

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 21, 2020

Dear Superintendent,

Thank you for submitting the Stonebrook Montessori 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 understands the importance of learning targets and has communicated the expectation with their staff.
- The school responded to their data of increased behavioral incidents that distracted from instruction by prioritizing PBIS implementation.

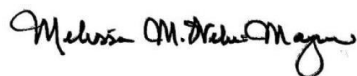
This plan will benefit from:

- Conducting a root cause analysis of learner performance data.
- Using the data analysis to address Tier 1, 2, and 3 instruction.
- Using an evidence-based selection process for curriculum selection that the five components of reading.

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.

Sincerely,



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

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For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

READING ACHIEVEMENT PLAN

DISTRICT NAME: Stonebrook Montessori

DISTRICT IRN: 015239

DISTRICT ADDRESS: 975 East Boulevard, Cleveland, OH, 44108

PLAN COMPLETION DATE: December 14, 2018

LEAD WRITERS: Jacqueline Miller, KaiLonnie Dunsmore, Lisa Simoneau, Jocelyn Haag, Elizabeth Murray, Tina Booth

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 3

Section 3: Why a Reading Achievement Plan is Needed in Our District or Community School 4

 Section 3 Part A: Analysis of Relevant Learner Performance Data..... 4

 Section 3, Part B: Analysis of Factors Contributing to Low Reading Achievement 6

Section 4: Literacy Mission and Vision Statement(s)..... 6

Section 5: Measurable Learner Performance Goals..... 7

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 Schools14

 Section 8, Part A: Strategies to Support Learners14

 Section 8, Part B: Ensuring Effectiveness and Improving Upon Strategies14

 Section 8, Part C: Professional Development Plan.....15

Appendices16

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
Jacqueline Miller	District Representative, Principal	Stonebrook Montessori, 975 East Blvd., Cleveland, OH, 44108	jmiller@stonebrookmontessori.org
KaiLonnie Dunsmore	Director, Literacy Organizational Capacity Initiative (LOCI) Principal Research Scientist, NORC at the University of Chicago	LOCI 2009 Fox Drive, Ste. P, Champaign, IL, 61820	Dunsmore-KaiLonnie@norc.org
Lisa Simoneau	Intervention Specialist	Stonebrook Montessori, 975 East Blvd., Cleveland, OH, 44108	lsimoneau@stonebrookmontessori.org
Jocelyn Haag	Primary Teacher	Stonebrook Montessori, 975 East Blvd., Cleveland, OH, 44108	jhaas@stonebrookmontessori.org
Elizabeth Murray	Reading Specialist/ Paraprofessional	Stonebrook Montessori, 975 East Blvd., Cleveland, OH, 44108	emurray@stonebrookmontessori.org
Tina Booth	Child Study Coordinator	Stonebrook Montessori, 975 East Blvd., Cleveland, OH, 44108	tbooth@stonebrookmontessori.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.

Initial draft of plan (incorporated into the Stonebrook Literacy Framework) was shared during the August PD meeting. Staff were given time to review it and provide feedback and revision suggestions. The plan was revisited in greater depth in fall PD.

The literacy leadership team met weekly September-December 2018 to review progress and implementation. This review by the literacy leadership team will continue on a monthly basis and include: analysis of implementation of professional learning plans for individual staff and grade level teams; review of literacy achievement (done through assessment of foundational skills every 3 weeks) to guide differentiated reading group decisions and allocation of staffing. Members of the literacy leadership team meet weekly with staff to monitor, communicate, and support implementation of the outcomes and strategies identified in section (below). An overall review of this Reading Achievement Plan will occur annually during August (pre-school year) PD to ensure that all staff, especially new staff, understand the goals, roles, and strategies needed to support high quality reading achievement for all students.

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

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

The following processes are in place to support continuous improvements efforts and ensure overall coherence and alignment of initiatives:

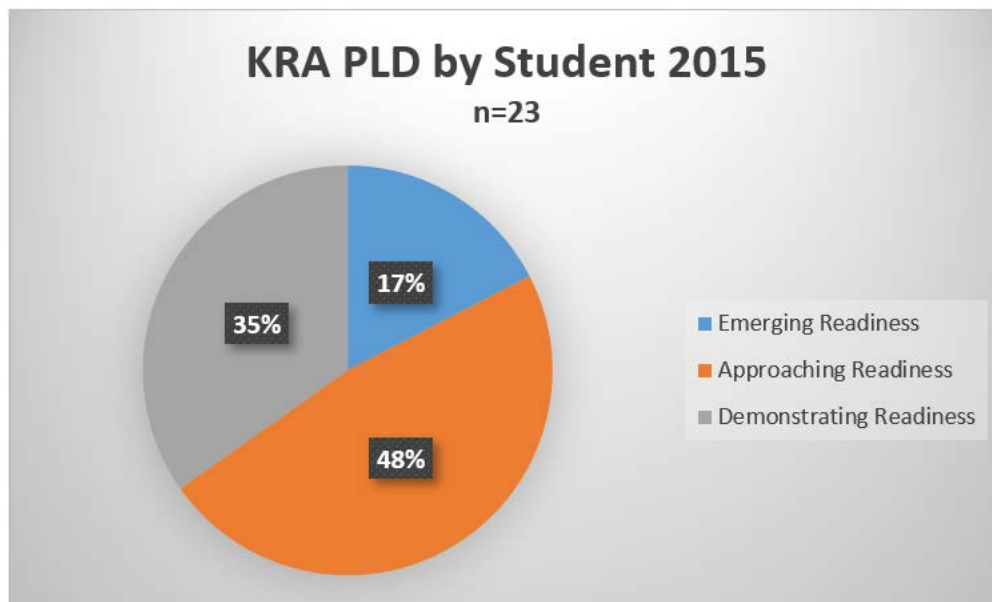
1. The school principal (Jacqueline Miller) and the Board of Directors, in addition to a representative from the school's sponsoring agency, meet regularly to review indicators to overall progress as well as evaluate the efficacy of the interventions (e.g. external consulting support). This information is shared in greater depth with the school's sponsoring agency during the spring review.
2. Initiative leads are asked to provide at least quarterly analysis of progress with evidence supporting claims. This feedback is shared with the school principal, the literacy program consultants, and members of the Board of Directors.
3. Our two core initiatives led by external consultants related to improvements in literacy (LOCI focusing directly on literacy instructional practice, and World Peace Teachings focusing on building teachers' strategies that will address behavior and social-emotional health) have met and discussed strategies to integrate efforts and leverage practices in one area to support the other.
4. A survey was distributed to teachers in early December to gauge teacher perception and actions in support of new literacy instructional practices and their integration into our Montessori routines. Each spring the LOCI needs assessment will be given to review the school climate and culture related to literacy practices.

