

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the Phoenix Community Learning Center 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 partnered with a local early childhood education program to develop the Reading Achievement Plan.

This plan will benefit from:

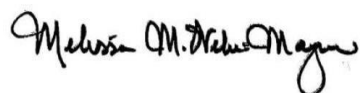
- Specific professional learning opportunities for building leaders focusing on instructional leadership.
- Protocols to follow when learners are not making progress toward their academic achievement goals.

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
Columbus, Ohio 43215
education.ohio.gov

(877) 644-6338
For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

READING ACHIEVEMENT PLAN

DISTRICT NAME: PHOENIX Community Learning Center

DISTRICT IRN: 133504

DISTRICT ADDRESS: 3595 Washington Avenue

PLAN COMPLETION DATE: December 30, 2018

LEAD WRITERS: Glenda Brown, Claudia Ehrle, Melissa Brown

IMPLEMENTATION START DATE:

CONTENTS

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

- Section 1: Leadership Team Membership 3
- Section 1, Part B: Developing, Monitoring and Communicating the reading Achievement Plan 3

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

Section 3: Why a Reading Achievement Plan is Needed in Our District or Community School 5

- Section 3, Part A: Analysis of Relevant Learner Performance Data 6
- Section 3, Part B: Analysis of Factors Contributing to Low Reading Achievement 6

Section 4: Literacy Mission and Vision Statement(s)..... 7

Section 5: Measurable Learner Performance Goals..... 8

Section 6: ActionPlan Map(s) 9

Section 7: Plan for Monitoring Progress Toward the Learner Performance Goal(s)14

Section 8: Expectations and Supports for learners and Schools.....14

- Section 8, Part A: Strategies to Support Learners14
- Section 8, Part B: Ensuring Effectiveness and Improving Upon Strategies15
- Section 8, Part C: Professional Development Plan17

Appendices17

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
Glenda Brown	Superintendent	PHOENIX Community Learning Center	brown.glendora@gmail.com
Claudia Ehrle	Data Specialist	PHOENIX Community Learning Center	cehrle@phoenixclc.org
Denise McCloud	Pre-school Administrator	Shiloh Small Footprints Preschool	dmcccloud@phoenixclc.org
Melissa Brown	Principal K-3	PHOENIX Community Learning Center	mbrown@phoenixclc.org
Charlene Hawes	Teacher Leader	PHOENIX Community Learning Center	cionnamom@gmail.com
Sushumna Means	Curriculum Administrator	PHOENIX Community Learning Center	smeans@phoenixclc.org
Elaine Wilson	Director 4-8	PHOENIX Community Learning Center	ewilsonpclc@gmail.com
Dawn Lawson	Special Education	PHOENIX Community Learning Center	lbj@cinci.rr.com
Dena Combs	Parent	PHOENIX Community Learning Center	dcombs@phoenixclc.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.

Developing the Plan

PHOENIX Community Learning Center's (PCLC) leadership team developed the Reading Achievement Plan by analyzing relevant student performance data from the English language arts assessment (grades 3-8), the Kindergarten Readiness Assessment (KRA), and the NWEA MAP, a reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee) and the school's state report card. The schools literacy grade for K-3 and its Value Added grade on the state report card were both F's. KRA-L data showed that almost 98 percent of kindergarten learners entered PCLC not on track with kindergarten reading readiness skills such a phonological awareness and phonics skills. Upon closer inspection of KRA-L and MAP data we found that over 95 percent of the students enrolling in K are consistently not on track and scored low in phonemic awareness and phonics. The MAP data also revealed that students in grades K-3 needed critical support in phonics and phonemic awareness. The team proceeded to come up with a plan to increase student reading performance. We agreed that we needed goals that would support our students in getting on track and thus improve the K-3 Literacy report card grade. The team decided to set a goal for K-3 that involved increasing phonemic awareness and phonics skills as well as comprehension. We also agreed to set a goal of a 2019 summer school reading for students in grades 1-3 and kindergarten repeaters. The focus for summer school will be to increase all students decoding and reading comprehension skills using Reading Recovery as an evidence based strategy. Additional teachers will be hired and trained as Reading Recovery teachers by Summer, 2019 to work with struggling readers throughout the school year.

We also decided to increase reading time to 120 minutes per day beginning Winter, 2019. This additional time will support the individual and small group tutoring provided by teachers, paraprofessionals and instructional assistants.

The team also focused on setting reading goals for students in grade 4-8. While the reading curriculum is rigorous, the failure for assessment scores in reading for grades 4-8 was found to be inconsistent leaderships support for teacher implementation of instructional strategies. We decided that short cycle assessment (SCA's) in reading would be given approximately every 4 weeks throughout the school year in grade s 4-8. These SCA's are to be used formatively for planning and adjusting instruction to meet individual student's reading needs. Once the short cycle assessments are given, reports will be generated immediately, and an analysis meeting will be scheduled. Teachers, principals, and administrators will analyze the student score da ta reports before the analysis meeting. In the analysis meeting, an item analysis is performed by the teacher and administrator together and a plan of action is created based on individual student performance.

We also reviewed our reading improvement strategies listed in the school's CCIP plan. We also looked for and discussed possible barriers, such as: budget limitations, additional personnel cost, materials, and other technical resources. We found that because our goals were aligned to our CCIP goals for literacy, that we could use CCIP funds to acquire some of the materials and resources needed for the plan to be implemented with fidelity.

Monitoring the Plan

During this planning time we reviewed the school's reading improvement strategies listed in our CCIP plan and spent time brainstorming and focusing on what additional improvement strategies or what new structures and/or processes needed to be created to improve student reading scores. This planning process also gave us the opportunity to examine and delve deeper into root causes for poor student reading performance. The team decided that part of the root cause of low reading scores in grades K-8 was that administrators did not systematically and consistently support teachers and other relevant staff in their efforts which led to ineffective implementation of instructional strategies by classroom teachers and other relevant staff. We decided that whatever strategies and programs we chose to use, it was critical that the administrators and principals hold themselves one hundred percent accountable for supporting teachers through the effective implementation of instructional strategies.

