



## Department of Education

Mike DeWine, Governor  
Paolo DeMaria, Superintendent of Public Instruction

May 22, 2020

Dear Superintendent,

Thank you for submitting the Whitehall City Schools Reading Achievement Plan. The submitted plan is compliant with Ohio Administrative Code 3301-56-02. The Ohio Department of Education is committed to working with districts to raise student achievement in reading. Please find below feedback associated with the district's submitted Reading Achievement Plan.

### **Strengths of the Reading Achievement Plan:**

- The plan identifies and describes several factors contributing to reading achievement that are supported by data such as adult implementation of evidence-based practices.
- The plan includes the use of the Ohio Improvement Process to support and monitor improvement efforts.
- Teaming structures are developed to monitor student progress.

### **This plan will benefit from:**

- Inclusion of decision rules that describe how listed evidence-based practices or specific interventions are matched to student reading needs.
- Inclusion of professional development that is linked to the data analysis and goals of the plan.
- Selection of evidence-based practices to support 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](mailto:readingplans@education.ohio.gov).

Sincerely,

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

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(877) 644-6338  
For people who are deaf or hard of hearing,  
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# READING ACHIEVEMENT PLAN

DISTRICT NAME: Whitehall City Schools

DISTRICT IRN: 045070

DISTRICT ADDRESS: 925 S. Yearling Road Whitehall, Ohio 43213

PLAN COMPLETION DATE: November 25, 2019

LEAD WRITERS: Christopher Hardy, Kelly Rivers, Jessica Moore, Ashley Gates, Angela Thompson, Tanisha Brown, Cindy Davis

IMPLEMENTATION START DATE:

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## 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
<b>Brian Hamler</b>	Superintendent	Central Office	hamlerb@wcsrams.org
<b>Christopher Hardy</b>	Director of Accountability and Instruction	Central Office	hardyc@wcsrams.org
<b>Anna Shultz</b>	Director of Special Education	Central Office	telerskia@wcsrams.org
<b>Kelly Rivers</b>	Principal	Kae Ave Campus	<a href="mailto:golsbyk@wcsrams.org">golsbyk@wcsrams.org</a>
<b>Jessica Moore</b>	Principal	Etna Road Elementary	moorej@wcsrams.org
<b>Ashley Gates</b>	Principal	Beechwood Elementary	gatesa@wcsrams.org
<b>Rochelle Rankin</b>	Principal	Rosemore Middle School	rankinr@wcsrams.org
<b>Crystal Johnson</b>	Principal	Whitehall Yearling High School	johnsonc@wcsrams.org
<b>Amy Back</b>	Teacher	Rosemore Middle School	backa@wcsrams.org
<b>Carol Strosnider</b>	Teacher	Etna Road Elementary	<a href="mailto:strosniderc@wcsrams.org">strosniderc@wcsrams.org</a>
<b>Cindy Davis</b>	Student Intervention Coordinator	Beechwood Elementary	davisc@wcsrams.org
<b>Linsey Apel</b>	Teacher	Beechwood Elementary	apell@wcsrams.org
<b>Sarah Narsavage</b>	Teacher	Whitehall Yearling High School	narsavages@wcsrams.org
<b>Sonja Dill</b>	Student Intervention Coordinator	Kae Ave Campus	dills@wcsrams.org
<b>Nicole Croft</b>	Teacher	Kae Ave Campus	croftn@wcsrams.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.*

Describe how the district leadership team developed the plan and how the team will monitor and communicate the plan.

### Development of Plan

The creation of this plan began in August of 2019, where the Superintendent and the Director of Accountability and Instruction shared out the 18-19 SY performance data from Ohio State Tests in ELA, K-3 Literacy data, iReady Reading and Benchmark Phonics data. The Director of Accountability and Instruction shared this data during the first District Leadership Team meeting in September of 2019. An overall grade of a “D” in k-3 literacy measure as well as a proficiency percentage of 49.6% for 3rd grade ELA showed a deficit in early literacy.