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

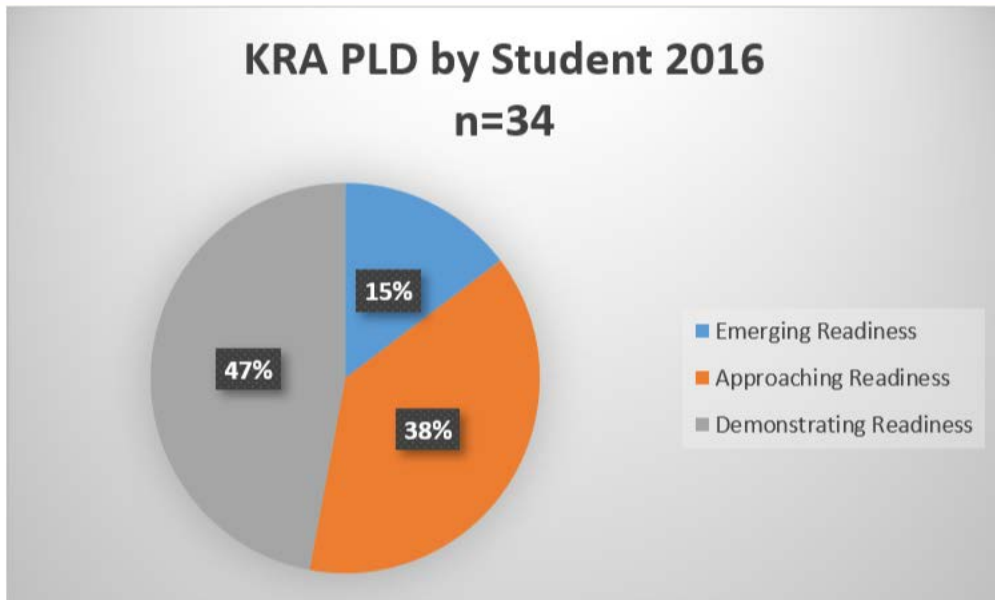
SECTION 3 PART A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA

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.

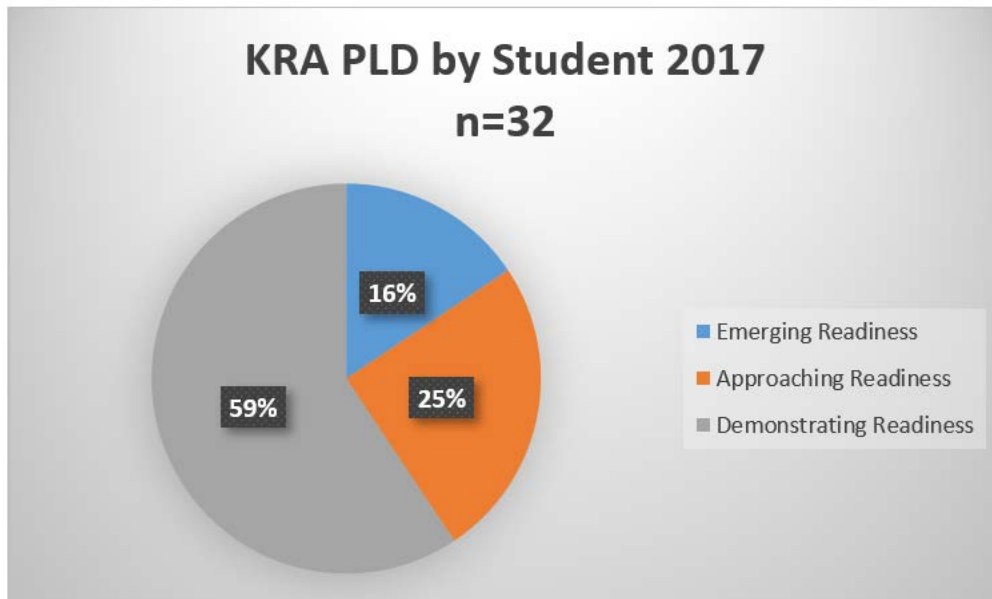
Kindergarten Readiness Assessments for 2015, 2016, and 2017 were examined for trends to inform curriculum modification and implementation. In addition to identifying general trends, we were interested in trying to identify the general skill level of the students entering Stonebrook Montessori, particularly the early learners. Further, we wanted to see if the data would show a positive correlation between Pre-Kindergarten experience at Stonebrook Montessori and successful reading scores.



In 2015, no students taking the KRA had Stonebrook Montessori Pre-Kindergarten experience. This year would serve as a baseline for future comparison.



In 2016, 9 (26%) students taking the KRA had Stonebrook Montessori Pre-Kindergarten experience. All 9 of these students with Stonebrook Pre-Kindergarten experience scored in the Approaching Readiness (3) or Demonstrating Readiness (6) categories. Overall, the percentage of students scoring in the Demonstrating Readiness category increased from 35% in 2015 to 47% in 2016.



