Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the Painesville 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,

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

READING ACHIEVEMENT PLAN

DISTRICT NAME: Painesville City Local Schools

DISTRICT IRN: 044628

DISTRICT ADDRESS: 88 Kent St., Akron, Ohio 44205

PLAN COMPLETION DATE: 58 Jefferson Street, Painesville, Ohio 44077

LEAD WRITERS: Wendy Camper (Director of Teaching & Learning), Josh Englehart (Superintendent)

IMPLEMENTATION START DATE:

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
Wendy Camper	Director of Teaching & Learning	PCLS Board Office	wendy.camper@pcls.net
Josh Englehart	Superintendent	PCLS Board Office	josh.englehart@pcls.net
Heidi Fyffe-Yocum	Director of State & Federal Programs	PCLS Board Office	heidi.fyffe@pcls.net
Mike Chokshi	Assistant Superintendent	PCLS Board Office	michael.chokshi@pcls.net
Chris Young	Director of Student Services	PCLS Board Office	christine.young@pcls.net
Ruth Haines	Director of English Language Development	PCLS Board Office	ruth.haines@pcls.net
Pam Kennedy	Literacy Consultant	SST Region 4	pkennedy@sst4.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 PCLS Reading Achievement plan was created by a District Leadership Committee. This team assembled a variety of student performance data in relation to literacy performance. These data were taken from both local and standardized measures. The team reviewed current structures of literacy instruction against these data. This review highlighted potential instructional gaps and opportunities, which would guide the team in selecting programmatic areas for fortification and supplementation. The team then researched best practices within these areas, and utilized their collective expertise to select elements to be implemented in the plan.

As will be described in the next section, the Reading Achievement Plan is closely aligned with and integrated into the district's OIP improvement plan. The OIP structure is the vehicle through which action steps are communicated and implementation is monitored. PCLS believes strongly that it is much less effective to operate under a number of separate plans, so otherwise distinct plans are combined under the umbrella of the OIP. Thus, the RAP becomes very much a part of the OIP. Instructional staff has had awareness of the OIP for some time now, and understands that it is the driver of our work and that it is fluid to be able to be amended as our needs change and evolve. As a part of the OIP, progress and next steps for RAP are communicated in on ongoing fashion through BLT and DLT minutes and the monitoring of associated student performance and adult implementation data.

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.

As described, the PCLS Reading Achievement Plan is fully integrated into the district's OIP improvement plan to ensure close alignment with overall continuous improvement efforts. The overall goal of the district improvement plan is to *provide a comprehensive instructional program which meets the needs of all students*, defined by *increasing the district performance index score in each successive year from 2016 to 2021.*

Several action steps from the RAP fall under the first objective of the plan, to *provide the highest quality, research-based instruction at Tier 1.* These include:

- Grade 3-12 TBTs will conduct analyses of AIR reading data to identify priority areas for the year's TBT work
- Update/revise Grade 3 ELA power standards, pacing, and assessment review
- Update/revise Grade 9 ELA power standards, pacing, and assessment review
- Fully implement a system of standards-based instruction and reporting for ELA for grades 9-11 (rolling cohort implementation)
- Facilitate professional development opportunities to support writing instruction (*The Write Tools*)
- Sustained, facilitated reading professional development through TBT for Grade 3 ELA teachers
- Provide specific definition of the allocation of time within the K-5 literacy block
- Provide clear guidance and protocol for moving student reading levels, including timelines for running records and guidelines for reporting
- Implement revised Instructional Framework in all classrooms K-12

Additionally, multiple data points are included in the plan for review at BLT and DLT to monitor implementation and impact. These are scheduled on a defined timeline with interim goals, and include:

- The percentage of K-5 students at or above end-of-the-year grade-level expectations will be at least ten percentage points higher than their 2017-18 baseline
- Each grade level 3-8 will score "proficient" or better on *iReady* reading standards mastery assessments at a rate of at least fifteen percentage points greater than their average *AIR* proficiency in 2017-18 and 2018-19
- At least 60% of 9-12 students will score 60% or better on ELA standards mastery assessments
- Adult implementation of reading instruction expected practices (walkthrough)
- Adult implementation of expected instructional practices for English-Language Learners (walkthrough)

Within this structure of an integrated improvement plan, the relevant data is analyzed through the 5-step process on a regular basis at the TBT, BLT, and DLT levels. Evidence of implementation and person(s) responsible are identified for every action step.