Grades 4-8

The team decided that from the 2018-2019 school year through 2020-2021 Data Driven Instruction and Inquiry (DDI) would be used as a framework to provide a precise and systematic approach for monitoring teacher implementation of individualized student action plans derived from SCA data.

It will also be used to monitor reading progress for students in grades 3-8 from the 2018-2019 school year through 2020-2021. This inquiry cycle of data-driven instruction includes administering the short cycle reading assessment, an analysis of the results data, and creating an individualized student action plan based on the results analysis. We believe that DDI will be a key framework for school-wide support of all student success in reading.

Grades K-3

Administrators and principals will monitor K-3 student's progress and growth in reading by comparing students fall, winter, spring, and summer NWEA MAP reading scores. We will then use the skills Navigator in MAP to retrieve a differentiated learning plan for each student based on analysis of their reading score. K-3 reading progress will also be monitored using the students' Reading Improvement and Monitoring Plan (RIMP).

Grades 4-12

The team will also monitor reading progress for students in grades 4-12 by using Interim short cycle assessments (SCA's) which will show us what our students know and are able to do, and where the gaps are in their learning. To ensure that we're using the data from SCA's to close gaps, principals/administrators will monitor student progress by conducting an analysis of the SCA reading data with individual teachers. We will chart this data in the school's data room and use it to compare students growth of students with and without disabilities across contents areas and grade levels.

SCA's in reading are scheduled to be given approximately every 4 weeks throughout the school year. SCAs are to be used formatively for planning and adjusting instruction to meet individual student needs. Once the short cycle assessments are given, reports are generated immediately. Teachers and administrators analyze the student score data before the analysis meeting. In the analysis meeting, an item analysis is performed by the teacher and administrator together and a plan of action is created based on individual student performance.

During this analysis meeting the teacher and administrator will use a template to form a plan of action for the teachers to follow that differentiates reading instruction per student needs. These identified reading skills will then be addressed again in four weeks on the next interim reading assessment (SCA). Immediate professional developed is offered to teachers who need help in how to deliver the needed instruction.

One week after the analysis meetings, principals and/or administrators will meet with the superintendent and /or board members to discuss their analysis of progress being made by students in reading. Any adjustments to the plan will be made at that time. This plan will be followed until the next interim assessment and analysis meeting. The principals will use the time between interim assessments to monitor by conducting formal and informal classroom observations. During these observations and walkthroughs, principals and administrators will be able to monitor and ensure that is given and a new individualized action plan is written.

The superintendent and director of systems accountability will monitor the plan by observing principals and other relevant administrators and analyzing the impact that their practices have on increasing student literacy. If we find, after analyzing student literacy data, that more support in terms of PD, coaching or resources is needed, the superintendent and treasurer will ensure that it will be provided in a timely manner.

Professional Development

We also created professional development topics aligned to the skills needed for implementing the following strategies.

DDI, Reading Recovery, Leveled Literacy, Read, Write, and Type! And Sound Partners — Struggling Readers. The team decided that both internal and external presenters were needed for professional development that aligned with school wide instructional practices and the identified performance targets. We will work with Hamilton County Education Service Center (HCESC) to provide additional professional development on data driven instruction and differentiation. For example, teachers need professional development in how to do deep analysis of interim assessment results and in how to make in-course corrections that guarantee higher student learning results. Administrators and principals will receive training in how to lead effective assessment analysis meetings and how to put in place a productive data-driven culture that defines a higher bar for rigor for all students.

Communicate the Plan

The plan will be shared with the teaching staff during the spring of 2019. Any new teachers hired after that time will be informed of the plan during summer professional development for new teachers. The team will also communicate the Reading Achievement Plan with parents by at the schools open house events, the monthly Saturday parent workshops, the orientation for new families during the summer. In addition, all stakeholders can review the plan on PCLC's website.

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.

PCLC's Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts in PCLC's Improvement Plan created through the Ohio Improvement Process. The school improvement plan and the reading achievement plan were both created utilizing the following data sources: Ohio school Report Card, CCIP plan, KRA-L, and MAP. Therefore, some reading goals are the same as in the school's overall Improvement Plan such as assuring that students enter third grade on track for reading. In both the schools improvement plan and the Reading Achievement Plan, the team focused on ensuring that all students are reading at grade level by third grade. Both plans include some of the same strategies to strengthen students' foundational skills such as phonological awareness, phonics, comprehension, fluency and vocabulary. We were also able to make use of needs analysis from the schools improvement plan.

PCLC's literacy improvement plan is in alignment with the following school improvement efforts already in place.

These include:

PCLC'S School Improvement Plan

PCLC's plan for increasing its grade on the K-3 Literacy Component on PCLC's state report card

Ohio's Learning Standards for English Language Arts (kindergarten-grade 12, including Standards for Literacy in History/Social Studies, Science, and Technical Subjects grades 6-12)

Ohio's Learning Standards Extended for learners with significant cognitive disabilities.

Kindergarten Readiness Assessment for learners entering kindergarten

K-3 reading diagnostic assessments used to screen students in grades kindergarten through grade 3 for reading difficulties

Ohio's State Tests in English language arts for grades 3-8; and high school end-of-course exams in English language arts.

NWEA MAP Assessment for K-12

OIP Structures and Processes such as Building Leadership Team, Shared Leadership, Teacher Teams etc.

Profession Development Literacy through Hamilton County Education Service Center

PCLC will continue to ensure that the efforts outlined above continue to align with the goals and objectives of PCLC's literacy plan as well as other school improvement efforts.

