May 5, 2020

Dear Superintendent,

Thank you for submitting the Middletown City School District 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.
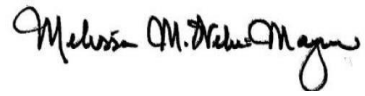
This plan will benefit from:
- Conducting a root cause analysis of learner performance data for use to determine areas for teacher professional development and student instruction.
- Using the data analysis to set goals and subgoals for Tier 1, 2 and 3 instruction.
- Outline a review process for curriculum 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,

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

25 South Front Street   (877) 644-6338
Columbus, Ohio 43215   For people who are deaf or hard of hearing,
education.ohio.gov   please call Relay Ohio first at 711.

READING ACHIEVEMENT PLAN

DISTRICT NAME: Middletown City School District

DISTRICT IRN: 044404

DISTRICT ADDRESS: One Donham Plaza, 4th Floor, Middletown, OH 45042

PLAN COMPLETION DATE: December 19, 2019

LEAD WRITERS:

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

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

Name	Title/Role	Location	Email
Frances Morrison	Director of Curriculum and Innovation	Administration Building	fmorrison@middletowncityschools.com
Dr. Kelly Wilham	K-5 Curriculum Coordinator	Administration Building	kwilham@middletowncityschools.com
Beth Olthoff	District Curriculum Lead Teacher	Administration Building	bolthoff@middletowncityschools.com
Alexandria True	District Literacy Leader	Administration Building	atrue@middletowncityschools.com
Adrienne Scherrer	District Literacy Leader	Administration Building	ascherrer@middletowncityschools.com
Peggy Brubaker	Instructional Coach	Amanda Elementary	pbrubaker@middletowncityschools.com
Cindi Nusbaum	Parent Resource Center	District Wide	cnusbaum@middletowncityschools.com
Alicia Merriman	Teacher	Rosa Parks Elementary	amerriman@middletowncityschools.com
Deb Smith	Teacher/MTA Rep	Creekview Elementary	dlsmith@middletowncityschools.com
Kelly Johnson	BCESC Preschool	Early Childhood	johnsonk@bcesc.org

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 Leadership Team of the Middletown City School District developed a Reading Achievement Plan that improves literacy outcomes. The team reviewed various data from KRA, Fountas & Pinnell Benchmark, Leveled Literacy Intervention, K-3 Literacy Component of the State Report Card, MAP, and OST. The team identified needs to create the Reading Achievement Plan to begin exploration of evidence-based practices and strategies to improve and supplement the English Language Arts curriculum. Based on data and research, the team developed goals, strategies, and action steps that support student achievement.

The plan will be monitored through Teacher Based Teams (TBT's), Building Leadership Team (BLT), and District Leadership Team (DLT). Collection of data by teachers will be shared in weekly TBT meetings and monthly BLT and DLT meetings. Data collected will be used to make adjustments to strategies and action steps as outlined in the 5 OIP step process.

A Literacy Team made of staff, community outreach member, and administrators will communicate the Reading Achievement Plan to all stakeholders via staff meetings, community engagement events, web site, parent teacher conferences, and board meetings. The Literacy Team will partner with stakeholders and

community members to develop a system of feedback that encourages two-way communication; partnerships at the local level enable the successful implementation of the Reading Achievement Plan.

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

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

The Middletown City School District DLT completed an extensive review and updated the district's OIP plan and CCIP in the spring of 2019 upon completing the Decision Framework. TBT's, BLT's, and the DLT analyzed student interim reading, interim benchmark (KRA, MAP, Fountas & Pinnell), and report card data. The following goals are also reflected in our Reading Achievement Plan to improve our district K-3 Literacy Report Card Data.

FY20 CCIP Plan	**FY18-21 District Strategic Plan**
Goal 1: Instructional Excellence	Objective #1: Instructional Excellence
In 2020, Middletown City Schools will increase student performance, K-12, in reading and math by 5%. Administrators and staff will improve the reading and mathematics proficiency of all students so that 40.5% of students will improve their performance by 1.5 years MAP growth and / or 10% scoring proficient on OST assessments by the conclusion of the 2019-2020 school year, as well as 80% implementation by staff as measured by sign in sheets and lesson plans.	Middletown City School District is committed to modernizing our approach to providing ALL students with a high-quality education. The core objectives in the Instructional Excellence focus area center around instructional design and delivery, shifting away from traditional approaches and leveraging technology.
Instructional Excellence	Action Step:
District-wide promotion of the Universal Design for Learning framework, ISTE standards for leadership, teachers, and students, and professional learning on standards aligned modern instructional practices.	Universal Design for Learning framework based on OTES rubric for instructional planning
Action Step 1.1a Universal Design for Learning Framework based on OTES Rubric for Instructional Planning.	Action Step:
Action Step 1.1c Professional learning on modern instructional practices aligned to standards.	Professional learning on modern instructional practices aligned to standards
Increase student achievement and growth in reading	Action Step:
Action Step 3.1a Implementation of new curriculum documents K-10 for Reading and Math along with professional learning on instructional strategies.	Implementation of new curriculum documents K-10 for Reading and Math along with professional learning on instructional strategies.
Action Step 3.1b Implement building common formative assessment practices 3-10, and continue targeted TBT meetings.	Action Step:
	Implement building common formative assessment practices 3-10, and continue targeted TBT meetings.
Action Step 3.1c Provide on-going job embedded high quality professional development to support district wide implementation of strategic plan initiatives both within and outside contracted days.	Action Step:
	Provide on-going job embedded high quality
	professional development to support district wide implementation of strategic plan initiatives both within and outside contracted days.
	Action Step:

Action Step 3.1 d Teacher Leaders are trained as instructional coaches and develop coaching cycles with teachers to help support standards aligned instructional practices and provide professional development on enrichment, intervention strategies and a personalized learning experience to support student growth.

Action Step 3.1f Staff will support data driven instruction using OIP Process both during and outside of the school day.

FY21 CCIP Plan

Increase Student Learning in Reading

Provide professional development on effective instructional strategies to increase academic success for all students.

Grow a district culture of data driven instructional practices.

The district will refine and fully implement the OIP process to improve student learning in every classroom and every subgroup. Data will be used to inform instructional decisions and noted on TBT/BLT/DLT forms. Teacher Based Teams will meet weekly to analyze instruction and assessment data to inform instruction through the use of the OIP 5 step process. The Building Leadership Teams will meet monthly to analyze building data and communicate the work of the DLT as it relates to their building.The District Leadership Team will meet quarterly to analyze data and review progress toward meeting district wide goals.

Use of Ohio Improvement Process

The district will refine and fully implement the OIP process to improve student learning in every classroom and every subgroup.

Teacher Leaders are trained as instructional coaches and develop coaching cycles with teachers to help support standards aligned instructional practices and provide professional development on enrichment, intervention strategies and a personalized learning experience to support student growth.

Action Step:

Staff will support data driven instruction using OIP Process both during and outside of the school day.

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.*

KRA data indicates that students entering Kindergarten lack the necessary phonological awareness and vocabulary skills needed for early literacy success and consistently performed between 32% and 38% of students who are on track for proficiency in reading by third grade. Little to no progress has been made on the 1.5 years growth goal in all grades K-5.

Kindergarten

Spring 2017 MAP – Met 1.5 growth goal – 30.5%
Spring 2018 MAP – Met 1.5 growth goal – 41.6%
Spring 2019 MAP – Met 1.5 growth goal – 28%

KRA
Language and Literacy – Students who are on track for proficiency in reading by third grade.

2016	2017	2018	2019
38%	38%	38%	32%

Grade 1

Spring 2017 MAP – Met 1.5 growth goal – 19.6%
Spring 2018 MAP – Met 1.5 growth goal – 21.3%
Spring 2019 MAP – Met 1.5 growth goal – 10.7%

Grade 2

Spring 2017 MAP – Met 1.5 growth goal – 24.6%
Spring 2018 MAP – Met 1.5 growth goal – 33.3%
Spring 2019 MAP – Met 1.5 growth goal – 17.5%

Grade 3

Spring 2017 MAP – Met 1.5 growth goal – 26%
Spring 2018 MAP – Met 1.5 growth goal – 33.7%
Spring 2019 MAP – Met 1.5 growth goal – 19.5%

2018 OST ELA – 45.9% proficient or higher
2019 OST ELA – 45.3% proficient or higher

Grade 4

Spring 2017 MAP – Met 1.5 growth goal – 33.4%
Spring 2018 MAP – Met 1.5 growth goal – 34.6%
Spring 2019 MAP – Met 1.5 growth goal – 28.6%

2018 OST ELA – 46.5% proficient or higher
2019 OST ELA – 47.6% proficient or higher

Grade 5

Spring 2017 MAP – Met 1.5 growth goal – 37.4%
Spring 2018 MAP – Met 1.5 growth goal – 32.5%
Spring 2019 MAP – Met 1.5 growth goal – 33.5%

2018 OST ELA – 57.3% proficient or higher

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.

Analysis of the data indicates that the following factors contribute to literacy gaps in the Middletown City School District: mobility, poverty, staff and administrator turnover, and teacher experience.

