May 22, 2020

Dear Superintendent,

Thank you for submitting the Winton Woods 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 district has analyzed student achievement data that includes the five components of reading.
- The district uses the five components of reading to drive the development of proposed goals, strategies and action steps.
- The district has chosen evidence-based practices for Tier 1 literacy instruction for all students.

This plan will benefit from:
- Utilizing data related to family engagement and community partnerships.
- A deeper analysis of the Kindergarten Readiness Assessment data to focus in on students entering kindergarten.
- Choosing consistent screening and diagnostic assessments for grades K-8 and aligning the assessments to the changing emphasis of the five components of reading, both elementary and secondary.

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

LOCAL LITERACY PLAN:

BIRTH THROUGH GRADE 12

The Ohio Department of Education requires all nonprofit early childhood providers and LEAs **applying for the Striving Readers Comprehensive Literacy Subgrant** complete a **local literacy plan**, as dictated by the age/grade ranges the organization serves. The plan must be submitted as part of the Striving Readers application to receive funding.

- Birth-Age 5: A focus on emergent literacy based on *Ohio's Early Learning and Development Standards* (Birth to Kindergarten Entry) aligned to *Ohio's Learning Standards in English Language Arts* for Kindergarten-grade 12.
- K-12: A focus on achievement and alignment to *Ohio's Learning Standards for English Language Arts* grades K-12.

Early Childhood Provider/LEA:	Winton Woods City School District
IRN:	044081
ODE/ODJFS License Number (if applicable):	NA
Step Up to Quality Rating (if applicable):	5-Star
Address:	1215 West Kemper Road, Cincinnati, OH 45240

Lead Contact:	Adrienne Martin
CEO/Superintendent:	Anthony G. Smith
Date:	December 13, 2019

SUMMARY AND ACKNOWLEDGEMENTS

The purpose of this Local Literacy Plan (LLP) is to align reading instruction in the district with the other district innovation and improvement plans to positively impact reading achievement for all students. Focused on Grades K-8, the LLP addresses the explicit instruction of both decoding skills and language comprehension, including academic vocabulary, so that overall reading comprehension, as measured by the state's assessments in English Language Arts, improves. This plan is based on strong and/or moderate evidence-based practices (EBP) and interventions as required by Every Student Succeeds Act (ESSA). The LLP is also designed to establish systemic collaborative structures as outlined in the Ohio Improvement Process (OIP).

Addressed in the plan is the strengthening of currently-existing building and district structures (DLT-BLT-TBT) so that these teams might actively support reading instruction in Grades K-8, with the first step being the creation of School-Wide Reading Models/Content-Area Reading Plans. The plan addresses high-quality job-embedded professional development for teachers to learn the Language Essentials for Teachers of Reading and Spelling (LETRS) program so that they might use their understanding of the literacy process and the simple view of reading to inform and support their reading teaching with the core instructional program. The use of a consistent universal screener at the identified grade bands is also noted in this plan to provide accurate initial assessments and progress monitoring of student literacy skills attainment.

Additional literacy coaching in the district is necessary to fully support this plan.

The district intends to leverage literacy coaching and other literacy resources that already exist, and further support the LLP implementation with funds received through the Striving Readers Comprehensive Literacy Subgrant. Stakeholders at every building and every level were involved in the creation of this comprehensive LLP.

SECTION 1: LEADERSHIP TEAM MEMBERSHIP, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Name	Role	Building
Adib Dixon	Assistant Principal	Winton Woods Middle
Jennifer Flannigan	Literacy Coach (Grades 4-6)	Winton Woods City Schools
Angela Gehr	Special Education Supervisor (Grades 5-8)	Winton Woods City Schools
Gary Giblin	ESL Teacher (Grades 7-8) ESL Coordinator (District)	Winton Woods Middle
Deborah Grueninger	Intervention Specialist	Winton Woods Primary North

Name	Role	Building
Rhonda Hobbs	Director of Technology	Winton Woods City Schools
Dr. Jessica Hoffman	Literacy Coach (Grades K-3)	Winton Woods City Schools
Adrienne Martin	Director of Teaching & Learning for PreK-6	Winton Woods City Schools
Canceria James	ELA Teacher (Grade 3)	Winton Woods Elementary
Nelson Homan	Principal	Winton Woods Elementary
Anna Owens	ELA Teacher (Grade 7)	Winton Woods Middle
Michelle Ronan	Title I Reading Teacher	Winton Woods Primary South
Kendra Uhl	Assistant Principal	Winton Woods Intermediate
Stacey Tilton	Title I Reading Teacher	Winton Woods Intermediate
Courtney Wilson	Executive Director of Human Resources & Legal Services	Winton Woods City Schools