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

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

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

PCLC needs a Reading Achievement Plan because:

The school received an F for literacy K-3 and an F for closing gaps in grades K-11 on its 2017-2018 report card. According to KRA-L and MAP data at least 95% of PCLC kindergarten students entered school not on track for reading readiness. According to the schools state report card data reading scores have been trending downward for several years (Grade 4-8) with a low K-3 literacy achievement score. We found that lack of consistent explicit instruction in phonics and decoding in grades 3-5. Again, this is partly due to teachers being very transient in grade K-3 for the past several years. Scores for the 2018-2019 report card improved somewhat.

PCLC went from an F for literacy K-3 to a D. It went from an F for closing gaps in grades K-11 to a B. We know that we need this span because it is working and we plan to follow it diligently as we work toward our desired outcome. For more details see APPENDIX: Progress Update. A challenge for PCLC is teacher retention. PCLC's leadership team reviewed the Equitable Access Analysis Tool from 2017-2018 school year. The team reviewed the tool and noted the following gaps:

- A. PCLC has a low educator workforce strength index of 81.7 and is a high poverty and high minority school.
- B. PCLC has a high student minority and poverty rate and a high teacher transiency rate causing us to continue to have inexperienced teachers year after year. Teachers survey data showed that part of the cause is PCLC's being non-competitive.

According to PCLC's MAP, 95% of PCLC students entering kindergarten do not have the teacher pay reading readiness skills needed for kindergarten reading success. This has consistently resulted in the low reading scores on Ohio's 3rd grade reading assessment. Not aggressively address the student reading crisis/need in grade kK-2 is part of the root causes of low performance scores on the Ohio Reading assessment in grade 4-8. PCLC conducted root causes analysis to determine the systemic challenge (s) contributing to gaps in equitable access. The team found that according to OTES, PCLC had 18% (3) ineffective teachers, 18% (s) developing teachers, 58% (10) skilled teachers, and 5% (1) accomplished teacher. It was found that the root cause was connected/related to high teacher transiency rate. If the trend from previous years continues, at least 50% of the ineffective and developing teachers will not return. The resulting concern is that because of the high rate of teacher transiency, the economically disadvantaged students at PCLC will continue to be taught by primarily inexperienced teachers.

PCLC school leaders have not been consistent in supporting teachers when implementing school improvement efforts such as teachers and staff collaborating to set quarterly goals, implementing strategies for improvement, and measuring progress. This resulted in low math and reading scores on Ohio's math assessment.

Insufficient classroom and teacher observation (with feedback) by administrative staff resulting in teachers not being held sufficiently accountable for implementation of SCA action plans. This as resulted in teachers not implementing action plans as written - contributing to low student achievement.

Parent participation was low. This resulted in students and parents not focusing on their part and what they need to do to improve their performance on SCA and MAP growth assessments.

Over the past four years, PCLC has had a high influx of students from two community schools that were closed. In addition to PCLC's planned student increase, PCLC was hit with the enrollment of students from these two closing community schools causing an increase of almost 200 students. These new students came with carried issues around behavior and lack of capacity to focus and attend for entire class periods. These issues highly impacted classroom instruction and learning which contributed to low scores on the state's reading assessment.

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.

Student's Starting Kindergarten without Reading Readiness Skills

The school received an F for literacy and achievement in grades K - 3. In looking at the school's annual teacher retention data we found that this was partly due to low teacher retention and teacher shortage. In addition, according to KRA-L and MAP data at least 95 percent of kindergarten students enter school not on track for reading readiness. According to the schools state report card data reading scores have been trending downward for several years (Grade 4-8) with a low K-3 literacy achievement score. We found that lack of consistent explicit instruction in phonics and decoding in grades 3-5.

Again, this is partly due to teachers being very transient in grade K-3 for the past several years. We also found that lack of administrative oversight for implementation was a cause.

According to PCLC's KRA-L and MAP data, more than 90% of PCLC students entering Kindergarten each year for the past five years have not had the reading readiness skills needed for kindergarten reading success. This has consistently resulted in low reading scores on Ohio's 3rd grade reading assessment. Leadership did not aggressively address the student reading crisis in grades K-2 and so it became part of the root cause of low reading performance scores on the Ohio reading assessment in grades 4-8.

Teacher Retention

PCLC's leadership team reviewed the Equitable Access Analysis Tool from 2017-2018 school year. The team reviewed the tool and noted the following gaps:

- A. PCLC has a low educator workforce strength index of 81.7 and is a high poverty and high minority school.
- B. PCLC has a high student minority and poverty rate and a high teacher transiency rate causing us to continue to have inexperienced teachers year after year. Teachers survey data showed that part of the cause is PCLC's being non-competitive teacher pay when compared to larger surrounding districts.

PCLC conducted a root-cause analysis to determine the systemic challenge(s) contributing to gaps in equitable access. The team found that according to Ohio's Teacher Evaluation System (OTES), PCLC had 18%(3) ineffective teachers, 18% (3) developing teachings, 58% (10) skilled teachers, and 5% (1) accomplished teacher. The team found that the root cause for low, low student reading performance in grades K-2 was connected/related to a high teacher transiency rate. If the trend from previous years continues, at least 50% of these skilled teachers will not return for the 2016-2017 school year and 50% of the ineffective and developing teachers will not return. The resulting concern is that because of the high rate of teacher transiency, the economically disadvantaged students at PCLC will continue to be taught by primarily inexperienced teachers.

Leadership

Because of our school teacher shortage, school leaders have had to cover classrooms and did not always have time to support teachers as they should have for instructional delivery and responsibility for student growth. There was not enough consistent administrative observation with feedback due to administrators covering classes during the school day. From the school's report card and interim assessment (SCA) data we found that administrator's lack of consistent accountability for the teacher's effective implementation of instructional strategies played a part in low reading scores. Highly qualified teachers tend to sign contracts with larger surrounding school districts (many times leaving mid-year) that can pay higher salaries resulting in PCLC having to hire teachers through out the year, which little or not experience in their content area.

PCLC School leaders have not been consistent in supporting teachers as they implement school improvement efforts such as teachers and staff collaborating to set quarterly goals implementing strategies for improvement and measuring progress. This resulted in low math and reading scores on Ohio's math assessment.