Middletown City Schools is an urban district with 100% of students qualifying for Free and/or Reduced Lunch. Historically, students entering Kindergarten have limited or no prior preschool experiences. Families of low socioeconomic status are at a disadvantage due to lack of resources. As discussed, students who start behind stay behind; our data show that this is the reality of the community. 54.8% of those registered for Kindergarten for the 2018-2019 school year indicated one year or less of preschool, with 30% indicating no preschool experiences. Data from the Kindergarten Readiness Assessment (KRA) reflects the deficit in skills our students exhibit. The number of students reported as "Not on Track" in Language and Literacy has increased annually from 39% to 61.7%. This gap continues throughout each grade band, as reflected in the Measures of Academic Progress (MAP) and Ohio State ELA tests. 48.5% of kindergarten and first grade students scored in the Low, Low Average bands of MAP on the Foundational Skills strand and 47% scored in the Low, Low Average bands on the Language and Literature Strand. Second through fifth grade students performed below proficient bands with 49.3% in the Low and Low Average bands on Vocabulary Acquisition and Use, 46.1% in the same bands on the Informational strand, and 45.7% on the Literature strand. The Projected Proficiency on Grade 3 ELA Ohio State Test indicates 63.3% of students will score in the Limited and Basic categories. Another factor contributing to underachievement is mobility and trauma in the community. 15.6 % of the Middletown students experienced mobility in the 2018-2019 school year.

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](#).

Middletown City Schools Achievement Plan focuses on developing teacher and administrator capacity to ensure the successful implementation of reading instruction within the Reading Workshop Framework and Response To Intervention (RtI) Multi-Tiered System of Support model. This plan is anchored by the Active Implementation Frameworks research and the intentional selection and allocation of resources. Three areas will be addressed: (1) data analysis, (2) Multi-Tiered Systems of Support, and (3) evidence based literacy practices that are supported by the following levels of educational cascade: the classroom, grade level, school, district, and region to ensure sustainability. The curriculum focus is not on the formal structure of RtI but rather standards based core instruction and strategy directed intervention. We are working on creating a responsive TBT to meet the needs of students based on data, trying to establish a culture of collaboration and innovation in educating the whole child. We advocate for the reading workshop and math workshop models and personalization based on student's data, interest and need for engagement. We encourage UDL and the collection of lessons by Principals. The Coaches are supporting instructional planning, routines, and blended instruction. The Achievement plan requires all students to receive direct instruction in reading and writing as well as actively engaging in reading and writing activities as individuals or as part of small groups. The plan will support the knowledge and skills at grade level through evidence based language and literacy teaching and learning.

The Reading Workshop Framework is the foundation of our Literacy Plan and supported through the RtI framework and Ohio's Improvement Process (OIP). Guided Reading and an intentional focus on foundational reading skills and comprehension are the focus of Tier I instruction. Leveled Literacy Intervention (LLI) and evidence based reading and language acquisition foundational skill interventions a part of Tier II and Tier III instruction. Progress monitoring data from multiple sources is regularly reviewed through the OIP and RtI process.

Included in this project proposal is professional development for staff and administrators provided by regional and national consultants, with a focus on each of the outlined project goals. Sustained job embedded coaching for staff will be provided by the regional consultant from the Literacy Collaborative and district level literacy coaches. By carefully structuring the Implementation Frameworks, both students and adults will move Middletown's advancement of language and literacy development forward.

Activities included within the goal are explicit, systematic instruction focused on alphabetic knowledge, phonological and phonemic awareness, phonics and word recognition, language acquisition, and comprehension. Instruction will be delivered through the Reading Workshop Framework. Teachers will receive sustained professional development and support provided by the Literacy Collaborative Coach and district Early Learning Specialists. These focused aligned goals and activities will support the advancement of language and literacy development for all students within the K-5 grade band anchored by the Reading Workshop and Response to Intervention Frameworks, as well as the Ohio Improvement Process.

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.

By 2021, Middletown City Schools will have a sustainable system of support in all components of Reading (Phonemic Awareness, Phonics, Advanced Decoding, Fluency, Vocabulary, Comprehension, and Motivation) as by measured a 10% annual percentage point increase in state assessment scores and a 1.5 annual increase in Measures of Academic Progress (MAP) RIT scores.

- Guided Reading
- Implementation of new curriculum documents K-10 for Reading and Math along with professional learning on instructional strategies
- Teachers will use Universal Design for Learning framework based on OTES rubric for instructional planning
- Attend and facilitate TBT's, Chats, and BLT's on assessment literacy and practices
- Implement building common formative assessment practices grades 3-10 and continue targeted TBT meetings
- Provide on-going job embedded high quality professional development to support district wide implementation of strategic plan initiatives both within and outside contracted days.
- Promote UDL and Assessment Literacy in newsletters (monthly) as well as ISTE standards
- Department organization on PD days including national speakers to support student centered teaching and learning
- Instructional Coaches will develop coaching cycles with teachers to help support standards aligned instructional practices and provide professional development on enrichment, intervention strategies and a personalized learning experience to support student growth.