In 2017, 21 (65%) students taking the KRA had Stonebrook Montessori Pre-Kindergarten experience. 17 (81%) of students with Stonebrook Montessori Pre-Kindergarten experience scored in the Approaching Readiness or Demonstrating Readiness categories. Three (3) scored in Approaching Readiness category, and 14 scored in the Demonstrating Readiness category. Overall, the percentage of students scoring in the Demonstrating Readiness category increased from 47% in 2016 to 59% in 2017.

In general, we observed an overall increase in the number of Stonebrook Montessori students scoring in the Demonstrating Readiness category each year. There seemed to be evidence of a positive correlation between Pre-Kindergarten experience at Stonebrook Montessori and successful reading scores.

67% of students with Stonebrook Montessori Pre-Kindergarten experience are at the Demonstrating Readiness level versus the students without Stonebrook Montessori Pre-Kindergarten experience, only 41% of whom were Demonstrating Readiness. This may speak to a lower general skill level of students entering Stonebrook Montessori without previous experience. Further data collection and analysis is recommended.

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.

MONTESSORI NEEDS PREK

1. Systemic racism and the associated psychological and biological responses to race-based social stress
2. Parent population with reduced capacity to support literacy development at home
3. High level of low income population (approximately 90% at or below poverty line)
4. High level of single parent families (approximately 73%)
5. Staff is not consistently aligned with/practice literacy instruction (shared vision of effective literacy practice) as well as lack experience in focusing on Ohio ELA standards to guide instruction as part of a Montessori curriculum.
6. Teacher turnover and challenges in recruiting high qualified, Montessori trained certified teachers have led us historically to rely to some degree on less qualified or non-certified classroom teachers (e.g. 2 of our 4 elementary teachers are from Teach for America and this is their first placement).
7. Our multi-age Montessori model is strong in supporting individual developmental trajectories and support for students but it is inconsistent at times with grade-level benchmark guidelines for standardized achievement on Ohio tests.

See *Appendix A* for full LOCI Needs Assessment.

In identifying and supporting students presenting with a deficit of skill, we use a dynamic system to monitor and support student achievement. We use screening measures to provide an indication of achievement in a particular area, as well as problem areas. We then administer diagnostic measures which inform the development of skills and strategies. Progress is then monitored periodically to provide feedback as to if instruction is having the desired effect. Outcome measures allow teachers to then judge the effectiveness of their strategies on a broader scale.

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](#).

Our Vision for Literacy Instruction at Stonebrook Montessori

We have specifically looked at the components of effective reading as well as the need for evidence based instructional routines; focus, alignment and clarity of initiatives; supports provided to teachers; development of a multi-tiered system of support rooted in classroom based differentiated reading instruction and progress monitoring; and family and community engagement strategies. Special attention has been made to integrate this into our Montessori philosophy and core set of practices.

Language is an aspect of culture, an agreement among people; it is a human invention. There are many languages: Native language, non-native languages, non-verbal communication (SEL, Montessori Grace & Courtesy), mathematics, music, academic language, etc.

Literacy is the ability to listen, speak, read, write in a variety of authentic contexts for a range of purposes, including personal meaning-making and use as well as public and instructional areas of focus across all disciplines.

Communication is exchanging information and meaning; to express and be understood. The goal of language is communication; shared language makes communication possible. It's how we formulate thoughts and ideas; how we connect with others.

Stonebrook Montessori provides language-rich environments where purposeful communication is a central component of teaching and learning. Montessori is a developmental pedagogy, built on the belief that as humans we effortlessly acquire language (from birth-6 years of age), learn to become literate (from 6-12 years of age), explore and develop our self-expression (from 12-18 years of age), then inform and express ourselves as contributing adult citizens.

- During the time that children are in a primary class (3-6), they absorb language from their environment and experience a sensitive period for language development. It is here that lessons, materials and work of the child all focus on oral language and the development of an expansive vocabulary using all of the child's senses. Reading and writing (phonics, phonemic awareness, letter formation) are introduced.

- Elementary children develop their reading and writing skills by learning how language works (word study, comprehension, grammar, structure, composition). They are able to go beyond their senses and use their imaginations to learn about things they cannot experience in time and space, so literacy becomes a tool to access all subject areas (collectively called Cosmic Education).

Within the Montessori classroom there are four areas of language: listening, speaking, writing and reading. Learning language in the Montessori classroom is enhanced by:

- Hands-on, experiential activities and rich vocabulary, which provide deep conceptual learning and background knowledge needed for comprehension and composition.
- Dialogue, discourse, and conversation, which are intentional between adults and children, and are encouraged among children.
- Reflection and self-awareness, which are modeled by adults and facilitated for children.

There is no description, no image in any book that is capable of replacing the sight of real trees, and all of the life to be found around them in a real forest.

Maria Montessori

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.

Literacy Plan: Student Learning Goals

Goal 1: All students will consistently experience coherent and aligned literacy instructional routines within and across the grade levels

Strategies 1.1 Create shared agreement within school staff about the key components of instructional rubrics for each core literacy practice that will be used for self, peer, and leadership evaluation.

Strategy 1.2 Ensure all teachers are supported as learners of core literacy practices in a PD model based upon the gradual release design (modeling, guided practice, independence) and are provided all the supports needed for deep understanding and expert implementation.

Strategy 1.3 All teachers will publicly post the learning standard and common assessment guiding instruction in each component of the literacy blocks and ensure students (e.g. through use of I CAN statements) are aware of learning goals and their own progress.

Goal 2: All students will engage in literacy learning that fosters classroom discourse, utilizes robust vocabulary and complex, academic language, and requires critical thinking

Strategy 2.1 Teachers model robust discussions about high quality, complex texts (including rich vocabulary, complex language structures, varied genre, meaningful topics) read aloud daily.