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

SECTION 3, PART A: ANALYSIS OF RELEVENT 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

Kindergarten Readiness Assessment	Not on Track	On Track
2017- 2018	65%	35%
2018-2019	62%	38%
2019-2020	63%	37%

Curriculum Associates iReady Reading Diagnostic Assessments

Reading Assessment						
	Tier 1 At or beyond grade level		Tier 2 One grade level below		Tier 3 Two or more grade levels below	
	2018	2019	2018	2019	2018	2019
Grade 1	4%	8%	77%	78%	20%	14%
Grade 2	9%	7%	42%	48%	49%	46%
Grade 3	23%	24%	25%	28%	53%	49%
Grade 4	11%	15%	45%	51%	44%	34%
Grade 5	10%	17%	21%	26%	68%	57%
Grade 6	10%	15%	12%	19%	78%	65%
Grade 7	17%	15%	16%	9%	67%	76%
Grade 8	21%	18%	16%	17%	54%	64%

On-Track/Off-Track Grades 1 - 3 (Reading Diagnostic)

	First Grade	**Second Grade**	**Third Grade**
2018	On Track: 29.2% Off Track: 70.8%	On Track: 49.3% Off Track: 50.7%	On Track: 16.5% Off Track: 83.5%
2019	On Track: 49% Off Track: 51%	On Track: 34.2% Off Track: 65.8%	On Track: 33.3% Off Track: 66.7%

Students meeting TGRG promotion requirements

2017	83.6%
2018	88%
2019	90.2%

Ohio's State ELA Test Proficiency

	2017	**2018**	**2019**
Grade 3	43.3	40.9	52.4
Grade 4	37.8	39.3	37.9
Grade 5	42.4	46.4	47.7
Grade 6	37.1	34.3	24.8
Grade 7	36.5	41.2	40.4
Grade 8	30.6	23.4	30

- PCLS Kindergarten readiness (per the KRA) remained consistent, with roughly two out of every three students being "off track"
- *iReady* Reading Diagnostic Assessment reveals that relatively few K-8 students perform at or beyond grade level. The percentage of students performing at this level ranges from a low of 7% (grade 2) to a high of 24% (grade 3). While the majority of students in grades K-4 are within one grade level or better, there is a shift to the majority of students 5-8 being two or more grade levels below. A comparison of results between 2018 and 2019 reveals increases across most grade levels in terms of the percentage of students performing at or above grade level (with the exception of grades 2, 7, and 8). Most of these gains were modest, ranging from an increase of one to seven percentage points. However, this was accompanied by larger decreases in the percentage of students performing two or more grade levels below in grades K-6 (ranging from three to thirteen points). At the same time, however, there were substantial increases in these percentages for grades 7 and 8 (nine and ten points, respectively)
- Between 2018 and 2019, significant gains were demonstrated in grades 1 and 3 in terms of "on track" designation per the reading diagnostic assessment. There were increases of 19.8 and 16.8 percentage points, respectively. However, there was a decrease for grade 2 students of 15.1 points.

- PCLS had demonstrated steady growth over the past three years with respect to students meeting promotion requirements per the Third Grade Reading Guarantee. This number has trended upward from 83.6%, to 88%, to 90.2%, despite the standard for promotion increasing each year over that time.
- AIR reading proficiency in grades 3-8 has remained generally flat over a three year period, with a few exceptions. A significant increase has been demonstrated for grade 3 in 2019, reaching a rate of 52.4% (compared to 43.3% and 40.9% in 2017 and 2018, respectively). A modest linear increase has been demonstrated for grade 5, moving up 5.3 percentage points over the period. At the same time, a significant linear decrease has been demonstrated for grade 6, dropping 12.3 points.

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.

In a comprehensive district review conducted on behalf of Ohio Leadership Advisory Council, WordFarmers Associates summarized the current demographics of our unique district as follows:

> The Painesville City Local Schools is essentially a large-town system enrolling on average 3,000 students, *all of whom* are identified as "economically disadvantaged." Half the students are Hispanic, and their families have arrived steadily over the course of the past quarter century. From 2012 to 2016, the proportion of Black students increased from 1% of total enrollment to 17%, whereas the proportion of White students decreased by 4.5% of total enrollment to 23%. The proportion of Hispanic students increased by 5.5% with total enrollment at 50%. The proportion of multiracial students also fell by 2% of the total 9%.

> Most strikingly, 98.1% of the district's students in 2016-17 are considered economically disadvantaged. The proportion has steadily risen from about 90% in 2012-2013.