According to PCLC's KRA-L and MAP data, more than 95% of PCLC students entering Kindergarten do not have the reading readiness skills needed for kindergarten reading success. This has consistently resulted in low reading scores on Ohio's 3rd grade reading assessment. Because leadership did not aggressively address this student reading crisis in grades K-2 in earlier years, it has become part of the root cause of low reading performance scores on the Ohio reading assessment in grades 3-11.

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](#).

Literacy Vision Statement

PCLC's vision is for all students to gain the knowledge and skills need to read at their grade level. Our goals for school improvement is based on improving literacy acquisition for all students. PCLC promotes instructional practices that guide students in learning to think, read, and write and increase their achievement across all grade levels and content areas. We believe that reading is meaning driven and that purposely building a child's vocabulary through exposure to rich and varied experiences in the early years contributes greatly to their reading comprehension. All learners at Phoenix Community Learning Center will acquire the knowledge and skills needed to read at grade level. At school wide focus on decoding, language comprehension, reading comprehension and achievement will guide our vision. PCLC will implement

evidence based strategies and practices to increase student literacy in reading as well as overall achievement in all content areas. A schoolwide focus on decoding, language comprehension, reading comprehension, and achievement will guide our vision.

Our vision to have the facility and budget to work with students at the preschool level (ages 3-5) and ensure that the kindergarten exceeding the reading readiness skills required to be on track. These literacy skills include phonemic awareness, phonics, reading fluency, vocabulary acquisition and development, reading comprehension and early writing experiences. This is in alignment with Ohio's definition of early literacy which includes a continuum of literacy development that begins at birth with the development of receptive and expressive language.

Ultimately, our vision and mission is to be an inclusive school focused on developing its students as analytical thinkers, readers, writers, and problem solvers. Through a culture of positively modeled behavior, PCLC students will demonstrate the social and academic skills needed to become contributing members of a global society now and in the future.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

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

Overarching Goal 1

By Spring 2021, at least 70% of PCLC third grade students, with and without disabilities, will decode text, comprehend language, and read at least at the fourth-grade level as measured by Ohio's Reading Assessment and MAP data.

Subgoals

By Summer 2019, PCLC will commence an eight-week summer school focused on teaching reading using Leveled Literacy Intervention strategies for learners in grades 1-3. Students who are repeating kindergarten are expected to attend summer school.

By Fall 2019, PCLC will increase the number of Instructional Assistant (IA) and/or Paraprofessional staff by 4.

By Fall 2019, 100% of K-3 students will receive an additional 30 minutes of daily intervention or enrichment using research-based strategies focused on the 5 critical components of reading (Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension).

By Fall 2019, 100% of K-3 students will participate in a daily 120-minute English Language Arts/Writing block following a balanced literacy model as measured by daily walkthroughs and lesson plan reviews.

Overarching Goal 2

By spring 2021, at least 70% of PCLC first grade students will decode text, comprehend language and read at least at second grade level as measured by NWEA MAP reading data

Subgoals

Increase the percentage of 3-12 learners who attend Saturday and after school tutoring sessions to at least 10 students at each grade level by winter 2020.

Hire and retain highly qualified ELA teachers for grade 3-12 for the 2019-2020 school year.

Overarching Goal 3

By Spring 2021, at least 70 percent of PCLC kindergarten students, with and without disabilities, will decode text, comprehend language, and read at least at a first grade level as measured by MAP and KRA-L data.

Overarching Goal 4

By Spring 2020, increase to at least 75 percent the number of students with and without disabilities in grades 1-12 who can successfully use a rubric to construct a response and/or write an essay in response to text as measured by PCLC's Short Cycle Assessment and AIR Reading Assessment.

Overarching Goal 5

By Spring 2021, Increase to at least 70 percent the number of grade 3-12 students who score proficient or better on the AIR Reading Assessment and End of Course Exams. Metric - Air Assessment results.

SECTION 6: ACTIONPLAN MAP(S)

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

Goal # 1 Action Map

Goal Statement: By Spring 2021, at least 70 percent of PCLC third grade students, with and without disabilities, will decode text, comprehend language, and read at least at a fourth grade level as measured by Ohio’s AIR Reading Assessment and MAP data.

Evidence-Based Strategy or Strategies: Reading Recovery

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Components				
Timeline	Winter 2019 - Spring, 2019	Winter 2019 - Spring, 2019	Summer, 2019 8 weeks	Winter 2019 - Spring, 2019
Lead Person(s)	Curriculum Administrator	Principal, Curriculum Administrator	Principal, Curriculum Administrator, Data Specialist	Curriculum Administrator
Resources Needed	Reading Recovery Trainer Reading Recovery Materials Summer School Teachers (5) Instructional Assistants (3) Any Reading Recovery materials	Reading Recovery Trainer 5 Summer School Teachers Reading Recovery and LLI Materials	5 Summer School Teachers 3 instructional assistants Reading Recovery and LLI Materials	Reading Recovery Trainer Reading Recovery Materials Summer School Teachers (5) Instructional Assistants (3) Any Reading Recovery materials
Specifics of Implementation	Contact Reading Recovery Program at Ohio State and start process for PCLC teachers to receive Reading Recovery training over the winter and spring. Purchase any materials and resources needed for the Reading Recovery and LLI.	Teachers will be allowed the time off if necessary to receive the needed training. Any materials and resources related to summer school and/or Reading Recovery and LLI should be ordered at this time. Review students individual RIMP's to schedule students whose needs are best matched with these strategies.	Students in grades 1-3 and kindergartners who are repeaters will report for summer school during the 3rd week. Summer school will be from 8:00 am - 1:00 pm. Monday -Friday. From 1:30 - 3:30 teachers will meet with principal, curriculum director, and /or data specialist to discuss student reading progress (RIMP).	Contact Reading Recovery Program at Ohio State and start process for PCLC teachers to receive Reading Recovery training over the winter and spring. Purchase any materials and resources needed for the Reading Recovery and LLI.

