expectations and Supports for learners and Schools.....27

 Section 8, Part A: Strategies to Support Learners27

 Section 8, Part B: Ensuring Effectiveness and Improving Upon Strategies29

 Section 8, Part C: Professional Development Plan30

Appendices38

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

SECTION 1: LEADERSHIP TEAM MEMBERSHIP

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

Name	Title/Role	Location	Email
Susan Graham	Preschool	Garfield	
Lauren Lothes	Kindergarten	GW	
Dorothy Rothermel	1st Grade	Hayes	
Laurie Newell	2nd Grade	Harrison	
Linda Jones	3rd Grade	McKinley	
Christa Andrieni	4th Grade	Taft	
Dianne Thompson	5th Grade	Garfield	
Abby Smith	6th Grade ELA	Grant	
Aaryn Workman	7th Grade ELA	Grant	
Lauren Gruber	8th Grade ELA	Grant	
Amy Dunmire	ELA 1/2	HHS	
Patty Foreman	ELA 3/4	HHS	
Eric Gillmore	Math	Grant	
Brett McCrery	SS/History	HHS	
Heather Harper	Science	Grant	
Ellen Shumaker	Encore/Specials/Related Arts	Hayes	
Chuck Garrett	CTE/STEM/Work Based Programming	HHS	
Janeen Heilman	Intervention Specialist	Harrison	
Krista Foster	Intervention Specialist	HHS	
Kim Connett	Media Specialist	GW	
Mary Stephens	Primary Literacy Coach	GW	
Pam White	Intermediate Literacy Coach	Taft	
Jen Layne	Reading Recovery	Taft/District Support	
Betsy Ratliff	Gifted/MEA	Grant	
Scott Curtis	ES Principal	GW	
Leah Filliater	ES Principal	Harrison	
Leah Ann Childers	ES Principal	Garfield	
Matt Holsinger	ES Principal	McKinley	
Michelle Howard	ES Principal	Hayes	
Marianne Bailey	ES Principal	Taft	

Krista Dendinger	ES Assistant Principal (former intermediate literacy coach)	Taft	
Kirk Ballinger	MS Principal	Grant	
Lisa Ralph	MS Assistant Principal (former middle school literacy coach)	Grant	
Jen Musbach	HS Principal	HHS	
Angie Pace	Assistant Principal	HHS	
Ron Iarussi	Superintendent	DSC	
Jennifer Lawson	Assistant Superintendent	DSC	
Ben Porter	Director of Teaching and Learning	DSC	
Kelley Barber	Director of Student Services	DSC	
Debbie Nagel	Curriculum Supervisor	DSC	
Angie Osborne	Educational Programs and Grants Supervisor	DSC	
Marcia Pitts	Data and Testing Supervisor	DSC	
Greg Menzie	Achievement and Accountability Supervisor	DSC	
Tabatha Varner	Technology and Information Systems Coordinator	DSC	
Stacy Hunsinger	SST 7		
Steve Short	SST 7		
Cindy DeAngelis	District Literacy Trainer	DSC	
Tonya Riedel	Preschool Coordinator	DSC	

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.

The Marion City Schools developed a literacy committee that consisted of administrators, literacy coaches, intervention specialists, reading recovery specialists, ELA teachers at every grade level and content area teachers to analyze literacy data and create a direction for the district's literacy achievement. This was established before the district was required to submit a Reading Achievement Plan. The committee was further broken into grade bands to take inventory of current literacy practices and identify areas for growth. During those meetings, the district introduced Ohio's Plan to Raise Literacy Achievement. The focus of this plan is to address the district's literacy performance across the curriculum and improve on the Third Grade Reading Guarantee. The committee believes there is a need for planned, embedded professional development centered around the simple view of reading and the 5 components that are highlighted in the Ohio Department of Education's Plan for Improving Literacy. The district plan includes a multi-tiered system of supports to include core, Tier 1 instruction as well as Tier 2 and 3. The Ohio Improvement Process (TBT, BLT, and DLT meetings) and the Ohio Teacher and Principal Evaluation System were used to align the strategies and will monitor the success of implementation. Several members of the literacy committee attended the ODE Literacy Academy. Monthly pillar meetings will serve as check-in points to monitor the plan and will be attended by core literacy team members. A monthly report on progress will be shared with staff members through a district newsletter. The plan was initially shared with staff members in the Spring of 2019 at staff meetings across the district and will be shared again at staff meetings following approval of the plan. Progress on the plan will also be updated at monthly board meetings. Links to documentation of progress will be provided on the district web page. The district will communicate with parents and community members through various methods such as creating a literacy task force, literacy nights, literacy pillar updates on social media, and town hall style quarterly board meetings.

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.

Connections to CCIP, DF, School Report Card, Classroom data through OIP and Marion City Strategic Plan

Marion aligned its Reading Achievement Plan with the Ohio Decision Framework, Comprehensive Continuous Improvement Plan (CCIP), and District Strategic Plan. Based upon our analysis, the highest priority of needs are the following:

The current Reading Performance Index for the Marion City Schools is 68.386

Results of the Decision Framework Needs Assessment:

DATA CONCERN - English Language Arts below proficient (all students) :

Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8

DATA CONCERN - End of Course exams (all Students) :

Algebra I, English I, English II, Geometry, Government, History, Biology

DATA CONCERN - K-3 Literacy 3rd grade reading guarantee : Grade 3

DATA CONCERN - Achievement Gap for English Language Arts :

Students w/ Disabilities, African American

Redesign Pillars

The former strategic plan included Literacy Collaborative as an initiative. The district has determined through a formal evaluation that we have not improved literacy achievement since its inception in 2014. The redesign of the literacy pillar includes a transition to building instruction around the 5 components of reading at all levels as stated in Ohio's Plan To Raise Literacy Achievement as well as a focus on narrative, informational, and opinion/argument writing. The new Literacy Pillar has a measurable goal of improving reading as evidenced by raising our letter grade in performance index. The strategy is full implementation of the plan with continuous progress monitoring. Action steps that exist in this plan are included in the Literacy Pillar strategic plan.

Shared Leadership

Shared leadership structures are critical to the implementation of evidence-based instruction and intervention. Throughout this plan, the

responsibility for leading and supporting successful implementation of evidence-based strategies is the function of leadership at the district, building and classroom levels. Teachers will be involved in the identification of the needs of their students, the causes of underperformance and the solutions to be implemented. This shared leadership will be accomplished through OIP structures such as the DLT, BLTs, and TBTs. Both processes require shared accountability for data-driven strategic planning, implementation, feedback and plan adjustment.

Our shared leadership structure supports a continuum of evidence-based instruction language and literacy core instruction and interventions to increase the likelihood of overall student success. Ohio’s Plan for Raising Literacy Achievement addresses shared leadership through training and coaching on both evidence-based language and literacy practices and systems to support literacy improvement. Marion will support educational leaders (administrators, principals, lead teachers, and instructional coaches) through targeted and ongoing training, resources, and collaborative meetings.

MTSS

Marion’s multi-tiered system of supports (MTSS) structure builds a cohesive organizational system that will drive school improvement through the

efforts of all district stakeholders, including district level Intervention Assistance Teams (IATs). Part of this structure includes supports for data-driven decision-making. All teachers will administer district selected assessments in the fall, winter and spring and. This data will be analyzed at the classroom, building and district levels. The results of these assessments will be used to enroll students into intensive reading interventions based upon decision rules. Additionally, Reading Improvement and Monitoring Plans (RIMPs) for students in grades kindergarten through grade four will be created using this data in conjunction with any other district data they may have. The plan will utilize a variety of assessments to identify student needs, make plans based upon those to drive instruction, and to monitor student progress. The district will research and select a universal screener to begin using during the 2020-2021 school year.

K-2	Kindergarten Readiness Assessment (KRA), Benchmarking, formative assessments, NWEA- MAP, Heggerty Assessments
3-5	Ohio State Assessments, Benchmarking, formative assessments, NWEA- MAP, PAST screener (3x/year)
6-8	Ohio State Assessments, Benchmarking, formative assessments, NWEA- MAP, Screener
9-12	Ohio State Assessments, End of Course Exams, (EOC’s), Grade 11 American College Testing (ACT) scores, formative assessments NWEA- MAP, Screener

Building Teacher Capacity

Teachers will receive ongoing, high quality, embedded professional development throughout the year. An academy will be created to support literacy leaders within buildings. Literacy coaches will participate in ongoing professional development on the science of reading and foundational skills. Primary literacy coaches will coach primary staff in each building and two intermediate literacy coaches will deliver ongoing, embedded professional development to all intermediate teachers once per month in addition to coaching at the classroom level. Coaches will be able to provide support during TBT meetings to discuss implementation of new literacy strategies provided during professional development. The literacy teams will look at strategies to support secondary literacy instruction using the teacher leader model or potentially adding literacy coaches at the secondary level.