### Monitoring of Plan

The Director of Accountability and Instruction analyzes data with the elementary leadership team (including all principals k-5) and the secondary leadership team (all principals 6-12) to make decisions about instruction during each benchmark (fall, winter, spring). The Director of Accountability and Instruction also meets with each principal and their BLT to analyze progress-monitoring data. The assessment measures will be Quick Phonics Screener, Corrective Reading progress monitoring tool, Oral Reading Fluency measures, iReady Reading and Lexia Core 5 progress monitoring. Each BLT will hold Screening, Progress monitoring, and Stakeholder meetings for making decisions using data to grow students in literacy. Student Intervention Coordinators meet with the Director of Accountability and Instruction monthly to review process for improvement.

### Communication of the Plan

Opportunities to communicate this plan will include Administrative Council meetings, District Leadership Team meetings, Building Leadership Team meetings, Teacher-based Team meetings, and Whitehall City Schools Board of Education meetings. This plan will be posted on the WCS website and share with the Ohio Department of Education for review and publication.

## 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 Whitehall City Schools has a five-year strategic plan called Achieve 2020 and it aligns the Reading Achievement Plan. Currently, the Whitehall City Schools are creating a new 5 year Strategic Plan (which will also be aligned to the Reading Achievement Plan). The use of the following strategies outlined in Achieve 2020 has impacted early literacy and many of which will be continued through the next 5 year Strategic Plan.

- Students will receive small group reading instruction 3-5 times per week.
- Educators will redesign and implement a cohesive curriculum and assessment system to provide consistency and continuity. Included in the design should be these essential components: curriculum maps in all content areas, pacing guides with dates and scope and sequence of content, instructional strategies including ones for diverse learners, assessment practices, and evidence of vertical and horizontal alignment.

The Whitehall City Schools 2019-20 Consolidated Continuous Improvement Plan includes the following goal specific to ELA.

By 2025, all students will improve performance on the state tests by 10% in reading.

### Student Measure

Elementary students will grow 5% each trimester as measured by iReady during the 2019-20 school year. Middle and high school students will grow 5% each semester as measured by Achieve3000 during the 2019-20 school year. Students will improve 2% on the state tests during the 2019-2020 school year.

### Adult Implementation Measure

100% of teachers will use the district-adopted ELA curriculum as measured by classroom observations. 100% of teachers selected will implement the iReady and Achieve3000 program for the minimum suggested time as measured by iReady and Achieve3000 usage reports.

The Five main strategies working towards the attainment of this goal are:

1. Standards-based ELA
2. Benchmark Assessments that Drive Instruction
3. Meeting Annual Measurable Objectives through Alignment
4. Evaluation of School Reform and Student Results
5. Prevention and Intervention – Literacy

**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.*

Analysis of the 2019 District Report Cards sheds light on why a Reading Achievement Plan is needed for Whitehall City Schools:

49.6 % of students score Proficient or higher on the 3<sup>rd</sup> grade ELA assessment. NOTE: Proficiency in 3<sup>rd</sup> grade ELA has moved from 33.5% in 2016 to 49.6% in 2019.

K-3 Literacy data shows higher success moving 49% of k to 1<sup>st</sup> grade, than 1<sup>st</sup> to 2<sup>nd</sup> grade (6%) and 2<sup>nd</sup> to 3<sup>rd</sup> grades (6%), and 3<sup>rd</sup> to proficiency on Spring ELA OST (29%). See table below.

## 2019 K-3 Literacy Data for Whitehall City

IRN: 045070

Not On-Track at Point A		Improving to On-Track at Point B
Kindergarten Reading Diagnostic, School Year 2017 - 2018	55	to 1st Grade Reading Diagnostic, School Year 2018 - 2019
		27
1st Grade Reading Diagnostic, School Year 2017 - 2018	50	to 2nd Grade Reading Diagnostic, School Year 2018 - 2019
		3
2nd Grade Reading Diagnostic, School Year 2017 - 2018	77	to 3rd Grade Reading Diagnostic, School Year 2018 - 2019
		5
3rd Grade Reading Diagnostic, School Year 2018 - 2019	130	to 3rd Grade Reading OST, School Year 2018 - 2019
		38
Deduction for 3rd graders who did not pass OST and were not on a Reading Improvement and Monitoring Plan		2
<b>Totals</b>	<b>312</b>	<b>71</b>