> One in every four students or 25% of students face economic disadvantage *and* exhibit limited English proficiency but are without an identified disability. A staggering 12% of students face economic disadvantage *and* exhibit an identified disability, but do not exhibit limited English proficiency. The proportion of students in this group has risen over 1.5% of total enrollment across this timeframe. In addition, over 4% of students exhibit *all of three conditions*, and *just 1% exhibit none of them*. In 2012-13, nearly 9% of students exhibited none of the conditions; but the proportion has remained in the 1%-2% range since 2013-14. Altogether, 30% of students exhibit limited English proficiency, and with an Hispanic enrollment of 50% of total enrollment, one may infer that 40% of Hispanic students do exhibit English proficiency; many of these students would be bilingual.

These demographics are significantly, centrally influential to the readiness and achievement of our students. To diminish or disregard their impact would be disingenuous. As is the case with any standardized measure of student outcomes, there is a linear relationship between performance on the Ohio State Tests and socioeconomic status, such that the higher the median income of a school/district, the higher the rate of proficiency and performance index. Over half of all Painesville students are designated as being "not on track" according to the Ohio Kindergarten diagnostic, while this number is below 10% in other more affluent districts in Lake County. The linear relationship between income and achievement measures results from a myriad of causal factors. Beyond the highly impactful basic needs, "readiness to learn" factors (i.e., adequate nutrition, sleep, and physical/psychological well-being) which tend to be lacking among those in poverty, there are critically important considerations from developmental and educational psychology which makes poverty a strong tide against which to swim.

One is language exposure. Children from poverty are exposed to about half of the language of those from working-class families--and about a third of the language from professional families--by the age of four (Hart & Risley, 1995). Where the acquisition of language is achieved through extensive practice and modeling, this marked lack of exposure puts students at an extreme disadvantage in terms of literacy when compared to their more affluent peers. When one layers in the additional challenge that for many of our students, the limited language exposure that they do have is in a language other than English, this disadvantage is particularly magnified.

A related challenge is the relative lack of books and other reading materials in the home. Children from low income families have significantly less access to print at home (Neuman & Celano, 2001). A striking absence of adult modeling of reading behaviors accompanies this restricted access; the average middle-class child is exposed to 1,000 to 1,700 hours of one-on-one reading, while the average economically unstable child is exposed to about 25 hours (McQuillan, 1998). Again, the lack of exposure and practice sets economically disadvantaged children far, far behind their more affluent peers. The result is that, while children from more economically stable homes enter school already equipped with some

foundational reading behaviors and skills, many of our students enter without so much as being able to hold a book correctly.

Still another significant disadvantage directly related to poverty is a lack of background experiences, which is critical for accommodating and assimilating when confronted with opportunities for new learning. To quote Ausubel (1968), "if I had to reduce all of educational psychology to just one principle, I would say this, 'The most important single factor influencing learning is what the learner already knows'". This concept is especially poignant in the consideration of developing literacy skills. One's vocabulary is generally a proxy measure of one's background experiences (Marzano, 2004). The more experiences one has, the more elements of the world he or she has knowledge of, to which he or she can in order to attach "names". Without the experience, a vocabulary word is just an abstract construct, and the association with its referent must be made in an artificial setting (which is much less likely to create meaningful, enduring learning). Further, consider the experience of a child whose home language is not English--the things in the world for which he or she does have a word-association still has additional learning to do, as the English association is also required.

In addition to the difficulties a lack of background experience presents in vocabulary acquisition, it also presents considerable challenges in reading comprehension. Even if a child acquires developmentally-expected decoding skills, he or she will struggle to comprehend text when it contains references to things and ideas for which the child does not have knowledge. This means that approaching a piece of text often requires dual-layered learning--the "filling in" of assumed background experience along with the application of reading skills.

We at Painesville City Schools recognize that while, taken together, these factors produce monumental challenges to the acquisition of literacy skills, they should not relegate our children to poor literacy outcomes. They mean that our programming must be "air-tight" and highly responsive, and that, frankly, we must be significantly better at literacy instruction than most other districts across the state who benefit from their students entering school much more "reading ready". We must work urgently to fill in skill gaps and accelerate the acquisition of rudimentary skills which might otherwise be taken for granted.