Family Partnerships

Marion understands that family partnerships are a vital part in supporting learner progress and achievement in language and literacy development. In accordance with Ohio’s Plan to Raise Literacy Achievement, our plan uses national, state, regional, and local entities to support the accessibility of information for families to address the language and literacy needs of their children from birth through grade twelve. We will utilize the local libraries, in collaboration with our district, to provide students and parents with access to a public library card as well as opportunities to participate in local library activities. Our district will hold a variety of family literacy activities to increase parent engagement and understanding of

how to support their child in reading and writing at home. Family members will also be chosen to serve on the district literacy task force.

Community Collaboration

Marion collaborates with many outside agencies in the development of our Literacy Plan and community engagement events. Community members serve as members of our DLT. Marion has partnered with Headstart Preschool to align preschool professional development and resources. We are including Headstart teachers as well as other ECE service providers in much of the training that will be providing that supports early childhood learning built around the 5 components of reading.

MCS has built a relationship with the Marion County Library and established a program titled Let's Read 20 to promote family reading for at least 20 minutes per evening. The intended outcomes include increased kindergarten readiness, increased 3rd grade reading achievement and increase graduation rates.

MCS has partnered with the Marion YMCA to recruit, train and provide mentors for school aged children. Mentors are trained to support the SEL standards and build relationships with students and help them grow socially and academically. Currently there are 75 mentors that are actively involved with students k-12.

Finally, MCS will engage the Family & Children First Council of Marion County to identify at risk families and children from birth through three to provide early interventions.

All Learners are Represented

Marion's literacy plan will include explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension utilizing the resources we have chosen that will address all of these areas. Through professional development, teachers will build capacity to differentiate lessons to meet the needs of all learners based on information gathered in the assessments that will be given. This will be evidenced through lesson planning, learning walks, and formative/summative assessment data. District administrators/principals will be embedded in professional development in an effort to be knowledgeable and hold staff accountable for the implementation of these instructional practices.

Instruction will be explicit and systematic from that point on with each identified group of learners. Differentiated professional development will occur from K to grade 12 which will allow teachers to focus on specific reading issues students may exhibit at these grade levels. There will be an additional layer of literacy support for students by including Mathematics, Science, and Social Studies teachers in professional development on disciplinary literacy in grades 6-12. Training teachers to communicate how they read and learn personally in their disciplines will support students in constructing knowledge and making meaning across a variety of complex discipline specific texts.

Students with complex needs who are not meeting grade-level expectations in reading and writing will receive whole class instruction as well as an intensive, targeted small group intervention. During the targeted intervention, trained district specialists will utilize small group reading instruction focusing on decoding skills, vocabulary, and comprehension. These skills include print concepts, phonological awareness, phonics and word recognition, word knowledge, and fluency. Students will be monitored on their growth by utilizing running records and benchmarking data.

A Reading Improvement and Monitoring Plan will be written for students identified as "Not on Track" and will be aligned with the Simple View of Reading.

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.

This following data illustrates literacy achievement scores for Marion City Schools. The data are compiled to give a district level snapshot of literacy achievement. It is separated by grade bands: Primary Grades, Intermediate Grades, Middle School, and High School.

Primary Grades Pre K-2

Pre K-2 Analysis

In the 2017-2018 school year, less than 50% of students in K-2 met grade level expectations on the KRA, NWEA, and the Benchmark Assessment.

KRA

District KRA data reflects that 24% of incoming kindergarten students were demonstrating kindergarten readiness.

Improving at Risk K-3 Readers

According to the 2018 District Report Card, out of the 566 students who started off track, only 149 moved to on-track. This means that 73.7% of students remained off track in grades K-3.

According to the 2019 District Report Card, out of the 535 students who started off track, only 136 moved to on-track. This means that 74.6% of students remained off track in grades K-3.

These data points are of significant concern since the majority of the students are starting off track and are staying off track.

Benchmark Assessment System (BAS) K-2

In the 2017-2018 school year 40.2% of kindergarten students scored at or above grade level expectations on the Fountas and Pinnell Benchmark Assessment System.

In the 2017-2018 school year 43.6% of first grade students scored at or above grade level expectations on the Fountas and Pinnell Benchmark Assessment System.

In the 2017-2018 school year 52.5% of second grade students scored at or above grade level expectations on the Fountas and Pinnell Benchmark Assessment System.

NWEA MAP

Percentage of Students Projected Below Proficient on the 3rd Grade Ohio State Test

Grade	Fall 2018-2019	Fall 2019-2020
Kindergarten	57.6%	59.6%
1 st grade	61.2%	57.8%
2 nd grade	73.9%	72.0%

Kindergarten

30% of Kindergarten students district wide scored in the lowest quintile in the area of Reading Foundational skills (Students understand the organization and basic features of print. They know and apply grade-level phonics and word analysis skills in decoding words. Students demonstrate understanding of spoken words, syllables, and sounds. They can isolate, manipulate, and blend individual sounds to form words). In regards to reading literature and informational, only 9% of students scored in the lowest quintile making this a possible area of strength.

Percentage of Students Below Average in Each Area

Topic	Fall 2018-2019	Fall 2019-2020
Foundational Skills	59.2%	61.0%
Language and Writing	50.2%	52.8%
Literature and Informational	27.7%	27.6%
Vocabulary Use & Functions	37.3%	35.8%

1st Grade

30% of students district wide scored in the lowest quintile in the area of Language and Writing (Students understand conventions of standard

English capitalization, punctuation, and spelling. They know conventions of standard English grammar and usage. Students develop persuasive, informative, and narrative writing by planning, revising, editing, rewriting, and adding details.) In regards to Vocabulary Use and Functions, only 25% of students scored in the lowest quintile making this a possible area of strength.

Percentage of Students Below Average in Each Area

Topic	Fall 2018-2019	Fall 2019-2020
Foundational Skills	55.3%	53.2%
Language and Writing	58.5%	55.7%
Literature and Informational	47.1%	41.0%
Vocabulary Use & Functions	50.6%	45.8%

2nd Grade

48% of students district wide scored in the lowest quintile in the area of Informational Text: Key Ideas and Details. In regards to Literary Text, Language, Craft, and Structure, only 30% of students scored in the lowest quintile making this a possible area of strength.

Percentage of Students Below Average in Each Area

Topic	Fall 2018-2019	Fall 2019-2020
Literary Text: Key Ideas and Details	60.0%	59.5%

Literary Text: Language, Craft, & Structure	60.5%	60.1%
Informational Text: Key Ideas and Details	69.1%	63.4%
Informational Text: Language, Craft, & Structure	69.1%	67.7%
Vocabulary: Acquisition and Use	63.7%	58.9%

Heggerty Baseline Data

Kindergarten

Greater than 50% of the students were below developing for these skills:

Skill	Percentage of Students Below Developing
Rhyme Production	58.9%
Onset Fluency	62.0%
Isolating Final Sounds in Words	83.2%
Blending Onset-Rime	74.6%
Segmenting Words into Onset-Rime	92.1%
Blending Phonemes	86.4%
Segmenting Words into Phonemes	92.3%

1st Grade

Greater than 50% of the students were below developing for these skills:

Skill	Percentage of Students Below Developing
Adding Phonemes	58.9%%

2nd Grade

Greater than 50% of the students received a score that recommends intervention for these skills:

Skill	Percentage of Students Below Developing
Rhyme Production	52.9%
Segmenting Words into Phonemes	78.8%
Isolating Medial Sounds in Words	78.0%

Intermediate Grades 3-5

3-5 ELA OST Analysis

In the Spring of 2018, 1,058 students in grades 3-5 took the OST ELA. In total, 585 students scored below proficient on their exam.

In regards to Progress, students in grade 4 made less than expected growth while students in grade 5 made above expected growth in ELA as reported on district report card.

NWEA MAP

Percentage of Students Projected Below Proficient on the Spring Ohio State Test

Grade	Fall 2018-2019	Fall 2019-2020
3rd Grade	68.7%	66.7%
4th Grade	60.0%	60.4%
5th Grade	57.9%	57.6%

Ohio State Tests (OST)

Percentage of Students Below Proficient on the Ohio State Test in English Language Arts

Grade	Spring 2017-2018	Spring 2018-2019
3rd Grade	61%	61%
4th Grade	56%	65%
5th Grade	48%	51%

3rd Grade Ohio State Tests (OST)

In the 2017-2018 school year, out of the 383 students took the 3rd grade test, 39% were proficient. The average scaled score was 691. 47% of students scored below proficient in the writing strand. 58% of students were near or above in informational text whereas 67% were near or above in literary texts. Overall proficiency levels have fluctuated from 31% to 45% to 39% over a three year analysis.

Third Grade Reading Guarantee (TGRG)

In 2018-2019 35 students were retained due to TGRG. In 2017-2018 28 students were retained due to TGRG. In 2016-2017 20 students were retained.

Benchmark Assessment System (BAS)

In the 2017-2018 school year 45.7% of third grade students scored at or above grade level expectations on the Fountas and Pinnell Benchmark Assessment System.