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

Goal # 1 Action Map

Goal Statement: Increase student learning in Reading

Key Activities	Lead Person(s)	Specifics of implementation and Timeline	Resources needed	Performance Measure(s)
Reading Workshop Framework	LIsa Patrick (Literacy Collaborative) K-5 Curriculum Coordinator Early Learning Instructional Coaches	**2018-2019** Guided Reading Cohort I, K-5 ● Teachers will continue training in Guided Reading ● They will serve as mentors for members of Cohort II Guided Reading Cohort ll, K-5 ● Teachers will participate in the same training cycle as Cohort l. Interactive Read Aloud Training from Ohio State Literacy Collaborative Coach, Dr. Lisa Patrick, for teachers who are new to the district Embedded coaching from district and Teachers on Special Assignment Literacy Leadership Academy for Administrators Training from Ohio State Literacy Collaborative Coach, Dr. Lisa Patrick, for administrators **2019-2020** Writing Workshop Guided Reading Cohort III, K-5	**2018-2019** Training from Ohio State Literacy Collaborative coach, Dr. Lisa Patrick Embedded coaching from district and Teachers on Special Assignment Literacy Continuum text **Literacy Footprints** Literacy Footprints Kits, 2 per building for grades 2 and 3 Mentor Texts for Interactive Read Alouds Leveled texts for Guided Reading BAS Kits **2019-2020** Training from Ohio State Literacy Collaborative coach Embedded coaching from district and Teachers on Special Assignment Writing Workshop Mentor Texts	Measures of Academic Performance K-5 ELA Ohio State Test 3-5 K-3 Literacy Report Card

Key Activities	Lead Person(s)	Specifics of implementation and Timeline	Resources needed	Performance Measure(s)
		Teachers will participate in the same training cycle as Cohort II. Shared Reading & Community Writing, Grade K-2 Continued support for K-1 and addition of grade 2 **2020-2021** Writing Workshop Guided Reading Cohort IV, K-5 Shared Reading & Community Writing, Grade K-2 Guided Reading, Literacy Footprints, K-3 Interactive Read Aloud, K-5 Teachers serve as mentors and models for colleagues who are new to IRA	Fountas & Pinnell kits as needed Literacy Footprints kits, as needed Teachers serve as mentors and models for colleagues who are new to IRA **2020-2021** Mentor Texts Training for teachers who are new to the district Embedded coaching from district and teachers on special assignment Fountas & Pinnell Shared Reading text collections K-2, as needed Literacy Footprints as needed Literacy Footprints Institute attendance	
Evidence Based Foundational Skills	Fountas & Pinnell District Early Learning coaches	**2018-2019** Professional Development Summer Institute with continued embedded coaching and support from consultants and district coaches **2019-2021** Continued professional development for existing and new to the district teachers		Measures of Academic Performance K-5 ELA Ohio State Test 3-5 K-3 Literacy Report Card

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

Middletown's plan will be monitored through data analysis at the district, building, classroom, and individual student level through both the OIP process. Teacher Based Teams meet weekly to analyze both student achievement data and adult implementation data aligned to the building and district goal(s).This data is then used to refine instruction to better meet individual student needs at all Tiers of the RtI framework. Building Leadership Teams meet monthly to analyze and monitor data building wide to determine areas of need and make any necessary adjustments to their area of focus and supports. This data is then shared with the District Leadership Team quarterly to determine overall effectiveness, provide appropriate resources and support, and make revisions in the District Improvement Plan for the following year.

Data points routinely analyzed include the district's Universal Screener Measures of Academic Progress (MAP) and Fountas & Pinnell Benchmark Assessments two to three times per year, progress monitoring data as outlined through the RtI framework Tiers, and adult implementation look for data specific to district guided reading look fors and evidence based intervention fidelity checklists. Data points annually analyzed include the ELA Ohio State Test, KRA, and the K-3 Report Card. The emphasis of this project's focus will strengthen our Tier I instruction, reducing the number of students in Tier II and Tier III by 2021.

Measure/Assessment	Data Collection Schedule	Specific Annual Targets
Measures of Academic Progress K-5	Measures of Academic Progress K-5- Fall, Winter, Spring	***2018-2019*** 1.5 Growth Goal on Measures of Academic Achievement RIT scores K-5 ***2019-2020*** 1.5 Growth Goal on Measures of Academic Achievement RIT scores K-5 ***2020-2021*** 1.5 Growth Goal on Measures of Academic Achievement RIT scores K-5
Ohio State Tests 3-5	Ohio State Tests 3-5	**2018-2019** 10% increase in proficiency on state assessments 3-5 **2019-2020** 10% increase in proficiency on state assessments 3-5 **2020-2021** 1.5 Growth Goal on Measures of Academic Achievement RIT scores K-5
KRA	Annually, Fall	Provides Baseline Data

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.