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE LOCAL LITERACY PLAN

The Local Literacy Plan (LLP) Leadership Team held approximately twenty meetings (whole group and sub-committees) to develop the LLP for the district. Team members reflect a variety of roles and positions in the district: two district level administrators; three building level administrators; two English Language Arts (ELA) classroom teachers; two Title I Reading teachers; an intervention specialist; the English as a Second Language (ESL) Coordinator for the district; a Special Education Supervisor; and the district's two literacy coaches. Several teachers on the team are members of the bargaining unit, and the Winton Woods Teachers

Association is in support of this plan

The broad representation on the planning team helped provide context to the reading data for the district. Multiple perspectives allowed us to dive deeply into a variety of data sets and consider how students struggle with reading at each grade level, and what tiered supports are currently in place to help intervene with struggling readers. The inclusion of general education teachers and special population personnel (students with disabilities and English learners) ensured that these students' needs were at the forefront of the planning process, as the data indicate the achievement gaps for these students are the starkest. The team's work with the Reading-Tiered Fidelity Inventory (R-TFI) process highlighted the need for both district and building infrastructures to support reading instruction in the district, starting with a strong literacy plan.

Moving forward, members of the LLP Leadership Team will monitor student performance against the targets established in the plan. The Leadership Team will act as communication and collaboration facilitators of the LLP between all constituents: Board of Education; Central Office; teachers and staff at all buildings; and parents and the broader school community. The LLP Leadership Team will monitor plan implementation and participate in and/or provide professional development required to reach the goals identified in the LLP.

SECTION 2: ALIGNMENT BETWEEN THE LOCAL LITERACY PLAN AND OTHER IMPROVEMENT EFFORTS

The Winton Woods City School District LLP ties together the district's three other improvement plans: The Comprehensive Continuous Improvement Plan (CCIP) for the district/buildings; the SIG-1003 grant for the Intermediate School; and the Straight A grant to implement projectbased learning from Pre-K through grade 12. The LLP is also designed to establish systemic collaborative structures as outlined in the Ohio Improvement Process (OIP).

Goal 1 of the CCIP focuses on reading achievement and states the district will work towards meeting math and literacy state accountability standards for ALL students, with a focus on gap closure. The performance measure focuses on moving 50% of students up one performance level on state assessments (using 2015 baseline data), increasing the number of on-track students on the K-3 Literacy measure by 10% per year, and earning sufficient Annual Measurable Objective points to earn a grade of 53% after three years.

The district has identified seven strategies to make this happen: use universal design for learning principles in the implementation of a project-based learning (PBL) pedagogy; use of data-driven decision-making to make instructional decisions; provide job-embedded professional development to enhance instructional practices; provide tutoring and other focused supplemental supports for children most at-risk in reading and mathematics; invest in early childhood education through all-day preschool and kindergarten, with the preschool program earning a 5-Star rating; extend student learning through external partnerships; and improve our ESL Program to better support our English Learners.

The district has made some strides with these strategies. There has been considerable professional development in PBL pedagogy. We have structures in place at every building to use data to make instructional decisions. We have a partnership with local non-profit organizations to provide extended day, summer tutoring, and intervention opportunities for students. We have all-day preschool and all-day kindergarten, and our preschool is 5-Star rated. We have increased tutoring staff district-wide in our ESL program. Despite these efforts, we recognize that we are still falling short in raising the academic achievement--particularly in literacy--of our children. The LLP is designed to support and further the academic goals identified in the district's CCIP. The LLP is also designed to establish systemic collaborative structures as outlined in the Ohio Improvement Process (OIP).

Winton Woods Intermediate School is an identified Focus School. The district was recently awarded a SIG-1003 grant focused on *inclusive instructional leadership* for the Intermediate School. The grant provides for extensive coaching for building administrators and teacherleaders to develop the skills necessary to lead from their position in support of student achievement. The work of this grant, and the skill sets that will be developed and refined by administrators and teachers will help them address the components of the LLP and ensure that the plan is implemented with fidelity.
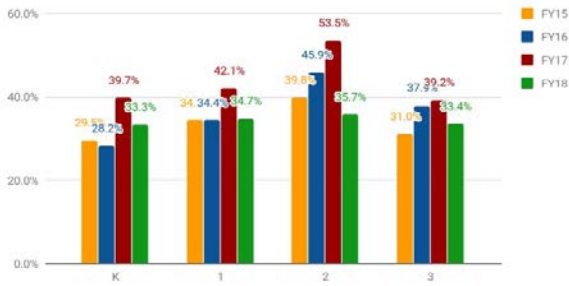
Additionally, the LLP supports the work of the district's innovation efforts. In February of FY16, the district was awarded a Straight A grant to implement PBL at all grade levels, Pre-K-12. We have changed our teaching pedagogy to deeply engage students in their academic learning as they develop critical thinking, creativity, and collaboration skills. The LLP aligns with the goals of our PBL work since students who have strong literacy skills can maximize the benefits of PBL to leverage achievement in all content areas.