GRADE

D

K-3 Literacy



22.8%

71 out of 312

- A = 78.0% - 100%
- B = 55.9% - 77.9%
- C = 33.8% - 55.8%
- D = 11.7% - 33.7%
- F = <= 11.6%

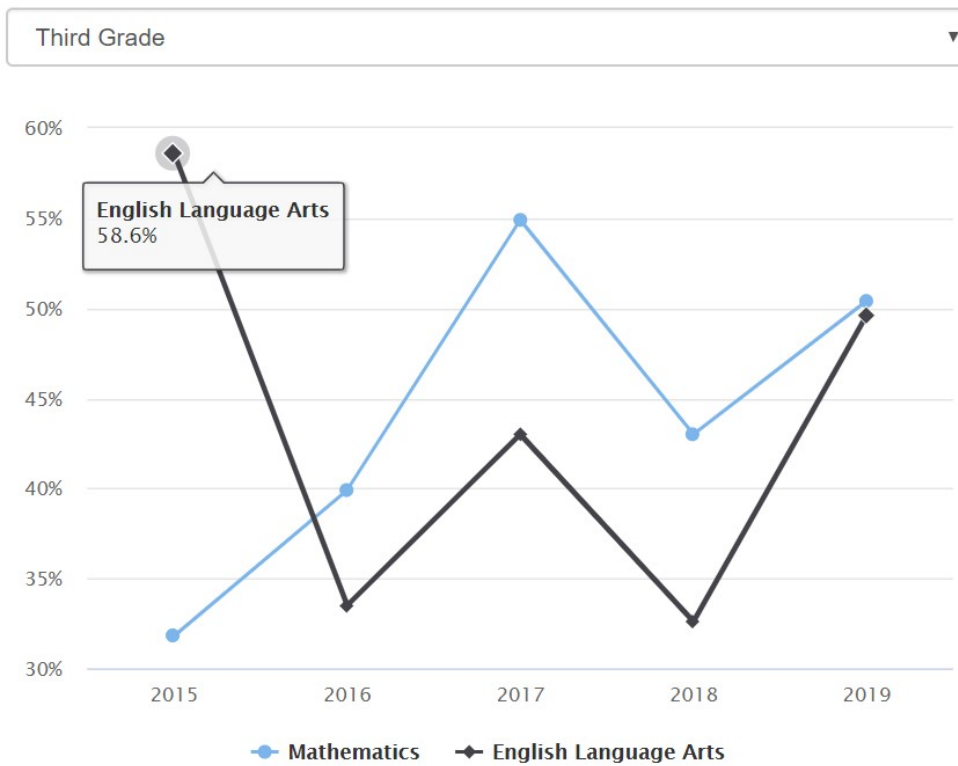
Analyze...



Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade iReady Reading results on the District's 2019 Fall diagnostic are shown in the table below:

Component	K % below level	1 <sup>st</sup> % below level	2 <sup>nd</sup> % below level
Phonemic Awareness	73%	69%	37%
Phonics	82%	80%	80%
High Frequency Words	89%	76%	52%
Vocabulary	76%	87%	86%
Reading – Literature	70%	84%	84%
Reading - Informational	77%	80%	86%

The graph below shows trend data from English Language Arts OST achievement beginning in 2015. This data shows inconsistency in achievement, with a sharp decrease from 2015 to 2016.



Below is value added data for English Language Arts. 4<sup>th</sup> grade in particular is trending in a positive direction showing a gain indexes from -2.3 in 2017, -.09 in 2018, and 1.7 in 2019.

Estimated District Growth Measure							
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Growth Standard
Growth Standard		0.0	0.0	0.0	0.0	0.0	
2017 Growth Measure		-2.3 R	0.2 Y	-2.2 R	1.0 LG	-1.9 R	-1.0
Standard Error		0.9	0.9	0.9	0.8	0.9	0.4
2018 Growth Measure		-0.9 Y	0.1 Y	-4.3 R	0.0 Y	0.6 Y	-0.9
Standard Error		0.9	0.9	0.9	0.9	0.9	0.4
2019 Growth Measure		1.7 LG	-0.8 Y	-1.3 O	3.7 DG	3.0 DG	1.1
Standard Error		0.9	0.9	0.8	0.8	0.9	0.4
3-Year-Average Growth Measure		-0.5 Y	-0.2 Y	-2.6 R	1.6 DG	0.5 LG	-0.3
Standard Error		0.5	0.5	0.5	0.5	0.5	0.2
Estimated District Average Achievement							
Grade	3	4	5	6	7	8	
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0	
2016 Average Achievement	40.3	38.4	42.8	38.5	38.8	38.8	
2017 Average Achievement	39.8	39.4	40.1	39.4	39.1	35.5	
2018 Average Achievement	37.0	41.8	40.0	36.9	39.3	37.6	
2019 Average Achievement	40.4	39.9	40.5	39.2	41.8	40.0	

The average scale score for the fall 2019 administration of the Kindergarten Readiness Assessment was 251.6.