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Measure of Success	Contact made with Reading Recovery AND LLI and dates have been set up for training	Teachers have been trained in Reading Recovery and resources and materials have arrived. Teachers have been trained in LLI and resources and materials have arrived.	Increase in students' reading level over 8 weeks of summer school. Progress on RIMP. Pre and Post Test	Contact made with Reading Recovery AND LLI and dates have been set up for training
Check-in/Review Date	Weekly	Weekly	Daily	Weekly

Goal # 2 Action Map

Goal Statement: By the Spring of 2021, at least 80% of PCLC first grade students will decode text, comprehend language, and read at least at a second-grade level as measured by NWEA MAP reading data.

Evidence-Based Strategy or Strategies: Fountas & Pinnell Leveled Literacy Intervention (LLI)

	Action Step 1	Action Step 2	Action Step 3	
Implementation Components				
Timeline	Winter 2019 - Spring, 2019			Winter 2019 - Spring, 2019
Lead Person(s)	Curriculum Administrator	Principal, Curriculum Administrator, Teacher	Principal, Curriculum Administrator, Data Specialist, Teacher	Curriculum Administrator
Resources Needed	4 certified teachers Any LLI materials and resources			4 certified teachers Any LLI materials and resources
Specifics of Implementation	Contact representative from Fountas & Pinnell Leveled Literacy Intervention (LLI) over the winter and spring. Set up 3 day training with Heinemann Publishing for teachers to become LLI Interventionists. 2 days of in-person training, followed by one day of onsite coaching throughout the year. Purchase any materials and resources needed for the program's	Review students individual RIMP's to schedule students whose needs are best matched with this strategy	This intervention strategy will begin for students in grades 1-3 in the Fall of 2019.	Contact representative from Fountas & Pinnell Leveled Literacy Intervention (LLI) over the winter and spring. Set up 3 day training with Heinemann Publishing for teachers to become LLI Interventionists. 2 days of in-person training, followed by one day of onsite coaching throughout the year. Purchase any materials and resources needed for the program's success.

	Action Step 1	Action Step 2	Action Step 3	
	success.			
Measure of Success			75 percent of K-3 learners meeting or exceeding their spring MAP targets.	
Check-in/Review Date	Weekly until done	Weekly until done	Weekly	Weekly until done

Goal # 3 Action Map

Goal Statement: By spring 2021, at least 75% of PCLC kindergarten students with and without disabilities will decode text, comprehend language, and read at least at a first-grade level as measured by MAP KRA-L data.

Evidence-Based Strategy or Strategies: Fountas & Pinnell Leveled Literacy Intervention (LLI)

	Action Step 1	Action Step 2	Action Step 3
Implementation Components			
Timeline	Winter 2019 - Spring, 2019	Winter 2019 - Spring, 2019	Fall, 2019 - Spring, 2021
Lead Person(s)	Curriculum Administrator	Principal, Curriculum Administrator, Teacher	Principal, Curriculum Administrator, Teacher
Resources Needed	4 certified teachers Any LLI materials and resources	4 certified teachers Any LLI materials and resources needed for training	
Specifics of Implementation	<p>Contact representative from Fountas & Pinnell Leveled Literacy Intervention (LLI) over the winter and spring. Set up 3 day training with Heinemann Publishing for teachers to become LLI Interventionists.</p> <p>2 days of in-person training, followed by one day of onsite coaching throughout the year.</p> <p>Purchase any materials and resources needed for the program’s success.</p>	<p>Teachers will be allowed the time off if necessary to receive the needed training.</p> <p>Any materials and resources related to LLI should be arriving at this time.</p> <p>Review students individual RIMP’s to find students whose needs are best matched with this strategy</p> <p>Daily schedules are adjusted to include this strategy</p>	<p>Beginning Fall, 2019, one certified teacher will work with three K-2 students at a time, conducting up to 6 groups per day</p> <p>The content will focus on oral language, phonics, fluency, vocabulary, and comprehension.</p> <p>Lessons will alternate between “independent level” texts and more challenging “instructional level” texts, which students may also take back to their classrooms or homes.</p>
Measure of Success	Contact has been made with LLI representative and dates are set up for PD to train teachers as.	Teachers have been trained as LLI Interventionists and know how to implement LLI. Purchased resources and materials have arrived.	Students in grades 4-12 reach their targeted MAP scores in reading

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	Weekly unit done	Weekly until done	Weekly

Goal # 4 Action Map

Goal Statement: By Spring 2020, increase to at least 75% the number of students with and without disabilities in grades 1-12 who can successfully use a rubric to construct a response and/or write an essay in response to text as measured by PCLC’s Short Cycle Assessment and AIR Reading Assessment.

Evidence-Based Strategy or Strategies: Read, Write, and Type! and Sound Partners -Struggling Reader

	Action Step 1	Action Step 2	Action Step 3
Implementation Components			
Timeline	Winter,2019 -Spring,2019	Winter 2019 - Spring, 2019	Fall, 2019
Lead Person(s)	Curriculum Administrator	Principal, Curriculum Administrator, Teacher	Principal, Curriculum Administrator, Teacher
Resources Needed		4 paraprofessionals or Instructional Assistants.	All materials and resources needed for the success of Read, Write and Type! And Sound Partners.
Specifics of Implementation	<p>Contact representative from Read, Write, and Type! And Sound Partners -Struggling Readers) over the winter and spring.</p> <p>Set up training for teachers</p> <p>Purchase any materials and resources needed for the success of Read, Write and Type! And Sound Partners..</p>		<p>Students in grades 1-3 will pilot these programs in summer school, 2019. Implementation of Read, Write, and Type! in grades 1-3 will begin in Fall, 2019</p> <p>Students are taught beginning reading with a strong emphasis on writing and typing. Students learn touch-typing keyboarding skills as they are learning phonemic awareness and phonics. Students receive four 50-minute sessions per week in groups of three, with one teacher per group.</p> <p>In Sound Partners, students receive tutoring 30 minutes a day, 4 days a week, for 18-20 weeks.</p> <p>Teachers will meet with principal, curriculum director, and /or data specialist weekly to discuss student reading progress (RIMP).</p>
Measure of Success	Materials and resources needed for the success of Read, Write	Materials and resources needed for the success of Read, Write and Type! and Sound Partners	Students making progress on Rimp and meeting and