Strategy 2.2 Literacy routines include daily opportunities for guided support and independent practice of discussion between peers to create shared understanding of complex text

Strategy 2.3 Literacy practices challenge students to engage in higher level thinking

Goal 3: All students will participate in literacy instruction that is designed to engage students in learning

Strategy 3.1 Literacy routines include daily opportunities for all students to read books at their independent reading level

Strategy 3.2 Students have access to high quality texts and about subjects that are relevant and meaningful to population of students

Strategy 3.3 Students have an opportunity to make daily choices across content areas about literacy learning, including selection of books to read, topics or genre to write

Goal 4: All students will be daily engage as learners in small group differentiated reading instruction that is aligned to their instructional needs

Strategy 4.1 Daily, students participate in small group differentiated instruction targeting their specific learning needs that includes strategy and/or skill instruction (e.g. phonemic awareness; comprehension instruction); reading connected text at students' level; writing

Strategy 4.2 Instruction is routinely informed by data on student proficiency that is gathered as part of the small group reading routine

Strategy 4.3 Systems of support, including aids, schedules, allocation of resources, to provide differentiated instruction during literacy blocks

Goal 5: Students will become fluent intentional writers across all genre identified in grade level learning standards.

Strategy 5.1 Teachers (daily) use interactive or modelled writing appropriate to students developmental level (especially in content areas) to make public writing and editing processes including: revising text; organizing texts; responding to readers' questions; translating oral speech to written standard English, and using conventions of print.

Strategy 5.2 Mentor texts (especially those used in other aspects of the ELA curriculum) are drawn. Teachers design tasks for students to engage in the writing process from drafting to editing to review to publishing.

Strategy 5.3 Students regularly (at least 3 times/week) participate in an independent writing practice that is supported by interactive and modeled writing; provides an opportunity for guided independent writing practice; self and peer feedback using rubrics to guide analysis; and opportunities throughout the year to publish and share writing with authentic audiences

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: All students will consistently experience coherent and aligned literacy instructional routines within and across the grade levels

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Create shared agreement within school staff about the key components of instructional rubrics for each core literacy practice that will be used for self, peer, and leadership evaluation.	Ensure all teachers are supported as learners of core literacy practices in a PD model based upon the gradual release design (modeling, guided practice, independence) and are provided all the supports needed for deep understanding and expert implementation.	All teachers will publicly post the learning standard and common assessment guiding instruction in each component of the literacy blocks and ensure students (e.g. through use of I CAN statements) are aware of learning goals and their own progress.
Timeline	August 2018, then on-going	August 2018, then on-going	Begin implementation in January 2019
Lead Person(s)	Jacqueline Miller, KaiLonnie Dunsmore	Jacqueline Miller, KaiLonnie Dunsmore	Jacqueline Miller
Resources Needed	Committed regular PD and coaching to support staff.	Committed regular PD and coaching to support staff.	Signs with "I Can" statements
Specifics of Implementation	Bi-weekly collaboration time for focused ELA coaching/mentoring with onsite staff and/or LOCI representative.	Bi-weekly collaboration time for focused ELA coaching/mentoring with onsite staff and/or LOCI representative.	All teachers will publicly post the learning standard and common assessment guiding instruction in each component of the literacy blocks and ensure students (e.g. through use of I CAN statements) are aware of learning goals and their own progress.
Measure of Success	Spring LOCI needs assessment given to review the school climate and culture related to literacy practices will show increased level of consensus within the staff.	Spring LOCI needs assessment given to review the school climate and culture related to literacy practices will show increased level of consensus within the staff.	All classrooms will have "I Can" statements regularly posted and visible to the students.
Check-in/Review Date	December 2018 (interim feedback survey completed) April 2019	December 2018 (interim feedback survey completed) April 2019	January 2019

Goal # 2 Action Map

Goal Statement:

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Teachers model robust discussions about high quality, complex texts (including rich vocabulary, complex language structures, varied genre, meaningful topics) read aloud daily.	Literacy routines include daily opportunities for guided support and independent practice of discussion between peers to create shared understanding of complex text	Literacy practices challenge students to engage in higher level thinking
Timeline	August 2018, then on-going	August 2018, then on-going	August 2018, then on-going
Lead Person(s)	Classroom teachers, classroom assistants, intervention specialists, student support team	Classroom teachers, classroom assistants, intervention specialists, student support team	Classroom teachers, classroom assistants, intervention specialists, student support team
Resources Needed	Curriculum revision and coaching	Curriculum revision and coaching	Curriculum revision and coaching
Specifics of Implementation	1) Common DRI time (with mandated with rubrics for what quality implementation looks like) 2) Interactive Read Aloud 3) Interactive writing 4) Daily 15-30 minutes Reading Workshop/Supported Independent Reading 5) Use of Book Worms open source ELA curriculum	1) Interactive Read Aloud 2) Daily 15-30 minutes Reading Workshop/Supported Independent Reading 3) Use of Book Worms open source ELA curriculum	1) Common DRI time (with mandated with rubrics for what quality implementation looks like) 2) Interactive Read Aloud 3) Interactive writing
Measure of Success	Students will move successfully through the DRI reading levels (quantified by 3-week assessment)	1) Documented observations by classroom adults 2) Daily classroom schedules include time for shared/paired reading 3) Students will identify their own progress through "I Can" statements	1) Documented observations by classroom adults 2) Student work samples of written responses 3) Students will identify their own progress through "I Can" statements
Check-in/Review Date	September 2018, then on-going	1 & 2: September 2018, then on-going 3: January 2019, then on-going	1 & 2: September 2018, then on-going 3: January 2019, then on-going

Goal # 3 Action Map

Goal Statement: All students will participate in literacy instruction that is designed to engage students in learning