NWEA 3rd Grade

In 2017-2018, 37% of students district wide scored in the lowest quintile in the area of Vocabulary Acquisition and Use. In regards to Literary Text: Key Ideas and Details, only 31% of students scored in the lowest quintile making this a possible area of strength.

Percentage of Students Below Average in Each Area

Topic	Fall 2018-2019	Fall 2019-2020
Literary Text: Key Ideas and Details	53.4%	53.4%
Literary Text: Language, Craft, & Structure	61.1%	56.4%
Informational Text: Key Ideas and Details	58.2%	58.7%
Informational Text: Language, Craft, & Structure	60.1%	61.2%
Vocabulary: Acquisition and Use	57.4%	57.7%

4th Grade Ohio State Tests (OST)

Out of the 352 students took the 4th grade test, 44% were proficient. The average scaled score was 691. 42% of students scored below proficient in the writing strand. 64% of students were near or above in informational text whereas 77% were near or above in literary texts. Overall proficiency levels have remained similar over a three year analysis.

Benchmark Assessment System (BAS)

In the 2017-2018 school year 49.5% of fourth grade students scored at or above grade level expectations on the Fountas and Pinnell Benchmark Assessment System.

NWEA 4th Grade

30% of students district wide scored the in the lowest quintile in the area of Informational Text: Language, Craft and Structure. In regards to Literary Texts, only 28% of students scored in the lowest quintile making this a possible area of strength.

Percentage of Students Below Average in Each Area

Topic	Fall 2018-2019	Fall 2019-2020
Literary Text: Key Ideas and Details	49.9%	50.9%
Literary Text: Language, Craft, & Structure	51.5%	53.1%
Informational Text: Key Ideas and Details	49.0%	54.3%
Informational Text: Language, Craft, & Structure	54.0%	52.2%
Vocabulary: Acquisition and Use	53.4%	50.0%

5th Grade Ohio State Tests (OST)

Out of the 323 students took the 5th grade test, 52% were proficient. The average scaled score was 696. 47% of students scored below proficient in the writing strand. 67% of students were near or above in informational text whereas 64% were near or above in literary texts. Overall proficiency levels have increased from 40% to 52% over a three year analysis.

Benchmark Assessment System (BAS)

In the 2017-2018 school year 48.4% of fifth grade students scored at or above grade level expectations on the Fountas and Pinnell Benchmark Assessment System.

NWEA 5th Grade

38% of students district wide scored the in the lowest quintile in the area of Informational Text: Language, Craft and Structure. In regards to Literary Text: Key Ideas: Details, only 28% of students scored in the lowest quintile making this a possible area of strength.

Percentage of Students Below Average in Each Area

Topic	Fall 2018-2019	Fall 2019-2020
Literary Text: Key Ideas and Details	52.8%	50.0%
Literary Text: Language, Craft, & Structure	51.6%	52.8%
Informational Text: Key Ideas and Details	53.7%	51.9%
Informational Text: Language, Craft, & Structure	56.3%	56.1%
Vocabulary: Acquisition and Use	47.5%	48.9%

Middle School

6-8 ELA OST Analysis

In the Spring of 2018, 800 students in grades 6-8 took the OST ELA. In total, 544 students scored below proficient on their exam.

In regards to Progress, students in 6th and 8th grade made above expected growth while 7th grade made expected growth in ELA as reported on district report card.

NWEA MAP

Percentage of Students Projected Below Proficient on the Spring Ohio State Test

Grade	Spring 2018-2019	Spring 2019-2020
6th Grade	66.5%	66.9%
7th Grade	63.8%	66.5%
8th Grade	74.6%	74.3%

Ohio State Tests (OST)

Percentage of Students Below Proficient on the Ohio State Test in English Language Arts

Grade	Spring 2017-2018	Spring 2018-2019
6th Grade	61%	73%
7th Grade	65%	62%
8th Grade	84%	84%

6th Grade Ohio State Tests (OST)

In 2017-2018, out of the 293 students took the 6th grade test, 39% were proficient. The average scaled score was 689. 57% of students scored below proficient in the writing strand. 61% of students were near or above in informational text whereas 69% were near or above in literary texts. Overall proficiency levels have increased by about 15% over a three year analysis.

Benchmark Assessment System (BAS)

In the 2017-2018 school year 26.3% of sixth grade students scored at or above grade level expectations on the Fountas and Pinnell Benchmark Assessment System.

NWEA 6th Grade

42% of students district wide scored in the lowest quintile in the area of Informational Text: Key Ideas and Details. In regards to Literary Text: Language, Craft, and Structure, only 30% of students scored in the lowest quintile making this a possible area of strength.

Percentage of Students Below Average in Each Area

Topic	Fall 2018-2019	Fall 2019-2020
Literary Text: Key Ideas and Details	57.7%	54.9%
Literary Text: Language, Craft, & Structure	54.4%	48.1%
Informational Text: Key Ideas and Details	57.0%	54.6%
Informational Text: Language, Craft, & Structure	60.0%	53.7%
Vocabulary: Acquisition and Use	54.1%	54.0%

7th Grade Ohio State Tests (OST)

In 2017-2018, out of the 269 students took the 7th grade test, 35% were proficient. The average scaled score was 686. 69% of students scored below proficient in the writing strand. 62% of students were near or above in informational text and 62% were near or above in literary texts. Overall proficiency levels have remained about the same over a three year analysis.

Benchmark Assessment System (BAS)

In the 2017-2018 school year 32.2% of seventh grade students scored at or above grade level expectations on the Fountas and Pinnell Benchmark Assessment System.

NWEA 7th Grade

In the 2017-2018 school year, 30% of students district wide scored the in the lowest quintile in the area of Informational Text: Language, Craft and Structure and Literary Text: Key Ideas/Details. In regards to Vocabulary Acquisition only 22% of students scored in the lowest quintile making this a possible area of strength.

Percentage of Students Below Average in Each Area

Topic	Fall 2018-2019	Fall 2019-2020
Literary Text: Key Ideas and Details	52.0%	55.3%
Literary Text: Language, Craft, & Structure	51.6%	54.3%
Informational Text: Key Ideas and Details	46.2%	54.3%
Informational Text: Language, Craft, & Structure	49.1%	53.7%
Vocabulary: Acquisition and Use	46.2%	51.1%

8th Grade Ohio State Tests (OST)

In 2017-2018, out of the 238 students took the eighth grade test, 16% were proficient. The average scaled score was 674. 80% of students scored below proficient in the writing strand. 52% of students were near or above in informational text whereas 37% were near or above in literary texts. Overall proficiency levels have declined by about 5% over a three year analysis.

Benchmark Assessment System (BAS)

In the 2017-2018 school year 28.3% of eighth grade students scored at or above grade level expectations on the Fountas and Pinnell Benchmark Assessment System.

NWEA 8th Grade

In 2017-2018, 33% of students district wide scored in the lowest quintile in the area of Literary Texts: Key Ideas/Details. In regards to Vocabulary Acquisition and Use, only 27% of students scored in the lowest quintile making this a possible area of strength.

Percentage of Students Below Average in Each Area

Topic	Fall 2018-2019	Fall 2019-2020
Literary Text: Key Ideas and Details	50.6%	57.2%
Literary Text: Language, Craft, & Structure	51.3%	51.8%
Informational Text: Key Ideas and Details	52.9%	53.2%
Informational Text: Language, Craft, & Structure	53.2%	53.6%
Vocabulary: Acquisition and Use	45.2%	46.4%

High School

9-10 EOC ELA Analysis

In the Spring of 2018, 886 students in grades 9-10 took the ELA End of Course exams. In total, 622 students scored below proficient on the end of course exam.

This is significant because, per the state's requirements, students are required to score a 3 or above on the end of course exams in order to be eligible for graduation and 70% of our 9th and 10th graders have not met that requirement.

In regards to Progress, students in grades 9 and 10 made less growth than expected according to the 2018 district report card.

NWEA MAP

Percentage of Students Below Average in Each Area

Topic	Fall 2019-2020
Literary Text: Key Ideas and Details	49.9%
Literary Text: Language, Craft, & Structure	40.7%
Informational Text: Key Ideas and Details	48.1%
Informational Text: Language, Craft, & Structure	46.0%
Vocabulary: Acquisition and Use	36.1%

Ohio State Tests (OST)

Percentage of Students Below Proficient on the Ohio State Test in English Language Arts

Assessment	Fall 2017-2018	Fall 2018-2019
ELA 1	72%	71%
ELA 2	68%	69%

2017-2018 Baseline Data Ohio State Tests (OST)

- These include middle school students who took the high school EOC exams

ELA I

Out of the 476 students that took the ELA 1 exam, 28% were proficient. The average scaled score was 686. 74% of students scored below proficient in the writing strand. 65% of students were near or above in literary text whereas 52% were near or above in informational texts. Overall proficiency levels have declined by about 10% over a three year analysis.

ELA II

Out of the 410 students took the ELA II test, 32% were proficient. The average scaled score was 684. 65% of students scored below proficient in the writing strand. 57% of students were near or above in informational text whereas 56% were near or above in literary texts. Overall proficiency levels remain relatively consistent over a three year analysis.