In response to the lack of natural exposure and practice with which our students enter school, we must provide direct, explicit instruction in the basic building-blocks of literacy as part of our tier-one programming. Our program must emphasize phonics and phonemic awareness as a critical component in the early grades, and as tier-two intervention beyond. Guided reading instruction of the highest quality is essential, taking time to preview text, provide necessary background instruction, and directly teaching comprehension strategies. Closing skill gaps requires that many of our students receive a regular "second dose" of such instruction. Vocabulary instruction must be a constant focus, not only in ELA, but across all subject areas. We must go above and beyond to provide print-rich environments for our students to be able to continually apply and practice reading skills by providing robust classroom libraries and making strong efforts to get books into the home.

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](#).

District Mission Statement:

The mission of the Painesville City Local Schools is to provide a positive learning environment that fosters the academic, social, and emotional development of students so that they may be successful in school and in life.

Literacy Plan Mission Statement:

Ensure that all students are reading, writing, speaking and understanding grade level material in all content areas through the use of the highest quality, research and evidence based practices and interventions so that ALL students are successful in school and in life.

We Valu*e*

- Student-Centered Learning: all students being engaged in meaningful literacy experiences that provide opportunities for students to grow as successful readers and writers.
- Professional Collaboration: providing a forum for teachers to interact and support each other to include professional conversation and professional development.
- Teaching and Leadership**:** Create common expectations for implementing the Essential Components of Reading Instruction with a Comprehensive Literacy Framework in all K-5 classrooms.

- Implement Comprehensive Literacy Instruction in all classrooms K-5. Every student experiences every aspect of a comprehensive literacy framework in every reading classroom focus utilizing the Essential Components of Reading to support Tier 1, Tier 2 and Tier 3 instruction.
- Establish student centered, choice based management system in every classroom to facilitate meaningful independent work while the teacher conducts differentiated reading instruction based on current level of individual student performance.
- Monitor students and their development in reading progress, to learn about our students as readers and to target instruction based on individual needs.
- Use of a multi-tiered system of supports structure provides a framework for supporting learners and staff as part of school improvement efforts. A school wide reading universal screening and assessment schedule outlines a coherent continuum of evidence-based, system-wide practices to address student needs.
- Data-based-decision-making processes are established to monitor student growth and make strategic instructional decisions for students requiring differentiated support for Tier 2 and Tier 3 intervention. Intervention and/or enrichment level instruction provided in addition to Tier 1, for all students.
- Teacher leaders will provide on-site support for district literacy goals.
- Improve teacher capacity through focused, sustained and embedded professional learning and instructional coaching in evidence-based language and literacy practices and interventions**.**
- Establish a parent book club and parent/child reading group that promotes the love of reading across the community. Family partnerships are critical to support learner progress and achievement in language and literacy development. The Community Collaboration Team works to develop relationships to solidifying the importance of nurturing family partnerships in both early childhood (birth to age 5) and beyond.
- Principals and District Leaders will support implementation of the literacy plan. Shared leadership structures are critical to the implementation of evidence-based instruction and intervention. Shared leadership means that responsibility for leading and supporting successful implementation of evidence-based strategies is the function of leadership at the district, building and classroom levels. This means that teachers are involved in the school wide reading reading plan, the causes of underperformance and the solutions to be implemented and perform leadership tasks in support of the improvement approach.

  This is accomplished through the PCLS structures of the District Leadership Team, Building Leadership Teams and Teacher-Based Teams as described in the Ohio Improvement Process. These teams ensure shared accountability for data-driven strategic planning, implementation, feedback and plan adjustment. Raising literacy achievement addresses shared leadership through training and coaching on both evidence-based language and literacy practices and systems to support literacy improvement.

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.

Goal 1: Kindergarten & Grade 1: Increase the number of students meeting or exceeding Tier 1 level of performance in Phonological Awareness domain from 8% to 80% by spring 2020 as measured by Curriculum Associates iReady diagnostic.

Goal 2: Kindergarten - Grade 3: Increase the number of students meeting or exceeding Tier 1 level of performance in the Comprehension: Informational Text domain from 14% to 80% by spring of 2020 as measured by Curriculum Associates iReady diagnostic.

Goal 3: Kindergarten - Grade 3: Increase the number of students meeting or exceeding Tier 1 level of performance in the Vocabulary domain from 14% to 80% by spring 2020 as measured by Curriculum Associates iReady diagnostic.