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Literacy routines include daily opportunities for all students to read books at their independent reading level	Students have access to high quality texts and about subjects that are relevant and meaningful to population of students	Students have an opportunity to make daily choices across content areas about literacy learning, including selection of books to read, topics or genre to write
Timeline	August 2018, then on-going	August 2018, then on-going	August 2018, then on-going
Lead Person(s)	Classroom teachers, classroom assistants, intervention specialists, student support team	Classroom teachers, classroom assistants, intervention specialists, student support team	Classroom teachers, classroom assistants, intervention specialists, student support team
Resources Needed	Classroom library School library Resource Rooms' libraries Public libraries	Classroom library School library Resource Rooms' libraries Public libraries	Classroom library School library Resource Rooms' libraries Public libraries
Specifics of Implementation	1) Daily opportunities for students to choose quality leveled readers 2) Purchasing more quality levelled readers for classroom sharing 3) Creation of a volunteer adult-reader handbook to support classroom volunteers	1) Daily opportunities for students to choose quality leveled readers 2) Purchasing more quality levelled readers for classroom sharing	1) Daily opportunities for students to choose quality leveled readers 2) Purchasing more quality levelled readers for classroom sharing
Measure of Success	Daily classroom schedules include time for shared/paired and/or independent reading	Additional titles (levelled and non-levelled readers) added to classroom and school libraries.	1) Additional titles (levelled and non-levelled readers) added to classroom and school libraries. 2) Student writing work samples
Check-in/Review Date	1) September 2018, then on-going bi-weekly check-in at Level Meetings 2) January 2019 (purchasing to be completed; cataloging to be completed by April 2019) 3) January 2019	1) September 2018, then on-going bi-weekly check-in at Level Meetings 2) January 2019 (purchasing to be completed; cataloging to be completed by April 2019)	1) September 2018, then on-going bi-weekly check-in at Level Meetings 2) January 2019 (purchasing to be completed; cataloging to be completed by April 2019)

Goal # 4 Action Map

Goal Statement: All students be engaged daily as learners in small group differentiated reading instruction that is aligned to their instructional needs

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Daily, students participate in small group differentiated instruction targeting their specific learning needs that includes strategy and/or skill instruction (e.g. phonemic awareness; comprehension instruction); reading connected text at students' level; writing	Instruction is routinely informed by data on student proficiency that is gathered as part of the small group reading routine	Systems of support, including aids, schedules, allocation of resources, to provide differentiated instruction during literacy blocks
Timeline	August 2018, then on-going	August 2018, then on-going	August 2018, then on-going
Lead Person(s)	Classroom teachers, classroom assistants, intervention specialists, student support team	Classroom teachers, classroom assistants, intervention specialists, student support team	Classroom teachers, classroom assistants, intervention specialists, student support team
Resources Needed	Common DRI time (with mandated with rubrics for what quality implementation looks like)	Assessments of student DRI work	1) Coordinated schedules for teachers and assistants 2) Fail-safe strategies/plans to cover staff absences
Specifics of Implementation	Common DRI time (with mandated with rubrics for what quality implementation looks like)	Three-week assessment of student progress	Communication between staff at bi-weekly Level meetings
Measure of Success	Students will move successfully through the DRI reading levels (quantified by 3-week assessment)	Students will move successfully through the DRI reading levels (quantified by 3-week assessment)	Students will move successfully through the DRI reading levels (quantified by 3-week assessment)
Check-in/Review Date	September 2018, then on-going every three weeks	September 2018, then on-going every three weeks	September 2018, then on-going every three weeks

Goal # 5 Action Map

Goal Statement: Students will become fluent intentional writers across all genre identified in grade level learning standards.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Teachers (daily) use interactive or modelled writing appropriate to students' developmental level (especially in content areas) to make public writing and editing processes including: revising text; organizing texts; responding to readers' questions; translating oral speech to written standard English, and using conventions of print.	Mentor texts (especially those used in other aspects of the ELA curriculum) are drawn. Teachers design tasks for students to engage in the writing process from drafting to editing to review to publishing.	Students regularly (at least 3 times/week) participate in an independent writing practice that is supported by interactive and modeled writing; provides an opportunity for guided independent writing practice; self and peer feedback using rubrics to guide analysis; and opportunities throughout the year to publish and share writing with authentic audiences
Timeline	August 2018, then on-going	August 2018, then on-going	August 2018, then on-going
Lead Person(s)	Classroom teachers, classroom assistants, intervention specialists, student support team	Classroom teachers, classroom assistants, intervention specialists, student support team	Classroom teachers, classroom assistants, intervention specialists, student support team
Resources Needed	Daily scheduled opportunities for student writing and coaching	Daily scheduled opportunities for student writing and coaching	Daily scheduled opportunities for student writing and coaching
Specifics of Implementation	Daily interactive and/or modelled writing	Daily interactive and/or modelled writing	1) Opportunities throughout the year to publish and share writing with authentic audiences 2) Self and peer feedback using rubrics to guide analysis
Measure of Success	Student work samples will show increasing sophistication of mechanics and style	Student work samples will show increasing sophistication of mechanics and style	Student work samples will show increasing sophistication of mechanics and style
Check-in/Review Date	September 2018, then on-going	September 2018, then on-going	1) September 2018, then on-going 2) February 2019, then on-going

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

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

Literacy Implementation Monitoring & Support

During summer 2018, a literacy implementation team should be formed to monitor and recalibrate as needed the efficacy, coherence, and alignment to Stonebrook curriculum of the Stonebrook Literacy Plan.

- Each teacher should have an ELA Standards pacing guides and sample common assessments should be outline for each grade/class
- Teachers should collaboratively draft plan for the first 30 days of schools that integrates core literacy practices into existing curricular practices and frameworks.
- Professional Development and coaching support should be provided to all staff to facilitate their ownership and confidence in integrating core literacy practices.
- A member of the literacy implementation team should facilitate weekly grade level discussions to review data and coordinate Tier 1, 2, 3 instructional support.
- Bi-weekly walk-throughs on targeted practices by members of the literacy implementation team provided feedback on areas where teachers need targeted support or additional professional learning.
- Bi-weekly onsite coaching and professional development should be available for the first 90 days of school to support high quality implementation and problem solving.
- Every 3 weeks, informal assessments and tracking of student performance data should lead to adjustments in small group differentiated work groups.