**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.*

The following factors were identified during the development of Achieve 2020 and throughout the progress monitoring process of Achieve 2020:

- Using data collected from building administration, it was determined that small group reading instruction for grades k-5 occurs in some classrooms but not in all classrooms. Fidelity towards providing daily, regular small group instruction is needed.
- Using data collected from building administrators, it was determined that too much time had been spent on preparation for small group instruction which could have been used for the small group instruction itself. Also data collected from building administrators showed a need for classroom management ideas so that small group instruction could occur without interruption. Fidelity toward completing efficient use of time on daily authentic reading is needed.
- RTI/MTSS teams at elementary buildings were operating, but more guidelines were needed related to process of data collection, fidelity to interventions, progress-monitoring guidelines, decision rules for adjusting and changing interventions.
- Professional development targeted in on high effect strategies across the curriculum.

Analysis of data that supports the factors:

1. DLT members considered instructional practices at the classroom level and concluded that there were inconsistencies and a lack of fidelity to the amount of time spent on interventions that are evidence-based. Also, there are inconsistency with the use of the district adopted ELA curriculum resources at the core (tier I) instructional level.
2. Research supports the increase amount of time spent on interventions with struggling readers and using the increase instructional time to meet the specific students needs (Allington, *What Really Matters for Struggling Readers Response to Interventions*, 2009).

3. The district is aligning k-12 professional development around John Hattie's research on Effect Size Strategies, specific to Teacher Clarity (effect size: 0.75) and Success Criteria (effect size: 0.57).

RTI/MTSS processes were not specific and guided enough, therefore pockets of success are shown, but not sustainable, system-wide success. Leadership, guidance and modeling of the use of data to make decisions around interventions for students is necessary.

#### 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](#).*

During the development of Achieve 2020, the committee identified characteristics of today's student: "...children don't know a world without computers and immediate access to unlimited information. They are optimistic with high expectations and are tech savvy. Today's students have endured intense academic pressures and have become resilient...Our students want anytime, anywhere any way learning opportunities."

The Achieve 2020 team also identified the implications for the school district, based on the needs of the students in serves: "...we must meet the needs of today's learners and prepare them for a rapidly changing world."

From its efforts to understand the public's expectations and desires for education excellence, and through its external audits and reviews, the Achieve 2020 team committed to the vision: "The Whitehall City Schools community guides and inspires all to dream, grow and succeed" along with the mission: "To create success through personalized learning for every student, every day."

Using the vision and mission developed in the Achieve 2020 work and reflecting on the low early literacy results that identify a serious foundational deficit, Whitehall City Schools focused its overall mission on one that is even more specific to the early learner, a literacy mission, which is "to develop a strong foundation of literacy skills for every child by the end of first grade." Clearly defining what all 1<sup>st</sup> graders need by the end of that grade in order to be successful in the remaining elementary grades and accomplishing that goal, will make a positive impact on the intermediate tested grade levels.

Whitehall's operational definition of an "active reader", which guides the work at kindergarten and 1<sup>st</sup> grade, is built on Ohio's Learning Standards in the area of Foundational Skills. Whitehall's definition of an active reader: "By the end of 1<sup>st</sup> grade, a Whitehall student who is an active reader, has the foundational skills of understanding words, has quality conversations about words, and uses those skills and conversations to move to independence in comprehension of text for purpose and enjoyment. A student who is an active reader: demonstrates understanding of spoken words, syllables, and sounds (consonant sounds and long and short vowel sounds in single-syllable words); knows and applies phonics and word analysis skills in decoding and encoding one-syllable and multi-syllable words (spelling/sound, digraphs, and blends); and reads with sufficient accuracy and fluency to support comprehension."