AP Exams English Language and Composition

In the 2017-2018 school year 40% of students enrolled in English Language and Comprehension AP course scored a 3 (proficient) or above on the AP exam compared to in 2015-2016 55% of students scored a 3 (proficient) or above on the AP exam.

English Literature and Composition

In the 2017-2018 school year 50% of students enrolled in English Literature and Comprehension AP course scored a 3 (proficient) or above on the AP exam compared to in 2015-2016, 67% of students scored a 3 (proficient) or above on the AP exam.

ACT English

In 2017-2018, 25% of students that took the ACT earned a Remediation Free Score in English, compared to 2016-2017 where 34% of students earned a Remediation Free Score. This is a decrease in overall proficiency levels.

Reading

In 2017-2018, 20% of students that took the ACT earned a Remediation Free Score in English, compared to 2016-2017 where 26% of students earned a Remediation Free Score.

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.

1. Learners who “start behind, stay behind” - In a close analysis of the KRA data, many of our students entering Kindergarten are not coming prepared to learn. Additionally, students who started off track stayed off track. The root cause analysis revealed that although learners may make progress in school (i.e. a year’s worth of growth in one school year), students who begin kindergarten academically behind their peers generally remain behind throughout their school experience.
2. District infrastructure/support for teachers - The data and root cause analysis revealed that while Marion currently utilizes literacy coaches in grades K-5 throughout the elementary buildings in the district, we are still challenged in providing effective support to teachers to support literacy instruction.

Specifically:

- District administrators are stretched thin and currently are experiencing initiative overload
 - District lacks systems and structures that effectively plan for and implement evidence-based literacy instruction.
 - There is a lack of early childhood programming and access to preschools which impacts students’ readiness for kindergarten and earliest introduction to literacy development. This is due primarily to limited funding and resources.
 - In 2013, Marion City Schools partnered with The Ohio State University to implement the Literacy Collaborative balanced literacy framework. Data analysis does not support any growth in reading achievement since the partnership was established.
 - Coaching cycles have focused primarily on implementing the components of Literacy Collaborative framework (interactive read aloud, guided reading, conferring, etc.) A shift to a coaching model with a stronger emphasis on effective reading and writing instruction supporting the big ideas of reading including strong foundational skills and writing including (informative, narrative, opinion/argumentative) reflected in Ohio standards. The district is still working through establishing an effective coaching model that includes time for a conversation with the teacher, observation and debriefing after the observation. Each elementary building originally started with one primary literacy coach and one intermediate literacy coach. The district currently has one primary coach per building and two intermediate coaches that serve all six elementary buildings. Intermediate coaches are stretched thin and do not have time to effectively coach all teachers in six buildings.
3. Poverty - This impacts student achievement because it is known that children in poverty have a word gap. We will work towards overcoming this word gap by having teachers engage in conversations with students to build background knowledge of students, proper language structure, and adept articulation. As well as, provide systematic and explicit language instruction.
 4. Instructional practices - The root cause analysis revealed that our district was either not utilizing effective instructional practices or not implementing them with fidelity.

Specifically, our district:

- Lacks differentiation in instruction at all tiers of instruction;

- o Lacks the use of a universal screener to diagnosis reading difficulties
 - o Continues the use of the same interventions
 - o Lacks effective progress monitoring and data literacy skills (i.e., how to analyze and use data to inform instruction);
 - o Lacks deep knowledge of Ohio's Learning Standards for English language arts, particularly in foundational reading skills as evidenced by Learning Walks occurring across grades K-12.
 - o Lacks explicit instruction in the foundational skills of reading including phonemic Awareness, Phonics and Decoding
 - o Lacks high quality literacy resources for classroom libraries and small group instruction across the district with some buildings having access to better materials than others
 - o Literacy coaches and specialists lack knowledge of the science of reading
 - o Lacks effective knowledge of what intervention to select
5. Family Knowledge and Involvement - The data and root cause analysis revealed that families were not being appropriately leveraged as partners in literacy improvement. Specifically, this includes the lack of teacher and family partnerships and lack of depth and/or meaning in family engagement interactions.
6. Collective Teacher Efficacy- Various factors that negatively affect collective teacher efficacy are believed to have contributed to low reading achievement scores to this point. Teachers were using different resources and different teaching methods; consistency within and across grade levels was lacking. Previous professional development has reflected inconsistency also; it has covered a myriad of topics and was not job embedded. Collective teacher efficacy, which John Hattie's research in 2016 shows is the number one factor influencing student achievement, was not existent under these inconsistent conditions.

The implementation of the Literacy Collaborative framework is, among other things, an attempt to build teacher efficacy K-2. The updated literacy vision across all grades, consistent resources and teaching methods, and incorporating embedded professional development are all things that will be done to increase collective teacher efficacy.

7. District Culture R.E.M analysis.- Three years of data indicates that there is considerable misalignment between the grades that students are receiving in the classes and two other measures: the students performance on NWEA MAPs and the State assessments. The NWEA MAP is used to assess student learning gains three times per year. This degree of misalignment suggests that educators are under-teaching students at all grade levels. For example, there are large numbers of students getting As and Bs in classes, and at the same time, these same students are testing at the lowest levels of performance on the State of Ohio exams. This under-teaching of students aligns with a system-wide belief that the students are coming to school with very low skills, that students are unable to learn or that students are disengaged.
8. R-TFI

MCS administered the R-TFi in the Fall of 2019 with all staff members at all levels. We are administering the RTF-I in the Spring of 2020 with each building leadership team. We will continue to administer once per year to help improve district and building literacy plans.

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](#).

Marion City Schools Mission

To INSPIRE a COMMUNITY of ACHIEVEMENT

Marion City Schools Literacy Mission Statement

To implement high quality, evidence-based instructional practices to improve the skills and knowledge in language and literacy for all learners in all disciplines.

Marion City Schools Literacy Vision Statements

- All learners will acquire the knowledge and skills to read at grade level.
- Marion City Schools will utilize literacy acquisition and achievement as the lever for school improvement

We are committed to:

- Explicit instruction aligned to Ohio standards, 5 big ideas of reading and writing
- Teachers serve as activators and facilitators of student learning based on student data
- High engagement for all learners

- Build background knowledge through the use of connected text
- Expose students to a variety of genres for reading and writing
- Use evidence-based literacy strategies to support all learners
- Use data to drive instruction
- Providing embedded professional development to build the capacity of our teachers to provide high quality literacy instruction
- Ensuring delivery of a strong multi-tiered system of support

This plan supports the MCS mission to inspire a community of achievement and will be used to monitor the Literacy pillar established in the strategic plan for the district.

The common thread between the CCIP plan, District Strategic Plan and our Literacy Plan is to create a unified reading curriculum utilizing the Simple View of Reading and including comprehensive language and literacy development district wide to promote change, improve teaching and develop student driven instruction so all Marion City Schools students can achieve excellence in learning so they will be college and career ready upon graduation.

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.

The Marion City School District stands behind providing research/evidence-based instructional practices that meet the needs of our diverse population and experiences in the foundations of their literacy. The essential literacy skills incorporated in the Ohio Reading Standards - phonemic awareness, phonics, reading fluency, vocabulary acquisition, reading comprehension, and writing experiences - develop along a continuum of literacy learning. These are built within the common framework in the grade bands listed below. For this reason, the Marion City School District has developed measurable student performance goals listed in grade bands based around common diagnostic results and the literacy continuum skills.

District Goal:

By the 2024 report card, the district reading performance index grade will meet the state standard.

SMART Goal: Pre K-2

Year 1- 100% of classroom teachers will provide daily, explicit and systematic phonemic awareness instruction with fidelity. *Baseline data will be gathered based on phonemic awareness screeners in year 1.

Year 2/3- Through the use of explicit and systematic phonemic awareness, phonics and decoding, comprehension, and writing instruction, we will decrease the percentage of students requiring a Reading Improvement Plan by 10% annually.

SMART Goal: 3-5

Through the use of explicit and systematic phonemic awareness, phonics and decoding, fluency, comprehension, vocabulary and writing instruction, we will increase the performance index on the Ohio State Test in English Language Arts by 5% annually. This equates to an average of 15 students per grade level.

SMART Goals: 6-8

Through the use of explicit and systematic advanced decoding, comprehension, vocabulary and writing instruction, we will increase the performance index on the Ohio State Test in English Language Arts by 5% annually. This equates to an average of 15 students per grade level.

SMART Goals: 9-12

Through the use of explicit and systematic advanced decoding, comprehension, vocabulary and writing instruction, we will increase the performance index on the Ohio State Test in English Language Arts by 5% annually. This equates to an average of 15 students per grade level.

NOTES:

If Marion City Schools meets the 5% annual increase in grades 3 through 12, the overall performance index will meet the state standard 5 years.

Per grade level on average it would take 15 students moving performance levels to achieve the goal

SECTION 6: ACTIONPLAN 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.