Ohio requires a Reading Improvement and Monitoring Plan (RIMP) for each student below grade level in grade 3. These should be developed in such a way to coordinate classroom instruction with that provided by intervention specialists.

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.

Literacy Implementation Monitoring & Support

During summer 2018, a literacy implementation team should be formed to monitor and recalibrate as needed the efficacy, coherence, and alignment to Stonebrook curriculum of the Stonebrook Literacy Plan.

- Teachers should post “I can” statements that are visible to all to identify instructional targets for the week with common assessments identified. This will be in place in January 2019.
- Every 3 weeks, informal assessments and tracking of student performance data should lead to adjustments in small group differentiated work groups.
- Ohio requires a Reading Improvement and Monitoring Plan (RIMP) for each student below grade level in grade 3. These should be developed in such a way to coordinate classroom instruction with that provided by intervention specialists.

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:

We contracted with the Literacy Organizational Capacity Initiative (LOCI) at NORC at the University of Chicago to help us build a literacy framework for our school (see Appendix B) as well as develop a curricular and instructional plan to ensure evidence based instructional practices were at the core of our improvement process. There are three significant areas of change:

1. All teachers were provided professional development in two key practices that were implemented immediately:
 - a. Differentiated Reading Instruction (DRI) in which teachers worked daily with students in small groups of not more than five students for instruction that focused on foundational and comprehension skills that were of instructional need for students. Every three weeks students are re-assessed and regrouped as needed. The data from these re-assessments are discussed as part of literacy leadership meetings to examine student progress across all classrooms; evaluate needs for teacher support; and discuss strategies to support students who are not making progress. Every teacher has a second adult pushing

into the classroom during DRI so that there are two adults running DRI time with a classroom assistant monitoring the learning, actions, and behavior of students not in DRI group. The book and the scripted lessons from *How to Plan Differentiated Reading Instruction* by Sharon Walpole and Mike McKenna was provided to all K-3 teachers to ensure a solid base for lesson design as this was a new instructional routine for all teachers.

- b. All teachers were required to implement Interactive Read Aloud lessons and provided both access to and the books that went along with Book Worms - an open source ELA curriculum developed by Sharon Walpole at the University of Delaware for the Georgia STRiving REaders Initiative and rigorously assessed (<http://comprehensivereadingsolutions.com/category/grades-k-5/>). During the 2x weekly ELA collaborative planning time, teachers were asked to review and revise as needed Book Worms lessons to align to the targeted Ohio ELA standards identified. A coach is assigned to monitor and support the collaborative planning time. Starting in January 2019 a pacing guide for standards instructional focus areas and an identified common assessment will be publicly posted in a shared google drive and reviewed weekly by the literacy leadership team to ensure targeted and aligned focus on standards.
- c. Interactive Writing across all classrooms is being required in all classrooms by Winter 2019 (either as whole group or small group) at least 3x week to develop opportunities for students to see modeled and experienced guided practice in core writing behaviors and practices. The Ohio writing diagnostic assessment will be given in January and teachers will score and review during the weekly ELA collaborative plan and be asked to submit a classroom specific plan to support writing instruction aligned to the standards.

The literacy instructional team meets bi-weekly with the external consultants from LOCI to plan and review progress as well as develop internal capacity to support ongoing implementation. Quarterly there are more formal reviews of student progress (using formative assessment data) and review of teacher implementation using rubrics provided by LOCI for examining efficacy of implementation (see Appendix C).

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 Plan

- **August (2-3 days):** professional development with a design that integrates interactive workshop style discussion of characteristics of effective practices in the Stonebrook Core Literacy Practices and then provides supported planning time to integrate into the curriculum. All teachers should leave with the first 30 days of school mapped out and a draft pacing guide (with common assessments) outlined.
- **August-December:**
- Bi-weekly coaching calls with literacy implementation team (principal, reading specialists, intervention specialists) and LOCI team.
- Teachers meet weekly (so 2 after school periods allocated) with grade level teams (and include identified intervention specialist) during collaboration time (a) to review data and make decisions about instruction; (b) to engage in inquiry based professional learning
- Every 6-8 weeks teachers have an opportunity to observe/be observed and give feedback (using provided rubric) on focal practice.
 - Bi-weekly onsite or virtual coaching and support by LOCI team for implementation and they will build capacity in the onsite leadership team to support this work on an ongoing basis.

APPENDICES

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

APPENDIX A

Stonebrook Montessori Core Literacy Practices

Learning Activities

Students work in small group, pairs or individually on activities that are designed to provide practice in targeted learning outcomes.

Teachers role: is to (a) document student learning (performance based assessment; (b) ensure students choose variable experiences and not just those that are easy; (c) always know which students she will target learning support to prior to the start of the day; (d) coordinate with classroom assessment about role; (e) have an intentional plan for scaffolding and documenting learning; (f) design experiences that intentional either extend or reinforce instructional goals that are the daily/weekly target; (g) coordinate with intervention specialists for role.

Interactive Read Aloud (integrate ELA & Disciplines like botany)

Text selected to explicitly model and teach identified ELA standard(s), vocabulary/comprehension reading strategies, and other reading behaviors (e.g. decoding, interpreting graphs, effective paired reading)

Modeling followed by guided practice activities both teach and reinforce strategic reading behaviors.

Lessons are designed to incorporate learning prior to the read aloud (e.g. discussion and then acting out of target vocabulary work) as well as follow-up (e.g. journal writing) and connects to other learning work either across the day or week.

Intentionally designed opportunities for students to interact with each other, the text, and the teacher in meaning making activities.

Repeated readings give opportunities for students to engage in choral/echo reading and/or build fluency; may extend into shared reading activities or writing (especially during centers).