	Action Step 1	Action Step 2	Action Step 3
	and Type! and Sound Partners have been ordered.	have arrived. Teachers have been trained in how to implement both strategies.	exceeding their MAP reading target score
Check-in/Review Date	Weekly until done	Weekly until done	Weekly

Goal # 4 Action Map

Goal Statement: By Spring 2021, increase to at least 70% the number of grade 3-12 students who score proficient or better on the AIR Reading Assessment and End of Course Exams. Metric-AIR Assessment results.

Evidence-Based Strategy or Strategies: READ 180

	Action Step 1	Action Step 2	Action Step 3
Implementation Components			
Timeline	Winter, 2019 - Spring 2020	Winter, 2019 - Spring 2020	Fall, 2019 - Spring 2021
Lead Person(s)	Curriculum Administrator	Principal, Curriculum Administrator, Data Specialist	Principal, Curriculum Administrator, Data Specialist
Resources Needed	Teachers Administrators		All Reading 180 resources and materials.
Specifics of Implementation	Contact representative from Read 180 over the winter and spring and Set up the Getting Started Training. This training helps teachers, coaches, and administrators gain confidence in beginning to implement <i>READ 180</i> . Teachers learn how to use program technology, integrate differentiation, and make use of program assessments. Administrators learn what to look for in classrooms and how to support their teachers in effective implementation. Purchase any materials and resources needed for the program's success.	Teachers will be allowed the time off if necessary to receive the needed Getting Started Training. Any materials and resources related to LLI should be arriving at this time. Daily schedules are adjusted to include this strategy	Implementation will begin in Fall, 2019 for students in grades 4-12. READ 180 is delivered in 90-minute sessions that include wholegroup instruction, three smallgroup rotations, and wholeclass wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction, and independent reading. READ 180 is designed for students in elementary through high school.
Measure of Success	Contact has been made with a Reading 180 representative and dates are set up for PD to train teachers		75 percent of students in grades 4-12 meet or exceed their MAP targeted score in reading by Spring,2020
Check-in/Review Date	Weekly until done	Weekly until done	Weekly

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.

By Fall, 2019, 100% of K-3 students will participate in a daily 120 minute English Language Arts/Writing block following a balanced literacy model as measured by daily walkthroughs and lesson plan reviews.

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

PCLC will we measure progress toward learner performance goals using NWEA MAP reading data for grades K-3.

PCLC will monitor the progress toward learner performance goals through utilizing a Data Room. The purpose of the data room is to post student progress graphically so as to get an overview of how classes are doing school wide on the SCA's and NWEA MAPS assessment. It is a place where educators and other stakeholder can collaborate, compare progress and analyze sets of student reading achievement data.

PCLC will also report progress toward learner performance goals by posting on the school's website, in monthly newsletters, and its weekly (Wednesday) school-to home communication.

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.

Reading Recovery

A chief goal of Reading Recovery is to identify first-grade students who, after one year of formal schooling, are struggling with beginning reading and are achieving within the lowest 20-30% of their cohort. Specially trained teachers provide these lowest achieving students daily 30-minute lessons that include fluency instruction, letter and word identification skills, phonemic and orthographic awareness instruction, reading a new, challenging book with scaffolded teacher support, and daily progress monitoring of independent oral reading.

Reading Recovery has been evaluated in four qualifying studies (many other studies did not qualify because they only reported outcomes for successful students, or used developer-made measures). In comparison to control groups, the average effect size across the four studies was +0.43 on measures such as ITBS, CAT, Woodcock, and Gates. These outcomes qualify Reading Recovery for the ESSA "Strong" category, and for the "Solid Outcomes" rating (at least two studies with effect sizes of at least +0.20).

This strategy will support students on a RIMP because they will get assistance daily from a teacher who will focus specifically on the skills identified on the RIMP. All students who are on a RIMP will be required to participate in the Reading Recovery Program at Tier II.

Because Reading Recovery teachers typically work as Title I teachers or classroom teachers during the other half of their teaching assignments, Reading Recovery professional development benefits Tier I (Classroom) instruction and more intensive one-to-one instruction (Reading Recovery) which follows in Tier II.

Fountas & Pinnell- Leveled Literacy Intervention (LLI)

Leveled Literacy Intervention (LLI) is a one-to-three small-group tutoring model taught by literacy specialists to struggling readers in grades K-2. Sessions are 30 minutes each day for about 16-18 weeks. The content focuses on oral language, phonics, fluency, vocabulary, and comprehension. Lessons alternate between "independent level" texts and more challenging "instructional level" texts, which students may also take back to their classrooms or homes. This strategy will support students on a RIMP because they will get assistance daily from a teacher who will focus specifically on the skills identified on the RIMP. All students who are on a RIMP will be required to participate in the LLI Program.

Read, Write, and Type!

In Read, Write, and Type! students are taught beginning reading with a strong emphasis on writing and typing. Students learn touch-typing keyboarding skills as they are learning phonemic awareness and phonics. Students receive four 50minute sessions per week in groups of three, with one teacher per group. One study evaluated Read, Write, and Type! in comparison to controls. On Woodcock measures the average effect size was +0.44, qualifying the program for the ESSA "Strong" category.

This strategy will support students on a RIMP because they will get assistance daily from a teacher who will focus specifically on the skills identified on the RIMP. Some students who are on a RIMP will be required to participate in the Read, Write, and Type! Program.