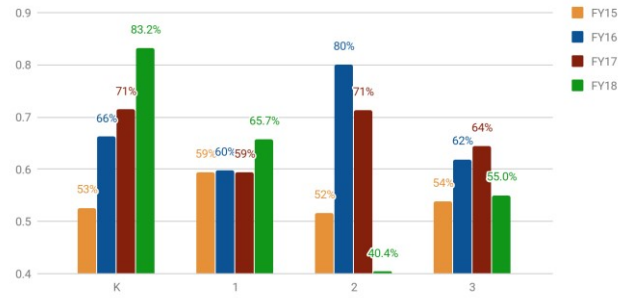## SECTION 3: COMPREHENSIVE NEEDS ASSESSMENT

SECTION 3, PART A: ANALYSIS OF LEARNER PERFORMANCE DATA

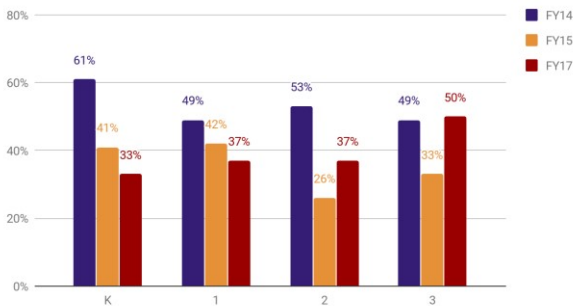**Grades K-3 Analysis of Learner Performance Data**
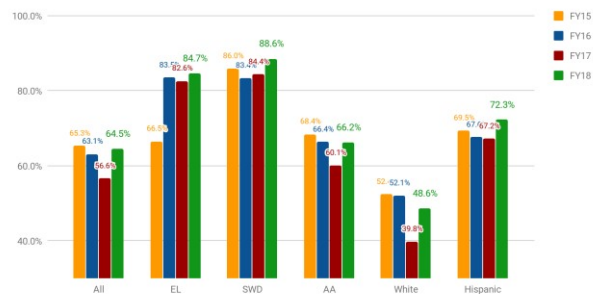
MAP Reading (Winter) - Above Norm Mean RIT %

Legend: FY15, FY16, FY17, FY18

Grade	FY15	FY16	FY17	FY18
K	29.5%	28.2%	39.7%	33.3%
1	34.3%	34.4%	42.1%	34.7%
2	39.8%	45.9%	53.5%	35.7%
3	31.0%	37.9%	39.2%	33.4%

LRC - On Track for Reading at Grade Level (Winter) - All Students %

Legend: FY15, FY16, FY17, FY18

Grade	FY15	FY16	FY17	FY18
K	53%	66%	71%	83.2%
1	59%	60%	59%	65.7%
2	52%	80%	71%	40.4%
3	54%	62%	64%	55.0%

DIBELS % of students who met target

Legend: FY14, FY15, FY17

Grade	FY14	FY15	FY17
K	61%	41%	33%
1	49%	42%	37%
2	53%	26%	37%
3	49%	33%	50%

MAP Reading (Winter) - Subgroup Performance Below 40th Percentile %

Legend: FY15, FY16, FY17, FY18

Subgroup	FY15	FY16	FY17	FY18
All	65.7%	63.1%	56.6%	64.5%
EL	66.5%	83.5%	82.6%	84.7%
SWD	86.0%	83.4%	84.4%	88.6%
AA	68.4%	66.4%	60.1%	66.2%
White	52%	52.1%	49.8%	48.6%
Hispanic	69.5%	67.6%	67.2%	72.3%

MPG (K-2) & MAP (Gr 3) Winter Vocabulary Strand Data: Students Below 40th Percentile