SECTION 6: ACTION PLAN MAP(S)

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

Goal # _1__ Action Map

Foundational Skills: Phonological Awareness Goal Statement: Kindergarten & Grade 1: Increase the number of students meeting or exceeding Tier 1 level of performance in Phonological Awareness domain from 8% to 80% by spring 2020 as measured by Curriculum Associates iReady diagnostic.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Preschool, Kindergarten, Grades 1 and 2 teachers participated in research based language and literacy PD. Focus on consistent phonemic awareness curriculum for all early learners.	Grade level teacher teams review and pace Phonemic Awareness curriculum based on Heggerty Phonics instructional resource for grades K - 2. Tier 2/3 Intervention and Title Teams review of Heggerty assessment tools for use as Tier 2 progress monitoring.	Daily implementation of Heggerty Phonics grades Pre-K - Grade 2. Curriculum Dept. provides individual and team based PD and grade level collaboration to build consistency of implementation. Fidelity of implementation using walkthrough tool.
Timeline	2018-2019	Fall of 2019-2020	Spring of 2019-2020
Lead Person(s)	SST, Curriculum Department, Grade level Cohort Teacher Representatives	Curriculum Department, Grade level Cohort Teacher Representatives	Curriculum Department, Grade level Cohort Teacher Representatives
Resources Needed	Materials, PD from SST	Materials, PD, coaching and collaboration time	Materials, PD, coaching and collaboration time, gradual release from training
Specifics of Implementation	Pilot materials and training provided for each building ELA Cohrt Rep. K - 2 Gathered district feedback	Curriculum pacing for each grade level. Additional material purchased for Intervention specialist and support staff, with additional PD. Use of Heggerty Assessment for T2/T3 intervention progress monitoring.	Expected component of daily literacy instruction for all students Pr-K - 2. T2/T3 intervention resource.
Measure of Success	District pilot data and feedback	Literacy walkthrough data, with specific Heggery component measure. At least 85% of staff will implement with fidelity.	Literacy walkthrough data, with specific Heggery component measure. At least 95% of staff will implement with fidelity.
Check-in/Review Date	Monthly	Quarterly	Quarterly

Goal # _2__ Action Map

Goal 2: Kindergarten - Grade 3: Increase the number of students meeting or exceeding Tier 1 level of performance in the Comprehension: Informational Text domain from 14% to 80% by spring of 2020 as measured by Curriculum Associates iReady diagnostic.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teachers will participate in research based language and literacy professional learning targeting comprehension.	Grade level data analysis: iReady Fountas & Pinnell Benchmark Assessment Curriculum Based Assessments Branching Minds MTSS/RTI	Provided grade level and individual imbedded coaching and support to attain mastery level of implantation
Timeline	2019-2020	2019-2020	2020-2021
Lead Person(s)	Curriculum Department, Grade level Cohort Teachers Representatives, DLT, and BLT	Curriculum Department, District Data Coach,Grade level Cohort Teachers Representatives, DLT, and BLT	Curriculum Department, District Data Coach,Grade level Cohort Teachers Representatives, DLT, and BLT
Resources Needed	Teachers need access to direct reading plan, defined expectations of Literacy instruction K - 3. Access to research based professional development Substitute cost	Provide professional development Funds to pay for training Substitute cost	Provide professional development, provide coaching Funds to pay for training Substitute cost
Specifics of Implementation	Teachers will develop knowledge and skills to successfully implement high-yield research-based instructional practices into informational text literacy in all content.	Teacher Based Teams (TBT) analyze student performance data specifically in the area of informational text comprehension. TBTs will develop grade level instructional plans based on data.	Teachers will access professional development with grade level teams and an individual in order to implement effective informational text comprehension strategies.
Measure of Success	Professional learning session completion. Session evaluation and certification of teacher participation.	Analysis of data. Instructional plans based on student needs.	Training evaluation data Coaching feedback Assessment and performance data.
Check-in/Review Date	Monthly	Monthly	Monthly, bi-weekly coaching checks