READ 180

READ 180 is a reading program designed for struggling readers who are reading 2 or more years below grade level. It combines online and direct instruction, student assessment, and teacher professional development. READ 180® is delivered in 90-minute sessions that include whole-group instruction, three small-group rotations, and whole-class wrapup. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction, and independent reading. READ 180® is designed for students in elementary through high school.

READ 180 was found to have strong positive effects on fluency, comprehension, and general literacy achievement.

Sound Partners -Struggling Readers

Sound Partners is a 1-1 tutoring program that uses paraprofessionals and instructional assistants as tutors. Students receive tutoring 30 minutes a day, 4 days a week, for 18-20 weeks. The tutoring is somewhat different in kindergarten and first grade but at both grade levels it focuses on phonics, phonemic awareness, sight words, and oral reading practice using decodable texts.

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.*

Reading Recovery

With highly qualified teachers and paraprofessionals implementing Reading Recovery with fidelity, the team expects this intervention will be effective in increasing the number of students in grades K-2 who are on track for reading by 2021. A chief goal of Reading Recovery is to identify first-grade students who, after one year of formal schooling, are struggling with beginning reading and are achieving within the lowest 20-30% of their cohort. The content includes fluency instruction, letter and word identification skills, phonemic and orthographic awareness instruction, reading a new, challenging book with scaffolded teacher support, and daily progress monitoring of independent oral reading. This fits the needs of our K-2 students who are not on track for reading. Based on the studies conducted the Essa rating for this strategy is strong with an effect size of +0.43. The groups in the studies reflect demographics of PCLC. They were African American learners from an urban community and the majority received either free or reduced lunch. If this strategy is delivered with fidelity, we believe there will be an increase in the reading achievement of our K-2 students

Read, Write, Type!

With highly qualified teachers and paraprofessionals implementing Read,Write,Type! with fidelity, the team expects this intervention will be effective in increasing the number of students in grades K-2 who are on track for reading by 2021. The content of Read,Write,Type! focuses beginning reading with a strong emphasis on writing and typing. Students learn touch-typing keyboarding skills as they are learning phonemic awareness and phonics. The keyboarding skills are great practice for our students who will be taking computer based state test and will have to type responses and essays by grade 3. This strategy also provides additional phonics for students who are not on track for reading. It fits the needs of our K-2 students who are not on track for reading and need additional support in phonemic awareness and phonics. Based on the studies conducted, the Essa rating for this strategy is strong with an effect size of +0.44. The groups in the studies reflect the demographics of PCLC. They were African American learners from an urban community and the majority received either free or reduced lunch. If this strategy is delivered with fidelity, we believe there will be an increase in the reading achievement of our K-2 students

Sound Partners - Struggling Readers

With highly qualified teachers and paraprofessionals implementing LLD with fidelity, the team expects this intervention will be effective in increasing the number of students in grades K-2 who are on track for reading by 2021. The content of LLD focuses on oral language, phonics, fluency, vocabulary, and comprehension. This fits the needs of our K-2 students who are not on track for reading. Based on the studies conducted, the Essa rating for this strategy is strong with an effect size of +0.58. The groups in the studies reflect the demographics of PCLC. They were African American learners from an urban community and the majority received either free or reduced lunch. If this strategy is delivered with fidelity, we believe there will be an increase in the reading achievement of our K-2 students.

READ 180

With highly qualified teachers and paraprofessionals implementing READ 180 with fidelity, the team expects this intervention will be effective in increasing the number of students to 75% in grades 4-11 who pass the states reading assessment by 2021. READ 180 is designed for students from grade 4 through high school and it focuses on struggling readers who are reading 2 or more years below grade level. This fits the needs of our learners in grades 4-11 who do not read at grade level. Based on the studies conducted, the Essa rating for this strategy is strong with an effect size of +.48. The result of several studies showed a strong effect in literacy achievement and comprehension. The groups in the studies reflect demographics of PCLC. They were African American learners from an urban community and the majority received either free or reduced lunch. If this strategy is delivered with fidelity, we believe there will be an increase in the reading achievement of our students in grades 4-11.

Leveled Literacy Intervention (LLI)

With highly qualified teachers and paraprofessionals implementing LLD with fidelity, the team expects this intervention will be effective in increasing the number of students in grades K-2 who are on track for reading by 2021. The content of LLD focuses on oral language, phonics, fluency, vocabulary, and comprehension. This fits the needs of our K-2 students who are not on track for reading. The Essa rating for this strategy is strong with an effect size of +0.13. The groups in the studies reflect the demographics of PCLC. They were African American learners from an urban community and the majority received either free or reduced lunch. If this strategy is delivered with fidelity, we believe there will be an increase in reading achievement for our K-2 students.

RTI ALIGNED:

Reading Recovery, READ 180, and Leveled Literacy Intervention are all closely aligned to Response to Intervention (RTI). They all are effective interventions for struggling readers as well as learners with reading disabilities.

Reading Recovery is a perfect fit with Response to intervention (RTI) and multi-tiered systems of support (MTSS) which are frameworks we use to identify and support struggling students before they are identified with learning disabilities. Reading Recovery is a powerful component of the RTI process. We expect that using Reading Recovery as a strategy will result in earlier reading intervention with students at risk of failure and fewer inappropriate referrals to special education.

READ 180 provides adaptive individualized instruction and is well suited for implementing RTI for students in both Tier 2 and Tier 3 instruction. However, it can also be implemented as a Tier 1 core instructional program where the majority of students are reading below grade level.

Fountas and Pinnell's Leveled Literacy Intervention can be used as a Tier 2 or Tier 3 intervention strategy. If it is used five days a week with students it is considered Tier 2. However, if it is used five days a week with a 1:1 or 1:2 ratio it is considered Tier 1 intervention.

PCLC teachers and support staff will be supported in implementing these evidence-based practices and interventions through ongoing embedded professional development provided by Hamilton County Education Service Center, state and national reading conferences, and personalized professional development from local and national reading experts. We will also support teachers through team results meetings where they can collaborate and think tank with colleagues and administrators on implementation issues, and their success and challenges related to these strategies. Adult implementation will be measured and monitored through formal and informal observations, walkthroughs, checklist, and weekly team results meetings.