Legend: Winter 2016, Winter 2017, Winter 2018

Grade	Winter 2016	Winter 2017	Winter 2018
K	47%	43%	52%
1	53%	46%	56%
2	44%	30%	53%
3	58%	53%	55%
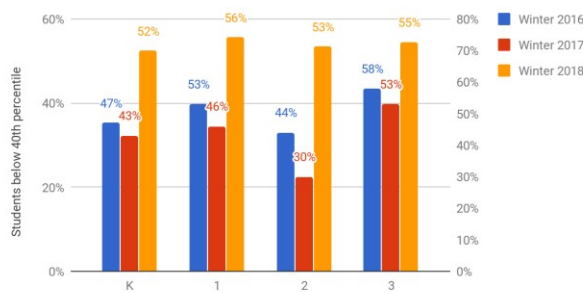
Ohio State Assessments Reading (EOY) - GR3 Proficiency %
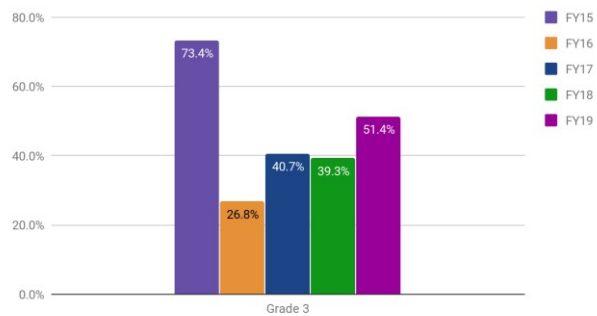
Legend: FY15, FY16, FY17, FY18, FY19

Grade 3	FY15	FY16	FY17	FY18	FY19
	73.4%	26.8%	40.7%	39.3%	51.4%

Kindergarten Readiness Assessment (KRA)

School Year	Demonstrating (270-298)	Approaching (258-269)	Emerging (202-257)	On-Track (263-298)	Not On-Track (202-262)	Overall Score
2018-2019	26.5%	43.6%	29.9%	41.9%	58.1%	263.1

Kindergarten Readiness Assessment (KRA)

School Year	Demonstrating (270-298)	Approaching (258-269)	Emerging (202-257)	On-Track (263-298)	Not On-Track (202-262)	Overall Score
2017-2018	29.8%	40.4%	29.8%	46.5%	53.5%	263.0

Outlined below are the (1) Core instruction implications for decoding, language comprehension, and reading comprehension and (2) Instructional minutes implications for the following grade bands: K-3, 4-6, and 7-8

Core Instruction Implications: Grades K-3

State test proficiency data for Grade 3 serves as our end of grade band overall summative data, and showed that 40.7% of students were proficient last school year. According to NWEA Measures of Academic Progress (MAP) data, the percentage of students at or above the norm mean increased over 10% across grade levels K-2 between FY15 and FY17. Data indicate there is an 8-14% decrease across both grade level and cohort from Grade 2 to Grade 3. As stated in NWEA's documents, some students who are not independent readers may have a higher score in the K-2 test because it contains audio support whereas the MAP 2-5 assessment requires students to be independent readers of connected

text. So Grade 3students reading below grade level is a factor to some of the decline in scores from Grade 2. In addition, English learners and students with disabilities in Grades K-3 performed measurably lower than the students overall in the district. We have identified three root causes for low student performance with regard to core instruction fidelity.

- ***Decoding (word level recognition)*:** DIBELS data averaged across FY14, FY15, and FY17 for Grades K-2, indicate approximately 43% of students are meeting DIBELS targets. One contributing factor to our students' low levels of phonemic awareness, decoding, and oral reading fluency is the lack of consistent foundational skills instruction in Grades K-3. Our current core curriculum does not teach foundational skills in a manner as systematic, explicit, and differentiated as required by our students. The district has not yet identified a consistent resource to teach foundational skills to supplement the curriculum, and thus each building and/or teacher uses different supplemental resources .Likewise, the district has yet to identify a mechanism by which to provide consistent professional development to ensure effective implementation of the core reading curriculum.

- ***Language Comprehension Instruction:*** MAP strand data demonstrated consistently low outcomes in vocabulary across Grades K-3, with approximately 50% of our students below the 40th percentile. Although our core curriculum includes evidence-based vocabulary instruction practices, these practices vary in implementation across grade levels and classes. The district also has yet to identify a mechanism by which to provide consistent professional development to ensure effective implementation of the core reading curriculum.