The following evidence-based practices and interventions will be used to improve the language and literacy

development of learners: phonological awareness, phonics and word recognition, reading comprehension

strategies, and intense, individualized intervention provided by trained specialists for struggling readers using Leveled Literacy Instruction. Middletown City School District has adopted a balanced approach to literacy, using direct instruction for decoding and early reading skills to develop comprehension, fluency, and vocabulary. Based on the results our comprehensive needs assessment, we have determined that our core instruction should be supplemented with the evidence-based practices to provide a more comprehensive literacy program that meets all requirements.

The evidence based interventions and practices, embedded within our multi-tiered system of supports, are intended to support our Reading Achievement Plan. Within the Guided Reading Framework, the Pillars of Reading will be addressed through evidenced-based strategies and will provide purposeful strategic interventions noted on students individual RIMP's:

Phonological Awareness, Phonics and Word Recognition

Alphabet Knowledge

Alphabet knowledge is included in this focus to build teacher capacity for working with students on the following evidence based strategies: multiple exposure to letter names and sounds, teaching letter names and letter features, and appropriate sequencing for the introduction to letters. This practice meets Tier l strong evidence criteria in the "Improving Reading Comprehension in Kindergarten Through 3rd Grade IES Practice Guide WWC" within the area of developing awareness of the segments of sounds in speech and how they link letters to words. This practice meets the ESSA definition of Tier l outlined by the departments Guide to Using What Works Clearinghouse and identified as Strong Evidence. The development of awareness of the segments of sounds in speech and how they link to letter referenced in the "Improving Reading Comprehension in Kindergarten Through 3rd Grade IES Practice Guide WWC".

Elkonin Boxes

Phonological and Phonemic Awareness include " teaching students to recognize and manipulate the segments of sound in words (also referred to as phonological awareness) and to link those sounds to letters is necessary to prepare them to read words and comprehend text." as defined by the National Reading Panel. The National Reading Panel cites an effect size for Phonemic Awareness as .86. "Explicit phonemic awareness instruction increases reading and spelling achievement among preschoolers, primary-grade children and students with learning disabilities." (Ball and Blachman, 1991; Lundberg, Frost, and Peterson, 1988; Yopp, 1992). The following evidence based practices will be emphasized through a focus on: syllables, alliteration, onset-rime; phoneme segmenting and blending; deletion substitution, and reversals. These practices also meet Tier l strong evidence criteria in the "Improving Reading Comprehension in Kindergarten Through 3rd Grade IES Practice Guide WWC" within the area of developing awareness of the segments of sounds in speech and how they link letters to words. This practice meets the ESSA definition of Tier l outlined by the departments Guide to Using What Works Clearinghouse and identified as Strong Evidence. The development of awareness of the segments of sounds in speech and how they link to letter referenced in the "Improving Reading Comprehension in Kindergarten Through 3rd Grade IES Practice Guide WWC".

Phonics and word recognition within connected text

As Stahl (2001) notes, "Early and systematic instruction in phonics seems to lead to better achievement in reading than later and less systematic instruction" (p. 333). Adams (2001) points out that to learn to read, "all students must know the letters of the alphabet, understand their linguistic significance (phonemic awareness), and learn the logic and conventions governing their use (phonics); and . . . ensuring students' grasp of these basics must be a serious goal of any responsible program of beginning reading instruction" (pp. 67–68). An effective phonics program follows a defined sequence and includes direct teaching of a set of letter-sound relationships. Each instructional set includes sound-spelling relationships of both consonants and vowels. Sequencing helps students to learn the relationship between letters and sounds, and to use that knowledge to blend the sounds in order to read words, and to segregate the sounds in order to write words, even before they have learned all the letter-sound correspondences. Effective programs also include books and stories that contain many words for children to decode using letter-sound relationships, and provide children with opportunities to spell words and write their own stories using letter-sound relationships (Blevins, 1998; Center for the Improvement of Early Reading Achievement [CIERA], 2001; NRP, 2000; Texas Education Agency [TEA], 2000). Our focus is on teaching students to decode words, analyze word parts, and write and recognize words. Applying letter sound knowledge within connected text will be explicitly sequenced and taught. These evidence based practices meet Tier I criteria from the "Improving Reading Comprehension in Kindergarten Through 3rd Grade IES Practice Guide WWC" within the area of teaching students to decode words, analyze word parts, and write and recognize words. This practice meets the ESSA definition of Tier I outlined by the departments Guide to Using What Works Clearinghouse and identified as Strong Evidence. The development of awareness of the segments of sounds in speech and how they link to letter referenced in the "Improving Reading Comprehension in Kindergarten Through 3rd Grade IES Practice Guide WWC".