Goal # _3__ Action Map

Goal Statement: Goal 3: Kindergarten - Grade 3: Increase the number of students meeting or exceeding Tier 1 level of performance in the Vocabulary domain from 14% to 80% by spring 2020 as measured by Curriculum Associates iReady diagnostic.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teachers will participate in research based language and literacy professional learning targeting comprehension.	Grade level data analysis: iReady Fountas & Pinnell Benchmark Assessment Curriculum Based Assessments Branching Minds MTSS/RTI	Provided grade level and individual imbedded coaching and support to attain mastery level of implantation
Timeline	2019-2020	2019-2020	2020-2021
Lead Person(s)	Curriculum Department, Grade level Cohort Teachers Representatives, DLT, and BLT	Curriculum Department, District Data Coach, Grade level Cohort Teachers Representatives, DLT, and BLT	Curriculum Department, District Data Coach, Grade level Cohort Teachers Representatives, DLT, and BLT
Resources Needed	Teachers need access to direct reading plan, defined expectations of Literacy instruction K - 3. Access to research based professional development Substitute cost	Provide professional development Funds to pay for training Substitute cost	Provide professional development, provide coaching Funds to pay for training Substitute cost
Specifics of Implementation	Teachers will develop knowledge and skills to successfully implement high-yield research-based instructional practices into informational text literacy in all content.	Teacher Based Teams (TBT) analyze student performance data specifically in the area of informational text comprehension. TBTs will develop grade level instructional plans based on data.	Teachers will access professional development with grade level teams and an individual in order to implement effective informational text comprehension strategies.
Measure of Success	Professional learning session completion. Session evaluation and certification of teacher participation.	Analysis of data. Instructional plans based on student needs.	Training evaluation data Coaching feedback Assessment and performance data.
Check-in/Review Date	Monthly	Monthly	Monthly, bi-weekly coaching checks

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.

The following will be implemented reviewed, monitored, and measured to report student progress:

1. Diagnostic assessment scores (fall, winter, and spring) Curriculum Associates iReady - grades K - 8
    a. The Curriculum Associates iReady reading diagnostic scores are monitored and reviewed at all levels from classroom teacher to DLT. Student performance serves as a reflection of meeting Tier 1 expectations and serves as the primary tool for implementing our MTSS/RTI structure. Our MTSS framework allows our district to merge our RTI system and our PBIS model to provide necessary supports for all students. RTI is a **problem-solving** and **prevention** model with strong evidence of success. RTI uses data-based decision making to inform academic and behavioral instruction and intervention based on individual student needs. **PBIS** is an implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students. As a result of our commitment to developing an effective support system for all students, we have partnered with **Branching Minds** as our primary tool for understanding why students are struggling, finding interventions that match student needs, and monitoring progress effectively and collaboratively.
        i. **Our goal for our students:** the MTSS framework is a way to support all students more effectively, more easily and more efficiently. The framework allows students to achieve success in the areas of academics and behavior in order to make adequate progress towards college and career readiness.
        ii. **Our goal for our educators:** the MTSS framework will streamline the collection and documentation of observations, student data, as well as the planning and reporting process required for differentiation and intervention.
2. Tier 1 formative and summative assessments based on district pacing and reading framework. Including iReady Standards Mastery Assessment aligned to grade level instruction - grades 3 - 8
    a. Within the structures of our OIP, DLT, BLT, and TBT process, student performance data is reviewed and instructional decisions are made.
3. Instructional Guided Reading Levels, reported quarterly grades K - 5 (Fountas & Pinnell BAS)
    a. Within the structures of our OIP, DLT, BLT, and TBT process, student performance data is reviewed and instructional decisions are made.
4. Observations during Literacy Walkthroughs
    a. Within the structures of our OIP, DLT, BLT, and TBT process, data from Literacy Walkthrough are reviewed and special concerns or issues of concerning implantation are immediately addressed.

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.

All student performance data, including diagnostic assessment and formative assessments including benchmarking and progress monitoring will be utilized to obtain valuable information about students' acquisition of foundational reading skills and potential gaps in knowledge to drive our Tier 1 instruction. Universal screening data are used in two ways. First, they are used to determine if core instruction is sufficient for at least 80% of students. A sufficient core is fundamental to the success of MTSS and cannot be overlooked. Second, they are used to identify students who need additional support. Universal screening procedures generate objective information for parents and educators to proactively determine students whose needs are not being adequately addressed and increase efficiency of resource allocation. Universal screeners often over-identify individuals as at-risk. Teams then compare universal screening results with multiple sources of data (e.g., benchmark data, formative assessments, etc.) to confirm or disconfirm at-risk status. The over-identification of students using universal screening is planned and designed to prevent missing students who are in need.

There are 2 types of meetings, in addition our DLT, BLT, and TBT structure, intended to focus more deeply on individual student performance.