District Goal:

By the 2024 report card, the district reading performance index grade will meet the state standard.

Subgoal statement: Align tier one instruction with the five big ideas of reading plus writing support all learners.

Evidence-Based Practice:

1. Teachers will engage in systematic and explicit instruction based on the five big ideas of reading
2. Develop awareness of the segments of sounds in speech and how they link to letters
3. Teach students how to use evidence based reading comprehension strategies through the use of complex text and providing opportunities for quality discussions on the meaning of texts
4. Teach students the writing process by using evidence based writing strategies using the gradual release of responsibility

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Components	Review current assessments given by the district to inform instruction	Systematic and explicit instruction on the five big ideas of reading and writing	Align literacy framework to support the five big ideas of reading and writing	Improve our knowledge of disciplinary literacy
Timeline	Spring 2020	Spring 2019- Spring 2022	2019-2022	2019-2022
Lead Person(s)	Core Literacy Team, Principals, District Literacy Trainer, Curriculum Supervisor	Principals, District Literacy Trainer	Principals, District Literacy Trainer	Principals, District Literacy Trainer, Department Chair leads 6-12, Curriculum Supervisor
Resources Needed	District Data Grade Level Assessment Packets District Data Specialist	Ohio Plan to Improve Literacy Achievement PAST assessment LETRS Handwriting Without Tears Pilot (PreK-K)	WWC Practice Guides SST7 support from LLN Research/Evidence based strategies that suggest effective use of the literacy block	<i>This is Disciplinary Literacy</i> books to conduct book studies with BLTs and 6-12 department chairs NEWSELA ReLeah Lent & Marsha Voigt
Specifics of Implementation	Identify and purchase a universal screener Create a testing schedule for screening students Provide ongoing, embedded professional development to all teachers and support staff on the screener and analyzing the results	Purchase Heggerty Materials Implement Heggerty program in grades preK-2 to improve tier 1 instruction that supports phonemic awareness Provide ongoing, embedded professional development to all Research and select advanced phonics/morphology	Work collaboratively to create consistent instructional expectations for reading and writing standards for all learners. Embed professional development to support the components of the literacy framework expectations Provide ongoing, embedded	Identify appropriate use of complex grade level texts with instructional level texts Research and implement evidence based reading, writing, vocabulary and comprehension strategies to disciplinary literacy

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
	<p>Observe and identify current BAS & DSA practices to determine how results are currently being used to inform and guide instruction</p> <p>teachers and support staff on phonemic awareness</p> <p>Literacy academy participants (select teachers, literacy coaches) will complete units 1-4 LETRS training in 2019-2020 and units 5-8 in 2020-2021 school year with expansion to all primary grades</p> <p>Purchase <i>Equipped for Reading Success</i> Books for intermediate teachers district wide</p> <p>Purchase additional items to support phonemic awareness instruction</p>	<p>programs. DSC will narrow to 3 programs and gather Teacher/Coach input before final selection</p> <p>Create a monitoring tool with literacy coaches for fidelity of implementation</p> <p>Research materials to support tier 1 writing instruction</p> <p>Develop a scope and sequence for foundational skills for PreK-5.</p> <p>Develop scope and sequence for 6-12 for morphology</p> <p>Embed professional development for evidence based reading and writing strategies</p> <p>Embedded professional development for 6-9 ELA teachers based on the science of reading</p> <p>The district will create guidelines with exemplars to reflect literacy</p> <p>Pilot Handwriting Program at 2 elementaries. At the end of the year, identify effectiveness and possibility of expansion to all elementary schools.</p>	<p>professional development for disciplinary literacy including coaching opportunities</p> <p>Look at current resources available for classroom libraries</p>	
Measure of Success	Creation of literacy decision tree	<p>Selection and purchase of screener prior to start of SY 20-21 as evidenced by purchase order documents.</p> <p>100% of teachers and administrators will be trained on the screener as evidenced by district sign in sheet.</p> <p>100% of students will take screener</p>	<p>Scope and sequence documents finalized</p> <p>Building schedules reflect changes to literacy block</p> <p>Guideline document with exemplars</p> <p>Professional development agendas reflecting literacy framework</p>	<p>Google classroom lesson plans</p> <p>Department chair meeting agendas</p> <p>Professional development agendas</p> <p>Coaching Notes</p>

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
		Monitor the data from fidelity of implementation tools Administer the screener Fall, Winter and Spring analyzing progress after each. Completion of LETRS modules	components	
Check-in/Review Date	Monthly check in with literacy coaches Biannual DLT meetings Monthly Literacy Pillar Meetings	Monthly Literacy Pillar Meetings Monthly Literacy Coaches meetings	Monthly DLT meetings Monthly Literacy Pillar Meetings	Monthly Literacy Pillar Meetings Meetings of literacy plan implementation

District Goal:

By the 2024 report card, the district reading performance index grade will meet the state standard.

Subgoal Statement: Create Multi-Tiered System of Support (MTSS) for all students

Evidence-Based Practice:

1. Screen all students to identify the root cause of potential reading problems at the beginning of the year and again in the middle of the year.
2. Provide time for differentiated reading direct instruction for all students based on the results of the screener.
3. Use evidenced-based reading strategies
4. Data- based decision making
5. Regularly monitor the progress of all students.
6. Focus on fidelity of implementation
7. Professional collaboration through teams
8. Embedded professional development

	Action Step 1	Action Step 2	Action Step 3	
Implementation Components	Ensure each building has an efficient MTSS model	Review RIMPS, WEPS and IEPs that address literacy goals to ensure alignment to the Simple View of Reading	Include in the framework specific intervention time for striving readers and writers	Train appropriate staff in identified interventions based on decision tree
Timeline	2019-2020	Fall 2019-Spring 2022	Spring 2020	2019-2022
Lead Person(s)	Principals, District Literacy Trainer, Director of Student Services, Data & Accountability Supervisor	Principals, District Literacy Trainer, Student Services Supervisors/Coordinators, Literacy Coaches, and Gifted Coordinators	Principals, District Literacy Trainer, Director of Student Services, Curriculum Supervisor and Gifted coordinators	District Literacy Trainer, Student Services Director/Supervisors

	Action Step 1	Action Step 2	Action Step 3	
Resources Needed	Screeners, identify intervention resources EduClimber	IDEA, Gifted service models and TGRG guidelines Exemplars	Access to appropriate interventions and materials based on screener results	Orton Gillingham Training Provide training for enrichment Access to evidence based interventions
Specifics of Implementation	Create and refine an MTSS building level team and referral process Create a literacy decision tree based on the five big ideas Use evidence-based strategies and document interventions in district created eduClimber form Research assistive technology Embedded professional development during weekly assistant principal and principal meetings Expand the use of Educlimber to enter and track interventions Identify current interventions and determine next steps to support tier 2 and 3 instruction	Train literacy coaches and teachers on writing quality RIMPs Train GISs to write quality WEPs based on the Simple View of Reading Provide coaching days for each building to review RIMPs with literacy coaches Align IEPs and RIMPS Train Intervention Specialists to write quality IEP goals specific to student literacy needs that align with the Simple View of Reading Communicate to parents the results of the reading diagnostic and need for RIMP	Define available interventions (at each tier) with specific success criteria and/or progress monitoring tools in order to evaluate effectiveness	Provide training for and MTSS to all students and additional support Review current staffing levels Look at teaming models for 5th grade and the middle school Review interventions to ensure they match student needs Research possible intervention strategies for phonemic awareness Monthly meetings with literacy coaches 100% of our coaches will be LETRS trained and will share new learning during coaching sessions 30 hour trained OG professional in each elementary building and two staff members in middle and high school
Measure of Success	Review eduClimber data Assessment data based on literacy decision tree Principal meeting agendas	Monthly Pillars meetings	Monthly Pillar Meetings	Quarterly MTSS meetings Monthly Pillar Meetings
Check-in/Review Date	Weekly and monthly MTSS building meetings Monthly Pillar meetings			

District Goal:

By the 2024 report card, the district reading performance index grade will meet the state standard.

SubGoal Statement: The Ohio Improvement Process (OIP) will continue to serve as the change process to monitor, implement and evaluate the effectiveness of standards based instruction.