Thematic/Disciplinary Based Interactive Writing (biology, botany, etc.)

Students and teacher engages in daily modeled or supported composition that focuses on identified standard(s); the writing process (e.g. brainstorming, drafting, revising); and elements of quality writing (includes more than just grammar, spelling, conventions but also text organization, voice, and fluency).

Lesson is designed to foster student participation through ownership of composition and revision processes so students of all abilities support text composition.

Explicit instruction as a mini-lesson stage of interactive writing might focus on teaching a particular skill (e.g. by pulling out two sentences from yesterday's writing and showing how to combine them or writing a sentence and showing how to use quotation marks around dialogue).

Extension activities provide students an opportunity in groups, pairs, or individually to try out learning outcomes (e.g. science journal; writing a letter to a classmate).

Engaged Reading 1: Dyad Reading/Shared Reading/Paired Reading

Always builds on the instructional focus of interactive read aloud and disciplinary content focus (Botany, geology); provides supported reading of grade level text by use of repeated readings of the same complex, grade level text and by intentionally pairs.

Students are taught (modeled, coached, given feedback) to engage in shared reading with peers, an adult, or chorally as a class.

Engaged Reading 2: Supported Independent Reading

Builds upon a reading strategy or behavior modeled and explicitly taught during *Interactive Read Aloud* and/or starts with a *mini-lesson* that provides direct instruction (e.g. modeling, role playing) a reading strategy that students are held accountable (through teacher individual follow-up coaching and support) for use during independent reading time. Student choice supports motivation, engagement, "just right" book selection. Teacher meets daily with individual or small groups to monitor, assess (through structured tracking) and provide coaching in targeted strategy use as well as to identify and support comprehension problems (e.g., background knowledge).

Small Group Differentiated Reading Instruction

DAILY (20 min): Intentionally selected small group (max. 5 sts) works on targeted reading skills in areas identified on formative assessments done at regular intervals with progress tracked over time. Each session should include focused practice on foundational skills and/or strategy instruction; reading of connected text levelled for reading ability and chosen to support skill practice; and short writing. Daily record keeping of student progress informs instructional decisions for next week and changes in grouping (3 week max).

Intervention

Push in/pull out. 3x/week to daily; 1-1 or small groups (3 students max). HIGHLY coordinate with classroom instruction.

APPENDIX B



Developmental Rubric for Small Group Reading Instruction Teacher

Date

	Does not meet standards	Developing	Proficient	Exemplary
Instructional Purpose	Planning: Lesson does not target student learning by appropriate strategy instruction.	Students are grouped according to level but lack of clarity about instructional focus for the day and individual student learning needs.	Lesson demonstrates evidence of planning to target student learning by appropriate strategy instruction.	Lesson demonstrates awareness of prior learning; teacher integrates strategy instruction across multiple texts.
	Text selection: Text selection is not appropriately aligned with instructional purpose, identified strategy, or specific student learning	Texts are selected based upon stated level but no apparent effort to align to strategy focus or learning outcome goal.	Text is appropriately aligned with instructional purpose, identified strategy, <u>and</u> specific student learning needs.	Multiple resources are integrated and contribute to strategy instruction.
	Progress Monitoring: There is little or no evidence that instruction is based on use of formative assessment data.	Students were grouped at one point based upon formative assessment but no consistent tracking is done to identify progress or systematic effort to assess and regroup.	Instruction is based on assessment and documentation of skills. Progress on student learning can be measured and data is used formatively.	Grouping of students is flexible and based on formative data. Progress is regularly monitored, groups change routinely; students may be in more than one group to target learning.
Student Engagement	Discussion: Questions do not support and enhance the development of comprehension. Low level questions require yes/no responses.	Students are given limited opportunities to interact with each other and/or have conversations about the text. Or teacher doesn't monitor and support discussion.	Lesson includes discussions that engage students in high-level cognitive skills. Meaning-focused discussion was collaborative and non-evaluative.	Discussions about multiple texts are integrated from across literacy practices including read aloud, small group instruction, and independent reading.
	Gradual release of responsibility: Teacher took all responsibility for noting word identification errors, did not allow time to recognize error had occurred	Teacher inconsistently shares responsibility for noting errors or allowing time to recognize and self-correct.	Teacher shares responsibility for noting word identification errors, allowing time for student to recognize error had occurred.	Students have opportunity to be "more knowledgeable other", supporting peers and/or less skilled readers.
	Introduction: Teacher provides no book introduction or elicit background knowledge to build schema for text	Teacher does not provide adequate book introduction to make text accessible to students and/or may reference peripheral information that could side track conversation.	Teacher provides book introduction that made text accessible to students (activating/providing background knowledge, identifying key text features), allowing students to share relevant connections.	Content and features of text are relevant to learning in other classroom literacy practices (similar theme/content, genre/author studies, etc.).

	Does <i>not</i> meet standards	Developing	Proficient	Exemplary
Academic Rigor	Word-solving strategies: Teacher does not review/teach word-solving strategies, or allow students to practice	Teacher uses single strategy or inconsistently monitors, coaches, and supports use	Teacher reviews/teaches word solving strategies specific to the text, allowing students to practice	Teacher refers to and integrates word solving strategies from across multiple learning experiences and texts, building on prior learning and contributing to shared understanding
	Comprehension & Word Strategy use: Teacher is overly reliant on one type of strategy, does not differentiate or encourage flexible strategy use during reading	Teacher gives students an opportunity to practice a particular strategy (e.g. asking a “text to self” question) but doesn’t help sts understand what the strategy is or when to use it	Teachers encourage students to use both meaning-based and code-based strategies in mutually supportive ways and explicitly calls out the strategy. Comprehension strategies are modeled, named, and supported in use.	Teacher models flexible use of meaning-based and code-based strategies from across multiple learning experiences and texts, building on prior learning and contributing to shared understanding and encourages students to reflect on and evaluate their own performance.
	Vocabulary: Teacher does not discuss meaning of important words and/or new vocabulary	Teacher identifies vocabulary inconsistently or by positioning herself as expert without modeling strategies for figuring out meanings	Teacher discusses meanings of important words and/or new vocabulary in text and explicitly identifies the strategy to support use.	Teachers integrates vocabulary learning into multiple literacy practices creating artifacts that can support student learning

Comments:

Note: Rubric developed from core concepts of effective intervention identified in Early Intervention for Reading Difficulties: The Interactive Strategies Approach, Second Edition (2017) by Donna M. Scanlon, Kimberly L Anderson, and Joan M. Sweeney.