Whitehall's specific literacy mission related to the early learner and the Achieve 2020 vision and mission, along with the strategies identified in the Action Plan, reflect the alignment of the district's work with elementary of "Ohio's Early Literacy Definition (see below).

Elements of Ohio's Early Literacy Definition	Whitehall City Schools Action Plan
<ul style="list-style-type: none"> <li>• "During the preKindergarten years (age 3-5), children develop phonological awareness as they ...engage in word play with letter sounds and rhyming patterns,...they develop listening comprehension skills and attach meaning to text; ...they communicate through writing ...as children learn to write alphabetic symbols"</li> </ul>	<ul style="list-style-type: none"> <li>• District currently uses the Early Learning Standards (ODE) and the Pearson curriculum <i>Opening the World of Learning</i>. During the 2017-18 school year when the literacy campus becomes operational, under the guidance of the principal at that new campus, review of the pre-kindergarten curriculum will occur so that there is strong alignment between the Early Learning Standards, the ELA curriculum, and instructional practices. The ELA curriculum is slated to be reviewed in 2017-18.</li> </ul>
<ul style="list-style-type: none"> <li>• "These early experiences prepare children as they progress from kindergarten to third grade. In their progression, they develop the essential literacy skills, including: phonemic awareness, phonics, reading fluency, vocabulary acquisition and development, reading comprehension and early writing experiences."</li> </ul>	<ul style="list-style-type: none"> <li>• District is committed to small group reading instruction being provided daily for grades K-3 and three times weekly for grades 4-5; is committed to providing professional development and professional resources related to the essential components of literacy instruction. District is committed to focusing on early literacy via a PreK-1 campus.</li> <li>• District is committed to using diagnostic assessment data through iReady to determine best instructional "next steps;" committed to monitoring growth data related to early literacy learning components of phonological awareness, phonics, vocabulary, and comprehension; is committed to using best practices in Guided Reading and Daily Five (independent authentic literacy).</li> </ul>

**SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS**

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

The 2019-20 measurable achievement goal for this Reading Achievement Plan is: the percentage of 3<sup>rd</sup> grade students who score "proficient" or higher on the 2020 ELA Ohio State Test will increase to 60% (a gain of approximately 10 percentage points from the 2019 results). Throughout the school year the iReady Reading diagnostic will be used to screen and benchmark student progress throughout the school year. Students meeting or exceeding expected growth as measured by iReady Reading is important.

Action-steps for this SMART goal are:

1. K-12 teachers will complete professional development related to teacher clarity and social emotional learning. This learning will occur during district professional development days in November, January and February. The learning will also occur during DLT, BLT, TBT, vertical planning and staff professional meetings throughout the school year.
2. K-5 teachers will implement a balanced, individualized literacy instruction program with fidelity using the core ELA resource, Reach for Reading by Cengage and National Geographic. Implementation of this curriculum resource will be measure by way of formal observations and informal walk-throughs conducted by building principals and the Director of Accountability and Instruction.
3. K-5 teachers will implement a multi-tiered system of support that includes targeted interventions based on assessment data (including by not limited to iReady Reading assessments, Heggerty Word Lists, Ohio State Testing results, Quick Phonics Screener assessments, Corrective Reading progress monitoring assessments, Lexia Core 5 progress monitoring assessments and text-level information). Implementation is on-going through May of 2020 and will be measured via formal observations and informal walk-throughs conducted by building principals and the Director of Accountability and Instruction.

SECTION 6: ACTION PLAN MAP(S)

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

**Goal # 1 Action Map**

**Goal Statement:** The 2019-20 measureable achievement goal for this Reading Achievement Plan is: the percentage of 3<sup>rd</sup> grade students who score “proficient” or higher on the 2020 ELA Ohio State Test will increase to 60% (a gain of approximately 10 percentage points from the 2019 results). Throughout the school year the iReady Reading diagnostic will be used to screen and benchmark student progress throughout the school year. Students meeting or exceeding expected growth as measured by iReady Reading is important.