Evidence-Based Practice:

1. Maintain a consistent focus on improving instruction

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Components	Send DSC members and head principals to OLi4 training.	Each DSC member will be assigned to a BLT to provide ongoing support around OIP	Update curriculum maps and year at a glance documents in all disciplines to support the five big ideas of reading and disciplinary literacy	The DLT will continue to support BLTs and TBTs in the OIP process.
Timeline	2019-2022	2019-2020	2019-2022	2019-2022
Lead Person(s)	Principals, Teacher Leaders, Department Leaders, District Literacy Trainer	Principals, Teacher Leaders, Department Leaders, District Literacy Trainer	Principals, Teacher Leaders, Department Leaders, District Literacy Trainer	Principals, Teacher Leaders, Department Leaders, District Literacy Trainer, OIP internal facilitator
Resources Needed	100% of head principals will attend OLi4	Create a schedule with DSC staff assignments for each building	Model Curriculum Flipbooks Simple View of Reading	OLAC Modules Teacher Clarity Playbook
Specifics of Implementation	Embedded professional development through OLi4	DSC staff will attend the monthly BLT meetings to provide support and feedback	Integrate reading and writing standards Update YAGs and curriculum maps in all disciplines Continued professional development on developing clear and measurable learning targets and determining mastery for standards. Develop a standards based report card for grades kindergarten through second grade (implement 20-21) and grades 3-5 (implement 21-22).	The DLT will determine protocols that will be followed for each BLT and TBTs within each building. BLTs will determine professional development opportunities based on the critical needs and the evidence based strategies used to meet those needs Provide professional development during monthly DLT meetings DLT will provide opportunities for professional development on mastery of standards using Teacher Clarity Playbook

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Measure of Success	Attendance at all OLi4 meetings Monthly coaching sessions with SST 7 and online reflections	Review of BLT minutes	Updated curriculum maps and year at a glance documents Professional development agendas	Evidence of use of protocols during BLT and TBT minutes
Check-in/Review Date	Monthly pillar meetings	Monthly DLT meetings Monthly pillar meetings	Monthly pillar meetings	Monthly DLT and BLT meetings Monthly pillar meetings

District Goal:

By the 2024 report card, the district reading performance index grade will meet the state standard.

SubGoal Statement: Provide parents and community members opportunities to acquire necessary information, knowledge, and skills to support their children’s literacy education at home and at school.

Evidence-Based Practice:

1. Communication and Engagement

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Components	Partner with the Marion Public Library to ensure families have access to activities that promote literacy with their child.	Build strong and effective partnerships with families and community partners.	The district will ensure families have the knowledge and resources to support reading and writing at home.	Create a task force to support literacy
Timeline	2019-2022	2019-2022	2019-2022	2019-2022
Lead Person(s)	Principals, Teacher Leaders, Department Leaders, District Literacy Trainer	Principals, Teacher Leaders, Department Leaders, District Literacy Trainer	Principals, Teacher Leaders, Department Leaders, District Literacy Trainer	Principals, Teacher Leaders, Department Leaders, District Literacy Trainer
Resources Needed	Marion Public Library	League of Women Voters Family and Children First Council	Literacy Resources including a parent guide to support literacy Staff Attendance at Literacy Nights	List of possible community members/leaders of organizations that can support literacy achievement
Specifics of Implementation	Let’s Read 20 Program Continue to expand the library’s role in promoting literacy Partner with the library’s Summer Reading Program	Partner with Help Me Grow specialists to align literacy strategies Work with all local early childhood providers to align literacy strategies League of Women voters will engage in helping ECE providers with literacy strategies	Each building will establish literacy nights two times per year. Provide common literacy resources and strategies that support the district’s strategic plan to be delivered at literacy nights (pamphlet, bookmark, i.e. something common and useful to families)	Select representatives from the community to be trained in the 5 components of reading and literacy expectations for children (preschools, daycare, library personnel, churches, hospital nursery personnel, pediatricians, Family and Children First Council, Help Me Grow...)

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
		<p>After school programs will support literacy instruction and engage parents and families during after school opportunities</p> <p>Communication from the district to support families with strategies to use at home Work with Family & Children First Council to identify supports for families</p> <p>The district will establish a parent forum group with representation from each building for communication and collaboration</p>	<p>Research parent resources and modules such as Parent Modules from OSU, Family Engagement Tool Kit from Ohio</p> <p>Afterschool Network, and Ohio Families Engagement Center</p>	<p>Work with the SST to train community partners in literacy resources and support</p> <p>Brainstorm with selected individuals about how they can support/encourage further education around reading needs and/or expectations in the community</p> <p>Faith based organizations will be recruited to engage families in strategies to improve reading in the home</p>
Measure of Success	<p>Building take home journals</p> <p>Let's Read 20 Promise website</p>	Attendance at Pillar meetings and task force meetings	<p>Attendance logs for teachers and families</p> <p>Data collection on adult literacy rates</p>	Attendance at training and/or meetings
Check-in/Review Date	Quarterly Let's Read 20 meetings	<p>Monthly DLT meetings</p> <p>Monthly pillar meetings</p>	<p>Monthly pillar meetings</p> <p>Attendance sheets for Literacy Nights</p>	<p>Monthly DLT and BLT meetings</p> <p>Monthly pillar meetings Agenda and meeting dates</p>

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.

Literacy Pillar Review Team:

- Lisa Ralph
- Ron Iarussi
- Jennifer Lawson
- Ben Porter
- Krista Dendinger
- Cindy DeAngelis
- Angie Pace
- Jen Layne
- Terrie Turney
- Tonya Riedel
- Angie Osborne
- Greg Menzie

Cristina Taylor

Implementation tools will be developed with input from the core literacy team, literacy coaches and building level administrators. The literacy pillar team will review data at monthly meetings. In addition, OTES and OIP will be used to monitor the implementation of the Reading Achievement Plan (RAP) at the building and district level. Following the Ohio Improvement Process, TBTs will collect data and follow the action steps created in the Reading Achievement Plan (RAP). These strategies will be adjusted to fit student needs and formalized at the TBT meetings. This data will further be examined at BLT meetings and this will be reported out at the District Leadership Team Meeting.

The district will implement MTSS built around the five components of reading and writing. Screeners will be administered for each component with evidence based interventions appropriate for the needs of struggling readers included in the literacy decision rules. Appropriate interventions will be utilized to address individual student needs. Embedded professional development will be implemented in order to ensure that teachers are meeting student needs within the classroom. Student needs will be met by enhancing core classroom instruction, as evidenced by learning walks, formal walkthroughs, and teacher evaluations. In addition, teachers will engage in professional development related to intervention supports within the class that will assist in closing the reading achievement gaps identified in the core instruction. Data will be collected from assessments and embedded in the monitoring document and reported out at each monthly literacy pillar meeting. All monitoring meets applicable privacy requirements of the Marion City Schools local policy and also meets state and federal regulations.

Who:	Evidence Collected:	When:
District Leadership Team	<ul style="list-style-type: none"> • Diagnostic Reports from NWEA MAP • Ohio State Test Results • Benchmark data grades K-8 • Screeners • ACT Results • Learning Walks (Step 4 OIP process) • BLT Minutes 	1 to 3 times a year depending on the data source
Building Leadership Team	<ul style="list-style-type: none"> • Diagnostic and Growth Monitoring Reports from NWEA • Map • TBT Minutes • Benchmark Assessments (2-3 times/year) • Ohio State Test Results • Screeners • ACT Results • Adult Implementation Walkthrough data 	Monthly, quarterly or biannually depending on the data source
Teacher Based Teams	<ul style="list-style-type: none"> • Walk-Through Data (Step 4 OIP process) • Formative Assessment Data • Heggerty/PAST Data • Diagnostic and Growth Monitoring Reports from NWEA • Map • TBT Minutes • Benchmark Assessments (2-3 times/year) • Ohio State Test Results • Screeners • ACT Results 	Monthly, quarterly or biannually depending on the data source

Who:	Evidence Collected:	When:
Literacy Pillar Team	<ul style="list-style-type: none"> • Review screener results • Review implementation survey results • Monthly check in on literacy strategic plan and timeline Review professional development agendas and district meeting agendas to ensure alignment to our plan 	Monthly pillar meetings

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.

Evidence-based Practice/ Intervention	ESSA Tier Level
1- Teachers will engage in systematic and explicit instruction based on the five big ideas of reading	Tier 1 (Strong)
2- Develop awareness of the segments of sounds in speech and how they link to letters	Tier 1 (Strong)
3- Teach students how to use evidence based comprehension strategies through the use of complex text sets and providing opportunities for quality discussions on the meaning of texts	Tier 1 (Strong) Tier 2 (Moderate)
4- Teach students the writing process by using evidence based writing strategies using the gradual release of responsibility	Tier 1 (Strong)
5- Provide systematic and explicit instruction of advanced decoding to support fluency and word recognition	Tier 1 (Strong)
6- Provide explicit vocabulary instruction	Tier 1 (Strong)
7- Screen all students to identify the root cause of potential reading problems at the beginning of the year and again in the middle of the year	Tier 2 (Moderate)

8- Provide time for differentiated reading direct instruction for all students based on the results of the screener	Tier 3 (Low)
9- Data-based decision making	Tier 3 (Low)
10- Embedded professional development	Tier 1
11- Communication and Engagement	Tier 4
12- Maintain a consistent focus on improving instruction	Tier 3 (Low)
13- Reading Recovery	Tier 1 (Strong)
14- Leveled Literacy Intervention	Tier 1 (Strong)

The core literacy team reviewed current literacy practices and reviewed assessment data through grade level representative meetings. We identified strengths and weaknesses based on research that is recommended in Ohio’s Plan to Raise Literacy Achievement. The Core team has attended multiple professional development opportunities centered around the science of reading including Literacy Academy in 2019, Explicit Instruction training in 2019 and the OLAC forums in both 2018 and 2019. We referenced Ohio’s Literacy Toolkit to research evidence based strategies. We utilized the What Works Clearinghouse practice guides to support the creation of our district literacy plan and utilized the recommendations as our evidence based practices. In addition, we have selected strategies that are supported by John Hattie’s research. The district MTSS model will include a decision tree that will include evidence based intervention strategies such as explicit phonemic awareness instruction, explicit phonics instruction, access to grade level texts and interventions based on assessment results that supports all learners. Literacy coaches will meet individually with teachers to ensure their RIMPS align to the Simple View of Reading.