Helpful Mechanism

One helpful mechanism that we will put in place is the Results Meeting. Three days per week a different teacher will host the morning PD meeting in their classroom. It will be scheduled each morning from 8:00 until 8:50 before students arrive. During this time the host teacher will talk to other teachers and support staff about the reading strategy they are currently using with students. They will lead a discussion on how they are implementing the strategy, what results they are getting, why they are getting those results. They will also share hard copies of student work, rubrics, data from reports, etc. with other teachers, support staff, and administrators. Teachers and support staff will be encouraged to critique the host teacher's presentation using a rubric or checklist to determine if the host teacher is implementing the strategy or intervention with fidelity.

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.

PCLC will also utilize Hamilton County Education Service Center (HCESC) as well as notable national experts to provide professional development to all teaching staff. This will ensure that teachers have the tools, resources, and competencies need to increase their confidence and satisfaction in their teaching position at PCLC.

The schools' literacy professional development plan includes training in the following interventions/strategies identified in the school's Reading Achievement Plan:

- Leveled Learning Intervention - Program Representative
- Sound Partners - Program representative, Curriculum Administrator
- Reading Recovery Strategies. -Program Representative, Curriculum Administrator
- READ 180 - Program Representative, Principal 4-8, Principal 9-12
- Read, Write, Type! - Webinar, Program Representative, Principal K-3
- Balanced Literacy Framework - K-3 Principal, Curriculum Administrator
- Rigor Relevance Framework - Superintendent,
- Marzano's High Yield Strategies - Superintendent, Principals, Curriculum administrator

PD will be offered in Data Driven Instruction:

- Analysis - Data Specialist, Superintendent, Principals
- Interim Assessments- Data Specialist, Superintendent, Principals
- Action Plans - Data Specialist, Superintendent, Principals
- Data Driven Culture - Data Specialist, Superintendent, Principals
- Edmentum - (used as a question bank for SCA questions and for item analysis of SCA data) Data specialist, Principals As a part of ongoing embedded professional development, teachers, administrators, and relevant support staff will also participate in a Professional Development Book Study. Data analysis plays a critical role in PCLC's plan to improve students' reading performance. To ensure proper implementation, PCLC will conduct an ongoing collaborative book study among administrators, teachers, and support staff. The book being studied is *Driven By Data: A Practical Guide to Improve Instruction (Uncommon Schools)* by Paul Bambrick Santoyo. This book will be used a guide for everyone in how to use data to increase students' SCA scores and thus increase their performance on the state reading assessment.

Other Professional Development Activities

PCLC administrators, principals, and coaches will also provide professional development for teachers and relevant support staff in:

- Reading A-Z
- Vocabulary A-Z
- Writing A-Z
- Headsprouts A-Z
- Ready Test A-Z
- Brainpop
- Readworks
- Study Island

APPENDICES

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

APPENDIX 1 PROGRESS UPDATE

On its 2018-2019 report card, PCLC went from an F to a D in K-3 Literacy and from an F to a B in Gap Closing. PCLC believes that the following activities and actions account for the schools literacy progress:

1. To track student growth data for the 2018-2019 school year the school used Northwest Evaluation Association (NWEA) assessments which are given 3 times per year. NWEA's assessments are called Measures of Academic Progress (MAP). The final score is an estimate of the student's achievement level and gives us an idea of how students will score on the AIR Assessment. Data from NWEA was exported to Study Island which in turn provided individual student diagnostic prescriptions based on students' NWEA MAPS scores. These reports were

used to guide individualized instruction for all students, with and without disabilities, in reading and math based on need.

2. PCLC also hired a data and assessment coordinator who provided professional development for teachers, administrators, and support staff in retrieving and using NWEA MAP data to guide planning and instruction in reading and math. In addition, the coordinator implemented a response to intervention (RTI) system for monitoring student progress during intervention. The coordinator also provided instructional support by creating and monitoring a school wide data room. The purpose of the data room is to get an overview of how classes are doing school wide on the SCA's and NWEA MAPS assessment. It is a place where teachers meet with other teachers and administrators to analyze, compare, and discuss sets and subsets of student and teacher data.
3. The school repurposed its educational aids to be "in school day tutors" for grades K-3 using an explicit phonics tutoring program: Reading A-Z Tutoring and Mentoring Program. This tutoring program focused on phonemic awareness, phonics, fluency, vocabulary, and reading comprehension and was expanded to be used by day tutors with students from K- high school. The school also offered four hours of tutoring on Saturdays tutoring in reading and math for students in grades 2-12. In addition, PCLC hired two "in school day tutors" in reading and math for grades 4-8. PCLC believes that collectively, these activities all contributed to its report card grade increase in Gap Closing (from F to B) and K-3 Literacy (from F to D).
4. In addition, PCLC's action plan for school improvement included focusing on analyzing short cycle assessment (SCA) data to plan, adjust, and guide instruction to meet individual student needs. SCA's were given approximately every 4 weeks throughout the 2018-2019 school year. They were used formatively for planning and adjusting lesson plans to meet student needs.
5. Data Analysis Meetings were held after each SCA (6 times per school year). Teachers and administrators analyzed the student score data before the analysis meeting. In the meeting the analysis of the data was discussed and a plan of action was created based on individual student performance on the SCA. Administrators and teacher coaches supported teachers in carrying out their plans. Outcomes of the plans were discussed in the next scheduled analysis meeting.
6. 6.K-3 Weekly Update- the data and assessment coordinator met weekly (Wednesday evenings for one hour) with K-3 teachers and support staff for professional development that supported teachers in effectively using data from the Reading Improvement and Monitoring Plan (RIMP), MAP, and short cycle assessments to monitor the effectiveness of classroom instruction, in class tutoring and other interventions provided for K-3 students who were not on track in reading.