**Evidence-Based Strategy or Strategies:** Teacher Clarity, Reach for Reading Instructional Routines, MTSS/RTI structure and interventions

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	K-12 teachers will complete professional development related to teacher clarity and social emotional learning. This learning will occur during district professional development days in November, January and February. The learning will also occur during DLT, BLT, TBT, vertical planning and staff professional meetings throughout the school year.	K-5 teachers will implement a balanced, individualized literacy instruction program with fidelity using the core ELA resource, Reach for Reading by Cengage and National Geographic. Implementation of this curriculum resource will be measure by way of formal observations and informal walk-throughs conducted by building principals and the Director of Accountability and Instruction.	K-5 teachers will implement a multi-tiered system of support that includes targeted interventions based on assessment data (including by not limited to iReady Reading assessments, Heggerty Word Lists, Ohio State Testing results, Quick Phonics Screener assessments, Corrective Reading progress monitoring assessments, Lexia Core 5 progress monitoring assessments and text-level information). Implementation is on-going through May of 2020 and will be measured via formal observations and informal walk-throughs conducted by building principals and the Director of Accountability and Instruction.
Timeline	September 2019 through February 2020	September 2019 through May 2020	September 2019 through May 2020
Lead Person(s)	Chris Hardy, Director of Accountability and Instruction Maria Boyarko, Coordinator of Student Services Building Principals District Leadership Team	Chris Hardy, Director of Accountability and Instruction Maria Boyarko, Coordinator of Student Services Building Principals Data Coaches (contracted through the Educational Service Center of Central	Chris Hardy, Director of Accountability and Instruction Maria Boyarko, Coordinator of Student Services Building Principals Student Intervention Coordinators

	Action Step 1	Action Step 2	Action Step 3
		Ohio)	
Resources Needed	<p>Presenters for the different grade bands and subjects</p> <p>Teacher Clarity Playbook, A Hands-on Guide to Creating Learning Intentions and Success Criteria for Organized Effective Instruction</p> <p>Restorative Practice Workbooks</p>	<p>Reach for Reading curriculum resources k-5</p> <p>Informal curriculum walkthrough tool</p>	<p>MTSS processes and protocols specific to Screening, Progress monitoring and Stakeholder Meetings</p> <p>Benchmark and progress monitoring assessments for Literacy: iReady, Quick Phonics Screener, Corrective Reading PM, Lexia Core 5 PM, Oral Reading Fluency PM</p>
Specifics of Implementation	<p>November Professional Development Day: Teacher Clarity Modules 1-4 (Identifying Concepts and Skills, Sequencing Learning Progressions, Elaborating Learning Intentions, and Crafting Success Criteria)</p> <p>Between Nov and Jan: BLT and building professional learning will cover Teacher Clarity Modules 5 and 6 (Modifying Learning Intentions to Include Language Expectations and Determining the Relevance of the Learning)</p> <p>Jan Professional Development Day: Teacher Clarity Modules 7-9 (Designing Assessment Opportunities, Creating Meaningful Learning Experiences, and Establishing Mastery Standards)</p> <p>February: District Professional Development Day – Winter Ed Camp style including multiple presenters allowing teacher choice on multiple topics including, but not limited to district literacy resources and strategies, social emotional learning, trauma informed care, and restorative practices.</p>	<p>Provided resources for 6 years of updated materials in the fall of 2019 (and every fall after, for 6 years).</p> <p>Professional development opportunities each Fall, Winter and Summer specific to Reach for Reading Instructional Routines provided by Cengage Instructors.</p> <p>Weekly classroom walkthrough and feedback presented to teachers by principals and the curriculum dept.</p> <p>BLT data coaching and mentoring weekly for Beechwood Elementary (specific to their School Quality Improvement Grant plan)</p>	<p>Summer/Fall 2019: Student Intervention Coordinators, Principals and District MTSS team create processes and protocols for Screening, Progress Monitoring and Stakeholder MTSS meetings throughout the school year. This includes evidence-based interventions and screening and progress monitoring data.</p> <p>Building MTSS teams meet for Screening meetings to analyze iReady, QPS, oral reading fluency, Lexia Core 5, and Corrective reading progress monitoring data and determine interventions in September, December, and May.</p> <p>Buildings MTSS teams meet weekly rotating grade levels to monitor students receiving interventions and make adjustments in interventions using iReady, QPS, oral reading fluency, Lexia Core 5, and Corrective reading progress monitoring data.</p> <p>District MTSS team and SIC team meet monthly with Director of Accountability and Instruction to analyze/refine procedures and add more guidance/specifics to protocols.</p>