The School Leadership Meeting (the "Red Days"): This meeting is conducted three times a year, similar to a universal screener. This meeting includes the BLT, the RTI team, as well as representatives from the district RTI team. The goal of this meeting is to understand the school-wide health and wellness around MTSS/RTI utilizing the BrM platform. The School Leadership team is reviewing school level data (assessment scores, tier demographic distributions, tier movement and referral rates, etc) to answer the question "Is this a healthy school?" by looking at improvement in student outcome measures since the last meeting and to understand if positive or neutral, progress. This meeting will also determine student placement on Tiered levels and potential student intervention groupings.

Response to Intervention (RTI) meeting: This meeting happens weekly. The goal of this meeting is to review student progress and performance data specific to the student intervention plan utilizing the BrM platform. The team will discuss, review, and problem solve based on student performance. Student plans maybe updated or modified.

Using the guidance provided for evidence-based direct instruction for early literacy (Ohio Department of Education 2005; National Early Literacy Panel, 2008) the following strategies will be systematically implemented into the Reading Achievement Plan.

The following scientifically, research-based components are included in our Tier 1 120 minute reading block:

Year 1: Heggerty Phonological Awareness frameworks for Tier 1 instruction and development of a district "Phonological

Resource Bank and PD for implementation: evidence-based rating - Strong (WWC)

Continued usage of Jan Richardson's Next Step in Guided Reading for word work (including phonological awareness and phonics) for foundational Skills (phonological awareness, phonics, word recognition): Strong (WWC)

Continued usage of Words Their Way for word work - phonics and developmental spelling: evidence-based rating - Strong (WWC)

Continued implementation of Daily 5 management structure to support the successful implementation of Reader's Workshop Framework to meet the needs of our Balanced Literacy Framework.- Strong (WWC)

During the Literacy Block, the continued usage of the following instructional resources to meet the individual needs of all PCLS learners:

- Fountas and Pinnell Leveled books: evidence-based rating - minimal (WWC)
- Foutas and Pinnell Leveled Literacy Intervention - strong (WWC)
- Jan Richardson's The Next Step in Guided Reading: evidence-based rating - Strong (WWC)
- Scholastic leveled books: evidence-based rating - minimal (WWC)

On a daily basis, students will be provided with a structured 120-minute reading block broken down into:

- Mini-Lesson
- Model Reading Strategy Guided Practice
- Self-Selected Reading - Students' application of reading strategy
- Guided Reading (instructional grouping based on data)
- Writing - independent or guided
- Word Work
- Heggerty/Phonemic Awareness Lesson

Year 1: Marzano's Vocabulary Strategies will become the base to build a bank of resources to support improved vocabulary instructional practices. The consistent use of research based strategies specific to vocabulary found within informational text has 'evidence' of' positive effect on long term student learning. (WWC)

As noted, the majority of these strategies are continuation of current practices, which have proven to have had a substantial impact on improved student performance, specifically based on our Grade 3 Reading Ohio State Test.

TGRG "Retentions" 2015-2019

Bar chart showing TGRG "Retentions" from 2015 to 2019:
- 2015-16: 96
- 2016-17: 72
- 2017-18: 56
- 2018-19: 27
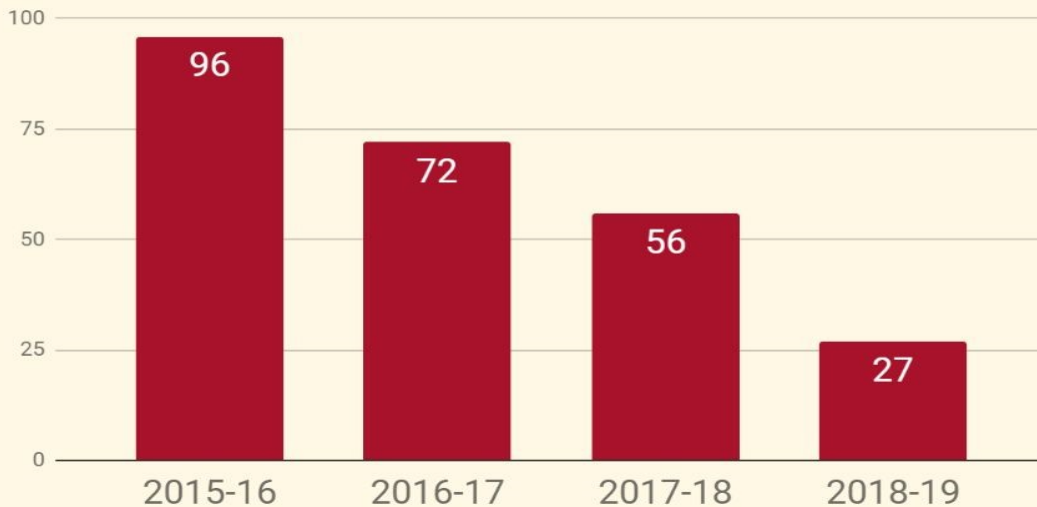
The PCLS Reading Achievement Plan is aligned to Ohio's literacy vision. We use the articulation of the required components of reading in the "NOT" Simple View of Reading combined with our data to develop this Reading Plan. Our goals are the natural next step for us to address the need for improved Phonological Awareness and Phonics instruction and improved vocabulary instruction to improve comprehension, specific to informational text. Our goals focus on these areas to improve reading achievement by strengthening our Tier I instruction to support student success and achievement.