Reading Comprehension

Language Acquisition

Language Comprehension, a component of the Simple View of Reading includes background knowledge, vocabulary, language, and verbal reasoning (Gough and Tunmer, 1986). "Children who enter school with limited vocabulary knowledge grow more discrepant over time from their peers who have rich vocabulary knowledge" (Barker, Simmons, & Kame'enui, 1997). A focus on the following as strong evidence from "Effective Literacy and English Language Instruction for English Learners in the Elementary Grades Practice Guides WWC" will occur: Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. In addition, use instructional time to address the meanings of common words, phrases, and expressions not yet learned and vocabulary instruction for English learners should emphasize the acquisition of meanings of everyday words that native speakers know and that are not necessarily part of the academic curriculum. While this references English Learners is it also applicable to our English-speaking students who also lack language acquisition skills. This practice, embedded with the Reading Workshop Framework meets the definition of Tier I outlined by the departments Guide to Using What Works Clearinghouse and identified as Strong Evidence and "Effective Literacy and English Language Instruction for English Learners in the Elementary Grades Practice Guide WWC" within the following areas: Screen for reading problems and monitor progress; provide intensive small group reading instruction; provide extensive and varied vocabulary instruction; and schedule regular peer assisted learning activities. These same strategies are also effective for our English Speaking Students who also lack vocabulary acquisition experiences and skills.

Reading Workshop Framework

This framework is being emphasized because "the framework provides for rich language-based experiences with a variety of texts in whole-group, small-group, and individual settings. The instructional framework includes interactive read-aloud and reading workshop minilessons in whole-class groups, literature discussion in small heterogeneous groups, guided reading in small homogenous groups, and individual reading conferences (Fountas & Pinnell, 2006). This logic model is supported with the following contexts: allowing students to benefit from interacting with peers at a variety of achievement levels (Slavin, 1987). Students also have access to interesting texts with age-appropriate content, and they benefit from participating in conversations about the texts. In the process, they build comprehension and vocabulary; providing the opportunity for students to engage in proficient (Taylor, Short, Shearer, and Frye, 1995 and Hiebert, Colt, Catoto, and Gury 1992) , as well as independent processing at a level of success that allows them to expand

their reading powers; and providing the opportunity for students to read books of choice independently. (Biancarosa, Bryk, & Dexter, 2008; see www.literacycollaborative.org for a summary; to be published in Elementary School Journal). Middletown is partnering with the Literacy Collaborative to develop a plan to evaluate the efficacy for students in grades K-5. Literacy Collaborative coaching also provides differentiation for students as it "is centered on a comprehensive approach to literacy instruction that focuses on engaging students at all ability levels in the reading and writing processes. Although the program was developed for students through grade 8, the K–2 program was the primary focus of this study. The LC program targets all components of reading, writing, and language development, including, but not limited to, direct and embedded instruction in phonics and phonological awareness, vocabulary and word structure, fluent reading, and literal, inferential, and critical thinking about texts.

"Six core components form the Literacy Collaborative comprehensive literacy framework for kindergarten through second grade: interactive read-aloud, shared reading, guided reading, interactive writing, writing workshop, and word study. The components vary in their use of student grouping and the level of scaffolding provided, as well as in their focus on reading, writing, or word-level skills and knowledge." (Assessing the Value-added Effects of Literacy Collaborative Professional Development on Student Learning, The Elementary School Journal Volume lll No. 1, Gina Biancarosa, Anthony S. Bryk, Emily R. Dexter).

Reading Comprehension Strategies

Comprehension supported through the Reading Workshop Framework includes an emphasis guided reading. According to John R. Kirby and Robert S. Savage, 2008," Based on this review of the Simple View of Reading (SVR), we conclude that it serves a useful function as a broad framework within which to conceptualize Reading Comprehension (RC). By emphasizing the importance of both Linguistics Comprehension (LC) and Decoding (D), it sets the broad agenda for educational efforts. There are several outstanding issues that SVR research must address, including the four we listed: the role of strategies, fluency, illustrations and second language in RC. But most importantly, we need to emphasize what the SVR is not. Continued efforts are required to articulate a complete theory of the cognitive processes involved in reading. Similarly, instructional program development (in terms of both curriculum and teacher education) is required to develop evidence based approaches that have the potential to optimize literacy performance for all children." This evidence based practice is categorized as Tier 2 according to the criteria outlined by the departments Guide to Using What Works Clearinghouse and identified as Strong Evidence and "Improving Reading Comprehension in Kindergarten Through 3rd Grade IES Practice Guide WWC" for teaching students how to use several research-based reading comprehension strategies, but a Tier 4 using the same criterion as applied to selecting texts purposefully to support comprehension development. Additionally this practice was selected as it addresses motivation, a component of adolescent literacy. "Motivation rests on a constellation of emotional factors such as confidence and a sense of ownership, both related to engagement (Au, 1997), findings by Nystrand and Gamoran, 1991, which found that student engagement is connected to incorporation of students' responses into the discussion and authentic comments and questions (Commeyras & Sumner, 1995).