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	100% implementation of teacher clarity practices as measured during DLT, BLT and TBT meetings.	100% evidence of implementation of Reach for Reading resources and strategies during Core Reading instruction k-5 as measured by formal observations and classroom walk-throughs.	100% evidence of implementation of MTSS protocols and procedures as observed by the Director of Accountability and Instruction during MTSS and BLT meetings as well as classroom walk-throughs.
Check-in/Review Date	Monthly during DLT and elementary/secondary leadership meetings.	Monthly during DLT and elementary leadership meetings.	Monthly during DLT, elementary leadership, District MTSS, Student Intervention Coordinator meetings and trimester MTSS Screening meetings.

## 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.*

Progress toward the performance goal of: “the percentage of 3rd grade students who score “proficient” or higher on the 2020 ELA Ohio State Test will increase to 60% (a gain of approximately 10 percentage points from the 2019 results),” will be monitored via MTSS Screening and progress monitoring data such as iReady Reading assessments, Quick Phonics Screener results, oral reading fluency scores, Lexia Core 5 PM data, and Corrective Reading PM data. Each data sources will be measured for progress toward individual goals (using norms) and analyzed using decision making protocols for intervention continuation specific to each student.

This data will be reported during DLT, elementary leadership, BLT, MTSS Screening and TBT meetings to the various team members.

## 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.*

1. Teacher Clarity

Teacher Clarity has been defined as, “a measure of clarity of communication between teacher and student in both directions.” There are four parts; clarity of organization, clarity of explanation, clarity of examples guided practice, and clarity of student assessment. This practice guides the systematic approach for teacher to teach and assess on a regular basis for intentionally improving the performance the individual student with literacy.

2. Reach for Reading: Instructional Routines

There are many Instructional Routines within the Reach for Reading resource. Below are a few examples and their research.

Cooperative Learning Routines:

Cooperative learning routines take advantage of classroom diversity and make it a vital resource for helping all students acquire challenging academic content and language. These routines promote active engagement and social motivation for all students. For English language learners, they also create opportunities for purposeful communication. Regular use of such routines has been shown to be effective (Johnson & Johnson 1986; Kagan 1986; Slavin 1988).



**Fluency Routines:**

Research has shown that repeated reading of texts at an appropriate instructional level can increase reading fluency for students who struggle with reading (Chard et al. 2002; Dowhower 1987; Kuhn & Stahl 2003; O’Shea et al. 1985; Samuels 1979), and that it can enhance comprehension (Daly & Martens 1994; Dowhower 1987; Freeland et al. 2000).

**Vocabulary Routines:**

Decades of research have confirmed the important role that vocabulary plays in reading comprehension and in students’ overall academic success (Hiebert & Kamil 2005). Immersing students in rich and varied language experiences permits them to learn words through listening, speaking, reading, and writing. In this view of robust, explicit instruction, vocabulary is introduced using consistent, predictable routines (Beck et al. 2002).

**3. MTSS procedures & Interventions**

Screening students to identify reading deficits, providing evidence-based interventions, monitoring that progress and adjusting as needed is in the best interest of a struggling reader. This must be done intentionally and systematically. See research references below.

Jenkins, J. R., Graff, J. J., & Miglioretti, D. L. (2009). Estimating reading growth using intermittent CBM progress monitoring. *Exceptional Children*, 75, 151-163.

Cortiella, C. July 2006. [Response-to-Intervention - An Emerging Method for LD Identification](#). Great Schools.

RTI Action Network. 2008. [Include Essential Components](#).

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

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

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

The district will ensure the strategies are effective by monitoring the implementation of all adult implementation. The Director of Accountability and Instruction will attend 100% of all DLT, district level MTSS meetings elementary and secondary leadership meetings and Student Intervention Coordinator meetings. He will also attend 80% of all trimester screening meetings and 20% of all BLT meetings. The Director of Accountability and Instruction will participate in monthly curriculum walkthroughs (provided feedback) in every building along with the principal of each respective building.

The district will show progress by monitoring data from iReady Reading assessments, oral reading fluency, Quick Phonics Screener, Corrective Reading PM data, Lexia Core 5 PM data and classroom walkthrough data.