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.*

PCLS will support the identified evidence-based strategies for improving Early Literacy and commits to the implementation of a systematic method to evaluate the effectiveness of the Reading Achievement Plan components and provide support for instructional design and delivery as well as exploring curriculum supplements to foster Early Literacy skills. The practices detailed within the Reading Achievement Plan (RAP) improve upon the strategies of previous years through the use of norm-referenced assessments, the implementation of a standardized set of progress monitoring tools, a research-based reading framework, systematic intervention practices, and a dedicated feedback loop aimed at improving instructional and intervention practices. Improving literacy skills in the Tier 1 classroom is our goal to foster academic growth in reading.

Monitoring of the implementation of best practices through achievement, diagnostic, and formative assessments along with Fidelity Walk-throughs will ensure that the research-based strategies our Reading Achievement Plan will occur. In order to ensure the integrity and effectiveness of the Reading Achievement Plan (RAP), PCLS has identified dedicated teams of individuals at the district and building levels, who specialize in the acquisition, assessment, and instruction of early literacy skills. As part of this Reading Achievement Plan, the DLT, BLTs and school leaders will monitor the daily implementation go the RAP and will initiate the Reading Tired Fidelity (R-TFI) annually and the teachers will complete a needs assessment based on professional growth goals.

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 will be implemented and sustained on a quarterly-basis to introduce and solidify implementation of classroom instruction.

Professional Development will include the Five Component Pillar areas (phonemic awareness, phonics, fluency, vocabulary, and text comprehension), as well as other needs based on teacher professional goals, data from Literacy Walkthroughs and student performance data and trends.

Professional Development will be designed based on the analysis of the following data: scores from the R-TFI, TBT data, needs assessments, iReady and KRA.

Professional Development Plan-based on the Ohio Department of Education PD template:

VISION: Our vision is for all students to be reading, writing, speaking and understanding grade level material in all content areas through the use of the highest quality, research and evidence based practices and interventions so that ALL students are successful in school and in life.

SMART GOALS:

Phonological Awareness and Phonics: Teachers in grades Kindergarten & Grade 1 will participate in foundational skills training to improve their instructional skills and student outcome by String of 2020. The number of students meeting or exceeding Tier 1 level of performance in Phonological Awareness domain from 8% to 80% by spring 2020 as measured by Curriculum Associates iReady diagnostic.

Comprehension: Teachers in grades Kindergarten - Grade 3 will participate in comprehension skills training to improve their instructional skills and student outcomes by the Spring of 2020. The number of students meeting or exceeding Tier 1 level of performance in the Comprehension: Informational Text domain from 14% to 80% by spring of 2020 as measured by Curriculum Associates iReady diagnostic.

Vocabulary: Teachers in grades Kindergarten - Grade 3 will participate in vocabulary skills training to improve their instructional skills and student outcomes by the Spring of 2020. The number of students meeting or exceeding Tier 1 level of performance in the Vocabulary domain from 14% to 80% by spring 2020 as measured by Curriculum Associates iReady diagnostic.

MODEL:

Our PD Model is based on the Ohio Department of Education's Coaching Model which identifies two areas of the coaching process: Instructional coaching which is implemented at the classroom level and systems coaching which is implemented at the leadership team levels (BLT and DLT) including grade level teacher ELA Cohort representatives, building leaders, and our building data coach.

ACTION PLAN OUTCOMES:

Our outcomes include the fidelity of the implementation of the professional development as measured by the R-TFI and the walk-through checklist developed by the DLTas well as student achievement as measured by Curriculum Associates iReady diagnostic.

APPENDICES

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

N/A