Small Group Instruction

"Guided Reading is small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. The teacher uses a tightly structured framework that allows for the incorporation of several research-based approaches into a coordinated whole. For the student, the guided reading lesson means reading and talking (and sometimes writing) about an interesting and engaging variety of fiction and nonfiction texts. For the teacher, guided reading means taking the opportunity for careful text selection and intentional and intensive teaching of systems of strategic activity for proficient reading"(Fountas & Pinnell, 1996).

Leveled Literacy Instruction (LLI)

This is an intervention used in grades K-3 in Middletown City Schools. LLI is found to have "Positive Effects" by the What Works Clearinghouse This will be a supplemental intervention. Students in grades K-3 will have the opportunity to receive Leveled Literacy Intervention (LLI) services for 30 minute sessions, five days a week, if their data shows that they have the appropriate foundational skills to support that intervention. They meet in small groups to work on foundational skills, vocabulary, fluency, and comprehension with connected text.

District decision rules will be created to guide teachers and building leaders in the selection of interventions for their students.

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

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

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

Be effective: Teachers will embed targeted phonological awareness, phonics, word recognition, and reading comprehension strategies into their core and supplemental intervention instruction. Students will receive focused, standards-based instruction that explicitly teaches a skill and gives time for supported practice. By examining all parts of our instructional day (core instruction and intervention), we will ensure that students receive high-quality instruction.

Show progress: Progress will be continuously monitored by Ohio's Improvement Process. TBTs will drive the instruction, BLT will track TBT progress, and DLT will monitor data at a district level. Walkthroughs will monitor fidelity to the district expectations, specifically in the use of the Guided Reading Framework, and the Reading Workshop model. Teachers will progress monitor through running records. Teacher leaders, principals, and teachers will be given opportunities to receive training and reflect on their own practice and implementation of district expectations.

Improve upon strategies utilized during the two prior consecutive school years: This plan builds upon our District CCIP.   This year through our Literacy Cohort III, teachers will receive intensive support from Dr. Lisa Patrick, Ohio State Literacy Collaborative, district curriculum personnel, district Early Learning Literacy Specialists, and the building Teacher Leaders to support teachers and to monitor fidelity.

To assist with the teacher support, we are providing training to build capacity in Teacher Leaders. They are facilitators in building data chats and will have the knowledge necessary to support teachers. They will receive support at monthly coaches meetings, individual coaching sessions with the Curriculum Coordinator, district Early Learning Literacy Specialists, and various other PD offerings. There is also a plan in process to build capacity within each building using the knowledge and experience of the teachers who have already participated in the Literacy Cohort.

Last year's CCIP referenced the use of the Guided Reading Framework. This year's plan includes training and ongoing support of Guided Reading. Coaches will receive one on one coaching sessions from the district Curriculum Coordinator and the classroom teachers will receive one on one coaching opportunities from the building Teacher Leader or the Early Learning Literacy Specialist. A tool will be created which will also help district and building leaders capture what they are seeing during instruction.

Educators will use the outlined practices and interventions to respond to the needs of individual students through the RtI framework of universal screenings and frequent monitoring of data reviewed weekly through the OIP process. These processes ensure that the individual needs of students are monitored and acted upon. This Achievement Plan not only builds local capacity but is also sustainable. The implementation team has intentionally layered in a systematic rollout through cohorts and resources. Each year additional cohorts are formed so that teachers receive sustained professional development and coaching from both regional and district supports. By 2021 the Reading and Writing Workshop Frameworks will be fully implemented. Administrators also receive sustained professional development, which in turn allows them to fully support their staff. When our teachers and administrators gain a better understanding of evidence based interventions and workshop frameworks, as well as fully and effectively engage in the RtI process, student achievement will be positively impacted.

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.

K-5 Tier I RTI Reading Framework Focus: Building Teacher Capacity		K-5 Tier I RTI Reading Framework Focus: Building Teacher Capacity		K-5 Tier I RTI Reading Framework Focus: Building Teacher Capacity	
2018-2019		**2019-2020**		**2020-2021**	
Reading Workshop Framework	**Resources**	**Reading and Writing Workshop**	**Resources**	**Reading and Writing Workshop**	**Resources**
Guided Reading Cohort I, K-5 • Teachers will continue their training in Guided Reading • They will serve as mentors for members of Cohort II	Training from Ohio State Literacy Collaborative coach, Dr. Lisa Patrick Embedded coaching from district and Teachers on Special Assignment Literacy Continuum text	**Writing Workshop Cohort I K-5, Year I** • Members of Guided Reading Cohort I become Writing Workshop Cohort	Training from Ohio State Literacy Collaborative coach Embedded coaching from district and Teachers on Special Assignment Writing Workshop Mentor Texts	**Writing Workshop Cohort I K-5, Year II** • Teachers will continue their training in Guided Reading • They will serve as mentors for members of Cohort II	Training from Ohio State Literacy Collaborative coach Embedded coaching from district and Teachers on Special Assignment
Shared Reading & Community Writing, K-1	Training from Ohio State Literacy Collaborative coach, Dr. Lisa Patrick Embedded coaching from district and teachers on special assignment Fountas & Pinnell Shared Reading text collections	**Shared Reading & Community Writing, Grade K-2** • Continued support for K-1 and addition of grade 2	Training from Ohio State Literacy Collaborative coach, Dr. Lisa Patrick Embedded coaching from district and literacy coaches Fountas & Pinnell Shared Reading texts	**Shared Reading & Community Writing, Grade K-2**	Training for teachers who are new to the district Embedded coaching from district and literacy coaches Fountas & Pinnell Shared Reading text collections K-2, as needed
2018-2019		**2019-2020**		**2020-2021**	
Phonological Awareness	Professional Development and support in the 5 pillars of reading instruction using the RTI Core Intervention Resources Manual	**Phonological Awareness**	Professional Development and support in the 5 pillars of reading instruction using the RTI Core Intervention Resources Manual	**Phonological Awareness**	Professional Development and support in the 5 pillars of reading instruction using the RTI Core Intervention Resources Manual