The district will improve on strategies used the previous two school years by adding such resources (and the strategies that accompany) as Reach for Reading as a core instructional program, Corrective Reading as a possible intervention district-wide, Benchmark Phonics as a possible intervention district-wide, Lexia Core 5 as a possible intervention districtwide, intentional reading fluency interventions offered district-wide. The district is also implementing an MTSS process including accountability practices for use with fidelity (missing the two previous school years).

**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 Part A**

**Goal:** The 2019-20 measureable achievement goal for this Reading Achievement Plan is: the percentage of 3<sup>rd</sup> grade students who score “proficient” or higher on the 2020 ELA Ohio State Test will increase to 60% (a gain of approximately 10 percentage points from the 2019 results). Throughout the school year the iReady Reading diagnostic will be used to screen and benchmark student progress throughout the school year. Students meeting or exceeding expected growth as measured by iReady Reading is important.

**Evidence-Based Practice or Intervention:** Teacher Clarity, Reach for Reading Instructional Routines, MTSS/RTI structure and interventions

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. November Professional Development Day: Teacher Clarity Modules 1-4 (Identifying Concepts and Skills, Sequencing Learning Progressions, Elaborating Learning Intentions, and Crafting Success Criteria)	September 2019-May 2020	X	X	X	X	X	X
2. Jan Professional Development Day: Teacher Clarity Modules 7-9 (Designing Assessment Opportunities, Creating Meaningful Learning Experiences, and Establishing Mastery Standards)	September 2019-May 2020	X	X	x	X	X	X
3. February: District Professional Development Day – Winter Ed Camp style including multiple presenters allowing teacher choice on multiple topics including, but not limited to district literacy resources and strategies, social emotional learning, trauma informed care, and restorative practices.	September 2019-May 2020	x				x	X

Resources Required	Outcomes/Evaluation
<p>1. Presenters for the different grade bands and subjects Teacher Clarity Playbook, A Hands-on Guide to Creating Learning Intentions and Success Criteria for Organized Effective Instruction</p>	<p>1. <b>Use of teacher clarity strategies and processes via as observed through DLT, BLT, TBT meetings and classroom walkthroughs</b></p>
<p>2. Presenters for the different grade bands and subjects Teacher Clarity Playbook, A Hands-on Guide to Creating Learning Intentions and Success Criteria for Organized Effective Instruction</p>	<p>2. <b>Use of teacher clarity strategies and processes via as observed through DLT, BLT, TBT meetings and classroom walkthroughs</b></p>
<p>3. Presenters for the different grade bands and subjects Restorative Practice Workbooks</p>	<p>3. <b>Use of restorative practice and Reach for Reading instructional routines observed during classroom walkthroughs</b></p>

**Professional Development Plan, Template Part B**

<p><b>Provide a brief description of how the <u>overall</u> plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.</b></p>
<p><b>Sustained:</b> Taking place over an extended period; longer than one day or a one-time workshop. The work around teacher clarity, Reach for Reading Instructional Routines and Social Emotional Learning is currently being written into the new 5 year strategic plan and the new 5 year professional development plan for teachers.</p>
<p><b>Intensive:</b> Focused on a discreet concept, practice or program. The focus is teacher clarity for all grade levels and subject areas with an approach that is prek-12 alignment centered. Clarity will impact the and be used in conjunction with the instructional routines as detailed in Module of the Teacher Clarity Playbook: Creating Meaningful Learning Experiences.</p>
<p><b>Collaborative:</b> Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding. All classroom teachers, student intervention coordinators, intervention specialists, and building level administrators will participate in the professional learning together.</p>
<p><b>Job-Embedded:</b> A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment. This learning will continue in the buildings during building level staff learning meetings, BLT and TBT meetings as well as vertical team meetings.</p>
<p><b>Data-Driven:</b> Based upon and responsive to real-time information about the needs of participants and their students.</p>

Provide a brief description of how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.

Teacher clarity will be a process and “lens” used during TBTs to break apart learning progressions, analyze data and plan appropriate lessons for students to continue with a growth mindset.

**Instructionally-Focused:** Related to the practices taking place in the learning environment during the teaching process.

Teacher clarity is instructionally focused. It is grounded in standards, learning intentions success criteria, high-quality instruction, and standards mastery. This will benefit all students in all subjects.

## APPENDICES

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

N/A