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

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

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

The district will provide clear expectations for the literacy block with an intentional focus on teaching foundational reading skills in grades preK-3. Data analysis and staff surveys have shown that core literacy instruction has lacked alignment to the science of reading and writing. We believe the focus on improving tier 1 instruction will support literacy growth in our district. The district will also align the literacy framework to focus on the five big ideas of reading and writing and build in time for tier two interventions. These components have been embedded in the Literacy Collaborative framework, however, have lacked explicit instruction in all components. Through the creation of building MTSS teams, buildings will be able to progress monitor and communicate regularly about student needs and providing specific interventions based on data. The district will select and administer a universal screener to identify potential reading difficulties and create decisions rules on next steps for students that fall below benchmark, at benchmark and above for each grade level. Students falling below grade level will receive tier 2 and tier 3 interventions as needed and those students on RIMPs will receive specific instruction based on identified needs.

The district will provide embedded professional development for administrators and teachers. This includes professional development during monthly principal meetings, monthly coaches meetings, staff development days and through the learning academies set up by the district.

All building principals are attending OLi4 for the first time and will receive coaching support around OIP and continuous improvement.

K-2 literacy coaches at each building will attend professional development aligned to our Reading Achievement Plan (RAP) to provide support for all preK-5 teachers. All literacy coaches and teacher leaders from each building will participate in LETRS professional development and complete units 1-4 during this school year and units 5-8 in the 2020-2021 school year. The Bridge to Practice activities will serve as evidence of implementation. Literacy coaches will receive professional development on the Ohio Improvement Process, coaching TBTs and teacher clarity with a stronger emphasis on effective reading and writing instruction supporting the science of reading including strong foundational skills and writing including (informative, narrative, opinion/argumentative) reflected in Ohio standards. Literacy coaches will support and monitor implementation of effective literacy strategies that align to Ohio standards. Marion City Schools will partner with State Support Team 7 to provide literacy support for administrators and teachers and ongoing professional development. In addition, MCS will partner with State Support Team 7 to provide literacy support for parents and community partners. We believe the creation of the literacy task force will help to engage parents and community partners to improve and support literacy in the district. The creation of the literacy pillar team will allow the district to monitor implementation of programs and ensure high quality professional development is being delivered. We believe that selecting and implementing a universal screener will help us target specific reading difficulties early. The professional development plan supports all identified areas of growth for educators in our district to provide high quality literacy instruction. Previously our strategic plan focused on programs and not specifically on learning outcomes for students. The changes in our strategic plan align with our Reading Achievement Plan (RAP).

As evidenced by the What Works Clearinghouse recommendations, the selected evidence-based strategies will improve literacy instruction in our district. In addition, selected strategies reflect the highest effect sizes on student learning based on John Hattie's Visible Learning.

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: Phonemic Awareness

Provider: Cyndi Schultz, Marianne LaRosa, Cheryl Byrne

Date: 8/6/19, 8/9/19, 8/12/19, 8/13/19

Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
✓	✓	✓	✓	✓	✓
Resources			Outcomes/Evaluation:		
Heggerty manuals, PAST assessment, Equipped for Reading			<p>100% of our PreK-5 teachers and administrators will participate in the training. Attendance is required and district sign-in sheets will be used as evidence.</p> <p>100% of our PreK-2 teachers will administer the Heggerty assessment in the fall, winter and spring.</p> <p>100% of our PreK-2 teachers will implement Heggerty lessons daily.</p> <p>100% of our 3-5 teachers will give the PAST assessment and use the data to implement the one minute activities from <i>Equipped for Reading Success</i>.</p>		

Professional Development: Literacy Coach Webinars

Provider: Michelle Elia

Dates: 9/9/19, 9/19/19,10/23/19,11/6/19, 12/19/19

Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
✓	✓	✓	✓	✓	✓
Resources			Outcomes/Evaluation:		
Technology			<p>100% of our literacy coaches will attend the webinars to deepen their understanding of the science of reading.</p> <p>Coaching for Systemic and Classroom Changes in Literacy Practices Participants Will:</p> <ul style="list-style-type: none"> ● Learn the 4 Theoretical Models that impact classroom reading instruction. ● Identify critical elements of literacy in instruction k-5. ● Align instruction to the Changing Emphasis of Big Ideas k - 5 ● Understand the roles of phonemic awareness, phonics (for decoding), fluency, vocabulary, and comprehension in reading instruction. ● Observe modeling of instructional techniques and instructional content. ● Participate in role-playing of instructional strategies to meet the needs of all learners. <p>Understand the significance of data collection tools to plan for data based interventions as a part of MTSS</p>		

Professional Development: Intermediate, Primary PD & Secondary

Provider: Primary & Intermediate Coaches

Date: SY 19-20, 20-21, 20-22

Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
✓	✓	✓	✓	✓	✓
Resources			Outcomes/Evaluation:		
Sub coverage			<p>100% of our intermediate teachers will attend 12 hours of professional development led by our intermediate literacy coaches where they will share information and strategies from LETRS and webinars with Michelle Elia. Intermediate coaches will follow up with coaching sessions in order to see the application of new learning. 100% of our primary teachers will attend 9 hours of professional development led by district literacy trainer and primary literacy coaches where they will share information and strategies from LETRS and webinars with Michelle Elia. Primary coaches will follow up with coaching sessions in order to see the application of new learning. Provide professional development for secondary teachers on administering and analyzing screener results, the science of reading and the five big ideas of reading and writing. Provide professional development for intervention specialist to ensure IEPs align with the five big ideas of reading.</p> <p>PD agendas will serve as one piece of evidence of alignment to our literacy plan and increased knowledge of the science of reading</p>		

Professional Development: Disciplinary Literacy

Provider: ReLeah Lent

Date: 6/5/19, 6/6/19, 6/7/19, 11/4/19, 11/5/19, 11/21/19

Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
✓	✓	✓	✓	✓	✓
Resources			Outcomes/Evaluation:		
<p>Establish expectations for department chair responsibilities to support implementation of disciplinary literacy.</p> <p>Determine dates for on-going PD and coaching days.</p> <p>Year 1 Cohort established</p>			<p>Staff members from elementary, middle and high school and department chair members will be the first cohort for disciplinary literacy. They received 3 days of initial training and will receive on-going training throughout the school year. Cohort members are expected to participate in Google Classroom and share examples of lesson plans and review and provide feedback to other classroom teachers. In addition, they will share a reflection on their lesson plan about how it is shifting their instructional planning to support students and share how they are communicating their learning with other colleagues. Personalized learning coaches at the high school will work with departments to support implementation of disciplinary literacy.</p> <p>Agendas for monthly meetings of 6-12 department chairs will reflect evidence of disciplinary literacy implementation and collaboration.</p>		

Professional Development: District Literacy Academy/LETRS

Provider: Voyager Sopris

Date: 9/24/19, 10/10/19, 11/5/19, 12/5/19, 1/30/20, 2/13/20, 3/17/20, 5/7/20

Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
✓	✓	✓	✓	✓	✓
Resources			Outcomes/Evaluation:		
Purchase online LETRS modules for units 1-4 Purchase training manuals for units 1-4 Confirm dates for facilitators from Voyager Sopris to attend to lead the face to face trainings			100% of our literacy coaches will attend LETRS training and complete units 1-4 during the 2019-2020 school year. 12 teacher leaders from K-8 representing all six elementaries and our middle school will attend LETRS training and complete units 1-4 during the 2019-2020 school year. All teachers will complete and submit their Bridge to Practice activities.		

Professional Development: Literacy Leaders Network

Provider: SST 7/Cheryl Byrne

Date: 9/19/19, 10/14/19, 12/5/19, 2/19/20, 4/2/20

Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
✓	✓	✓	✓	✓	✓
Resources			Outcomes/Evaluation:		
Create a team including core literacy team members to attend the literacy leaders network (District Literacy Trainer, Curriculum Supervisor, Student Services Director, High School Assistant Principal, Elementary Assistant Principal, and Preschool Coordinator)			This professional development blended model will focus on building capacity in effective practices in literacy instruction, creating and supporting an MTSS framework, and developing resources to meet the needs of each student. Our team will learn more about the science of reading, complete the R-TFI, create literacy decision rules, and develop a common understanding of MTSS to support our literacy plan.		