K-5 Tier I RTI Reading Framework Focus: Building Teacher Capacity		K-5 Tier I RTI Reading Framework Focus: Building Teacher Capacity		K-5 Tier I RTI Reading Framework Focus: Building Teacher Capacity	
Guided Reading, Literacy Footprints, K-3	Literacy Footprints Kits, 2 per building for grades 2 and 3 Training from consultants Embedded coaching from district and literacy coaches	**Guided Reading, Literacy Footprints, K-3**	Training from consultants, as needed Embedded coaching from district and literacy coaches Literacy Footprints or F & P kits, as needed	**Guided Reading, Literacy Footprints, K-3**	Training from consultants, as needed Embedded coaching from district and literacy coaches Literacy Footprints or F & P kits, as needed
Interactive Read Aloud, K-5 • Teachers serve as mentors and models for colleagues who are new to IRA	Training From Ohio State Literacy Collaborative Coach, Dr. Lisa Patrick for teachers who are new to the district Embedded coaching from district and literacy coaches	**Interactive Read Aloud, K-5** • Teachers serve as mentors and models for colleagues who are new to IRA	Training From Ohio State Literacy Collaborative Coach, Dr. Lisa Patrick for teachers who are new to the district Embedded coaching from district and literacy coaches	**Interactive Read Aloud, K-5** • Teachers serve as mentors and models for colleagues who are new to IRA	Training From Ohio State Literacy Collaborative Coach, Dr. Lisa Patrick for teachers who are new to the district Embedded coaching from district and literacy coaches
Literacy Leadership Academy II for Administrators	Training From Ohio State Literacy Collaborative Coach, Dr. Lisa Patrick				

K-5 Tier II RTI Reading Framework Focus: Building Teacher Capacity		K-5 Tier II RTI Reading Framework Focus: Building Teacher Capacity		K-5 Tier II RTI Reading Framework Focus: Building Teacher Capacity	
2018-2019		**2019-2020**		**2020-2021**	
Reading Workshop Framework	**Resources**	**Reading and Writing Workshop**	**Resources**	**Reading and Writing Workshop**	**Resources**
Evidence Based Intervention Strategies within Classroom	Core Intervention Resources Manual	**Evidence Based Intervention Strategies within Classroom**	Core Intervention Resources Manual	**Evidence Based Intervention Strategies within Classroom**	Core Intervention Resources Manual
Leveled Literacy Intervention (LLI), K-3	Tutors Embedded professional development by district LLI take home book LLI consumable materials	**Leveled Literacy Intervention (LLI), K-3**	Tutors Embedded professional development by district LLI take home book LLI consumable materials	**Leveled Literacy Intervention (LLI), K-3**	Tutors Embedded professional development by district LLI take home book LLI consumable materials

K-5 Tier III RTI Reading Framework Focus: Building Teacher Capacity		K-5 Tier III RTI Reading Framework Focus: Building Teacher Capacity		K-5 Tier III RTI Reading Framework Focus: Building Teacher Capacity	
2018-2019		**2019-2020**		**2020-2021**	
Reading Workshop Framework	**Resources**	**Reading and Writing Workshop**	**Resources**	**Reading and Writing Workshop**	**Resources**
Reading Workshop within the classroom, K-5	Materials for small group and one on one intervention Core Intervention Resources Manual	**Reading & Writing Workshops within the classroom, K-5**	Materials for small group and one on one intervention Core Intervention Resources Manual	**Reading & Writing Workshops within the classroom, K-5**	Materials for small group and one on one intervention Core Intervention Resources Manual
Evidence-Based Intervention Strategies within the Classroom		**Evidence-Based Intervention Strategies within the Classroom**		**Evidence-Based Intervention Strategies within the Classroom**	

APPENDICES

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

N/A