APPENDIX C



Interactive Read Aloud (Developmental Rubric) Teacher

Date

	Does not meet Standards	Developing	Proficient	Exemplary
Instructional Purpose	Text selection: Text is not substantial enough to sustain multiple readings, robust questions, or open-ended discussions	Text is high quality and engaging but not clearly linked to standards and learning outcomes or a standard is identified but text ill supports achieving the goal.	Selects text that lends itself to open-ended discussions and that is appropriate for the age of the children, their interests, and teacher's instructional purpose. Clearly identified standard(s) serve as the organizing purpose for the lesson and series of activities that build upon the reading.	Read aloud texts are part of themed sets that support investigation of a topic or inquiry. Sets might include multiple genres and/or primary sources to support multiple perspectives on issues. The teacher models both the reading process and specific skills that are built into practices across the day and week.
	Planning/preparation: There is no evidence of planning prior to interactive read aloud- to draft questions and to plan for instruction.	Lesson plan indicates student learning objective but the sequence of activities demonstrates no deep effort to build and engage learning through carefully sequenced and scaffolded activities.	Teacher takes time to plan higher level questions where there is no right or wrong answer. Teachers include artifacts to activate background knowledge and/or introduce new information to build contextual understanding.	Teacher integrates multiple resources to build contextual understanding. Question demonstrate attention to cohesive instructional plan that crosses multiple literacy activities and across the week.
	Cohesive plan: There is no evidence that activities in lesson are aligned with instructional purpose related to inquiry and/or literacy standards.	The activity is a stand-alone lesson without goals that extend beyond the activity or intention to build strategic reading behaviors through sequenced lesson design and planning.	Line of questioning reflects instructional purpose that is aligned with learning standards and/or ongoing classroom query (e.g., investigating a theme, author's purpose, key ideas and details, etc.)	Questions derive from cohesive approach to larger theme or investigation. Responses to questions are revisited before, during, after reading/discussion of multiple texts and attend to strategy.
Comments:				
Student Engagement	Inclusive: Comments are made from same 2-3 students. Teacher does not employ strategies to include wide range of learners.	Teacher includes opportunities for multiple voices but either students lack experience with these discussion patterns (suggesting no teaching has occurred about how to participate) or teacher lacks strategies in managing conversational flow.	Listens to and acknowledges responses from multiple children. (e.g., employs strategies skillfully to include range of learners and students are comfortable with their role). Strategies are employed so that all students are included.	Comments and ideas raised by students are prioritized and guide discussions. Ideas are documented and integrated into discussions about multiple texts. (i.e. "let's go back to Ty's question from yesterday)
	Elaboration: Teacher does not follow up on children's comments.	Teacher makes judgments about quality of response or provides generic affirmation without explaining why answer is good.	Teacher follows up on children's comments asking them to explain their thinking. ("Why do you think that?" "Say more about that.")	Strategies for extending or challenging thinking are taught (through modeling and guided practice) and used during discussions.

	Student interaction: Discussion does not include opportunities for students to engage in peer-to-peer interactions	Teacher asks students to engage in P2P discussions but students lack skill and experience.	Teacher employs multiple strategies for students to engage in P2P interactions to share ideas.	Classroom practices include peer-led discussions about books.
Comments:				
	Does not meet Standards	Developing	Proficient	Exemplary
Academic Rigor	Text-based discussion: Discussion consists of random comments that are not related to the text. Teacher does not help children connect ideas back to the text.	Student comments focus on relation to personal experience or students' response to one another and lead conversation away from the text or intended instructional focus.	Teacher helps children keep the book discussion rooted IN the text. (e.g., "Let's talk about examples of what the character said/did that made you share that thought") and students are able to point to sections in the text that support their thinking.	Teacher fosters talk about themes across multiple texts. Artifacts (e.g. anchor chart with prompts, routine signals) in room demonstrate ways that classroom is investigating questions together and that discussion is regular part of classroom practice.
	Leveled Questions: Most questions are Level 1 (questions that are right/wrong, require simple retelling) and do not ask children to engage in higher-level thinking, or explain ideas and use evidence directly from the text.	There are questions identified in advance but they are either low level (tier 1 questions: right/wrong or yes/no) or no attention to building background or vocabulary knowledge.	Children go beyond reporting and retelling they are asked to share their thinking about a text (what they inferred, images they created while reading, questions they pursued, etc.) rather than report what just happened.	Questions prompt children to synthesize ideas across multiple texts. Questions are authentic and relevant to lives/interests of students. Students are involved in generating questions during or prior to discussion.
	Vocabulary: Vocabulary is not a factor in discussion about text; teacher does not model or foster use of academic vocabulary or language from text.	Teacher identifies vocabulary in advance but provides only simple explanation or no opportunity for students to practice or add their own meanings.	Children are exposed to and encouraged to use the full rich vocabulary of the story being discussed, and language about stories (e.g., talk related to character's motivations, goals, author's word choice, types of sentences).	Use of vocabulary from multiple texts is modeled and integrated into discussions. There is evidence of discussion and guided practice (e.g., language walls, word webs) about vocabulary. Students refer to classroom artifacts as part of learning.
Comments:				