Professional Development: OLi4

Provider: University of Cincinnati/Systems Development & Improvement Center

Date: 8/6/19-6/30/20

Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
✓	✓	✓	✓	✓	✓
Resources			Outcomes/Evaluation:		
Student-Centered Leadership book Attendance at state and regional meetings and OLAC forum Coaching from SST 7 OLi4 Monthly Reflections			100% of our head principals and internal facilitator will attend. Principals will focus on inclusive leadership Provide targeted PD[1], including technical assistance (TA) and coaching, to (1) build the capacity of school principals[2] to improve results for all students, including students receiving special education services and students with learning difficulties, as part of district- and school-wide improvement; (2) build principal knowledge and skill in the use of distributed or shared leadership models, including the facilitation of building leadership teams (BLTs) and teacher-based teams (TBTs) aligned with the Ohio 5-step Process; (3) identify and support the consistent implementation of specific targeted practices that improve student access to and progress in inclusive educational environments; and (4) collect comprehensive and ongoing needs assessment data and data on the level of inclusive practice and its effects on student outcomes over time.		

Professional Development: DLT/BLT/TBT Training

Provider: Marion City Schools

Date: 8/2019-5/2020

Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
✓	✓	✓	✓	✓	✓
Resources			Outcomes/Evaluation:		
SST 7 consultant assistance. Use of OLAC website resources including videos and training manuals OLAC forum			Increase in the percentage of students that achieve mastery of standards Review BLT agenda/minutes TBT report out at monthly BLT meetings to reflect evidence of mastery of standards		

Professional Development: OIP Network Series

Provider: SST 7

Date: SY 2019-2020

Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
✓	✓	✓	✓	✓	✓
Resources			Outcomes/Evaluation:		
<p>Angie Osborne- Educational Programs & Grants Supervisor will attend this series.</p>			<p>Internal and External facilitators will acquire 80% of identified learning intentions listed below:</p> <ul style="list-style-type: none"> Understand ODE's strategic plan & Ohio's Literacy Plan Understand 5 step process Identify role and purpose of DLT, BLT and TBT Facilitate a root cause analysis Identify ESSA evidence based practices Sustain a strategic plan Create systems to monitor adult implementation Utilize resources to successfully implement OIP Participate in peer to peer conversations Commitment to equity, diverse learners and high achievement <p>Angie will lead this work with DLT members and evidence will be documented in monthly DLT meeting agendas and minutes.</p> <p>BLTs will report out at monthly DLT meetings</p>		

Professional Development: Administration Team

Provider: Marion City Schools

Date: SY 2019-2020

Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
✓	✓	✓	✓	✓	✓
Resources			Outcomes/Evaluation:		
Literacy Resources (Scarborough's Rope, Simple View of Reading, Resources from LETRS manual, Disciplinary Literacy) Teacher Clarity Playbook Skillful Leader Texts			Members of the teaching and learning department will provide weekly embedded professional development for all building principals and assistant principals. Topics will include the science of reading, disciplinary literacy, teacher clarity, learning progressions, learning intentions, success criteria, OTES, measurable learning targets, explicit instruction/gradual release and other specific components to support effective literacy instruction for all learners.		

Professional Development: Literacy Academy

Provider: Ohio Department of Education

Date: February 2019, February 2020

Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
✓	✓	✓	✓	✓	✓
Resources			Outcomes/Evaluation:		
Literacy materials provided by each presenter			Attend sessions to support raising literacy achievement in our district. Sessions were selected to specifically support sections of our Reading Achievement Plan and our core literacy team will make adjustments to our plan based on information shared during the sessions.		

Professional Development: Explicit Instruction

Provider: ESC

Date: January 13th and 14th

Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
✓	✓	✓	✓	✓	✓
Resources			Outcomes/Evaluation:		
Anita Archer's Explicit Instruction book			<p>Explicit Instruction is systematic, direct, engaging and success oriented-and has been shown to promote achievement for all students. This professional learning opportunity gives intervention specialists and general education teachers the tools to implement explicit instruction in any grade level or content area. Anita Archer will provide clear guidelines for identifying key concepts, strategies, skills and routines to teach; design and deliver effective lessons; and how to provide students opportunities to practice and master new material. Sample lessons and other resources will be shared.</p> <p>Literacy coaches, district literacy trainer and curriculum supervisor will attend this session to support an increase in explicit instruction during our literacy block as evidenced by the literacy framework document and adjustments made to the reading achievement plan.</p>		

APPENDICES

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

Please see attachments for the following documents that align with our Reading Achievement Plan:

Marion City Strategic Plan

[Literacy Pillar Review](#)

[Marion City Schools Literacy Framework](#)

[Literacy Strategic Plan](#)

GLOSSARY

Academic vocabulary - Academic Vocabulary is defined as words that are traditionally used in academic dialogue and text. Specifically, it refers to words that are not necessarily common or frequently encountered in informal conversation.

Assessment literacy - The knowledge about how to assess what students know and can do, interpret the results of these assessments, and apply these results to improve student learning and program effectiveness.”

MCS Literacy Framework - A framework of literacy instruction that reflects gradual release of responsibility through whole group, small group and independent learning. It includes explicit teaching with authentic texts through various literacy methods such as interactive read aloud, shared reading, guided reading, independent reading, word study, strategy groups

Decoding - To analyze (break down) spoken words or graphic symbols/units of a familiar language to discover their intended meaning

Disciplinary Literacy - using specialized strategies for comprehending and responding to texts that reflect the demands of a specific discipline.

Explicit instruction - begins with setting the stage for learning, followed by a clear explanation of what to do (telling), followed by modeling of the process (showing), followed by multiple opportunities for practice (guiding) until independence is attained. Explicit instruction moves systematically from extensive teacher input and little student responsibility initially to total student responsibility and minimal teacher involvement at the conclusion of the learning cycle.

Evidence-Based Strategies - evidence-based refers to any concept or strategy that is derived from or informed by objective evidence—most commonly, educational research or metrics of school, teacher, and student performance.

Gradual Release Model - The Gradual Release Model is a best practice instructional model where teachers strategically transfer the responsibility in the learning process from the teacher to the students

Grapheme - A written representation of a phoneme (a sound); may be a single letter or group of letters

Five Components of Reading - Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension (Elementary)
Advanced decoding, Motivation, Fluency, Vocabulary and Comprehension (Secondary)

Fluency - reading with sufficient accuracy, rate and expression to support comprehension.

Intervention - The systematic and explicit instruction provided to accelerate growth in an area of identified need.

Language Comprehension - The ability to understand spoken language

Multi-tiered Systems of Support (MTSS) - the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions

OIP - The Ohio Improvement Process is a systems framework of collaborative team protocols to analyze data, research aligned improvement strategies, implement and monitor strategies, provide feedback to teams and determine effectiveness based on performance and implementation data.

Orthography - A writing system for representing language

Orthographic Mapping - The mental process used to store words for immediate and effortless retrieval. It requires phonemic awareness, letter-sound knowledge, and the mechanism for sight word learning.

Phonemic awareness - The ability to hear, identify, and manipulate individual sounds-phonemes--in spoken words

Phoneme - An individual sound unit of speech

Phonology - The rule system within a language by which phonemes can be sequenced, combined, and pronounced to make words

Phonological awareness - The conscious awareness of all levels of the speech sound system, including word boundaries, stress patterns, syllables, onset-rime units, and phonemes.

MORPHOLOGY - The study of the structure and construction of words including where the word originated (i.e., Greek, Latin), the inflection (the way a word is changed or altered in form to achieve a new meaning, such as adding -s or -ed to a verb to change tense), and compounding (two or more words connected to make a longer word, such as birdbath)

Reading Comprehension - Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows.

Text Complexity - The inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables (e.g., language clarity, sentence length, reader motivation)

CITATIONS:

Ohio Department of Education (2019-2020). Guidance Manual on the Third Grade Reading Guarantee:

<http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Third-Grade-Reading-Guarantee/TGRG-Guidance-Manual.pdf.aspx?lang=en-US>

Ohio Department of Education (2017). Ohio Improvement Process: <http://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/Ohio-Improvement-Process>

Ohio Department of Education (2017). Ohio's Literacy Toolkits: <http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Ohio-s-Literacy-Toolkits>

Ohio Department of Education (2019) ELA Standards

LETRS Manual

Ohio's Plan to Raise Literacy Achievement. 2018. Ohio Department of Education.

Institute of Educational Sciences. Turning Around Chronically Low-Performing Schools (May 2008)

Institute of Educational Sciences Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades

(February 2009)

Institute of Educational Sciences. Improving Reading Comprehension in Kindergarten Through 3rd Grade (September 2010)

Institute of Educational Sciences. Improving Adolescent Literacy: Effective Classroom and Intervention Practices (August 2008)

Institute of Educational Sciences. Teaching Elementary School Students to Be Effective Writers October 2018* Revised

Institute of Educational Sciences. Teaching Secondary Students to Write Effectively November 2016

Institute of Educational Sciences. Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade July 2016* Revised

OLAC <https://ohioleadership.org/>

John Hattie [Visible Learning](#)