- ***Reading Comprehension Instruction*:** MAP strand data demonstrated a 10-20% increase in comprehension strands from Grade K to Grade 2, with a decrease of over 10% at Grade 3, as measured by the percent of students above the 40th percentile in literature and informational text. Discrepancies exist between Grades K-2 and Grade 3 in the way teachers use the core curriculum to teach comprehension since the district-wide adoption of project-based learning. As a district, professional development on project based learning has focused mostly on planning engaging and authentic projects and less so on planning systematic and explicit core academic instruction within these projects. As a result, individual buildings and teachers have implemented unique approaches to comprehension instruction. Teachers in Grades K-2 teach reading comprehension through the core curriculum, which systematically and explicitly teaches reading comprehension strategies across the school year with a gradual release model. Teachers in Grade 3 have employed their own comprehension instructional lessons within authentic projects; specific comprehension instructional practices in projects vary from teacher to teacher and from project to project. The district has yet to identify a mechanism by which to provide consistent professional development to ensure effective implementation of the core reading curriculum.
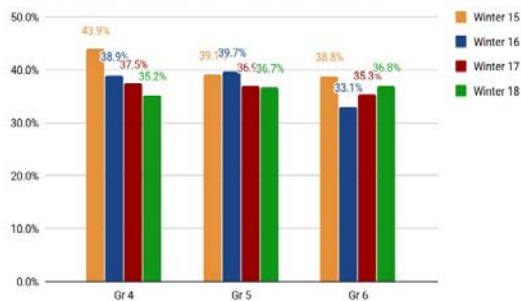
Instructional Minutes Implications: Grades K-3

Classroom schedules at Grades K-2 include 45 minutes of whole group reading instruction (comprehension and vocabulary), 45 minutes of writing instruction, and 60 minutes or more of small group reading (foundational skills and fluency) each day. At Grade 3, classroom schedules include, on average, 30 minutes of whole group reading instruction, 30 minutes of writing instruction, and 30 minutes of small group reading each day. In Grade 3, actual minutes vary from day to day based on the building planning periods schedule, and the instructional minutes are not delivered in uninterrupted blocks. In addition, as outlined above, in Grades K-3, English learners (ELs) and students with disabilities (SWD) subgroups performed measurably lower than the student population as a whole. In Grade 3, ELs and SWD are sometimes removed from core instruction to receive pull-out intervention services. There is not an accountability system at Grade 3 for adherence to a minimum number of reading instructional minutes to ensure all students have daily access to all of the core reading curriculum.

Grades 4-6 Analysis of Learner Performance Data
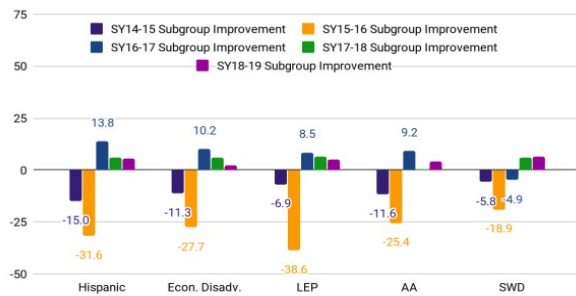

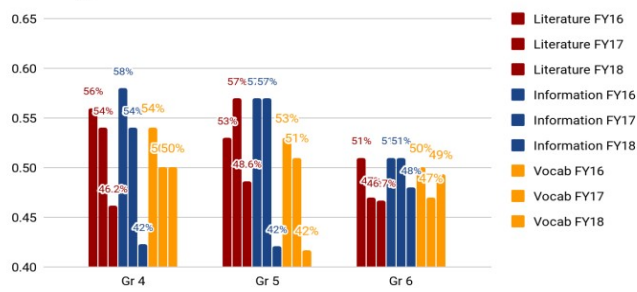Ohio State Assessments ELA (EOY) - GR 4-6 Proficiency %
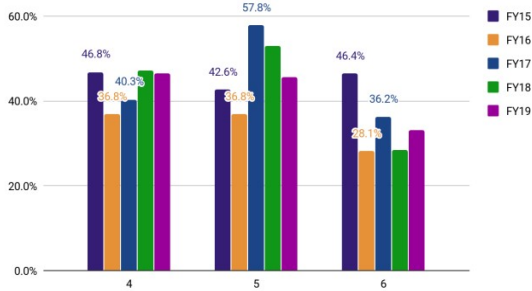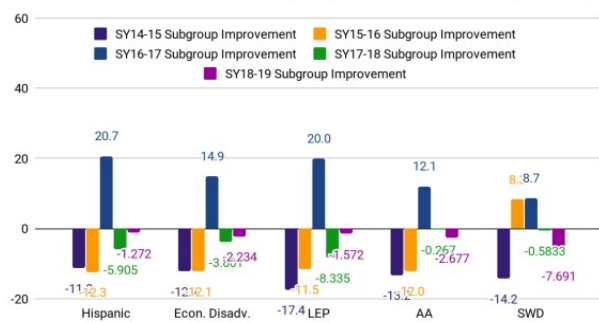

MAP Reading (Winter): Above Norm Mean RIT %

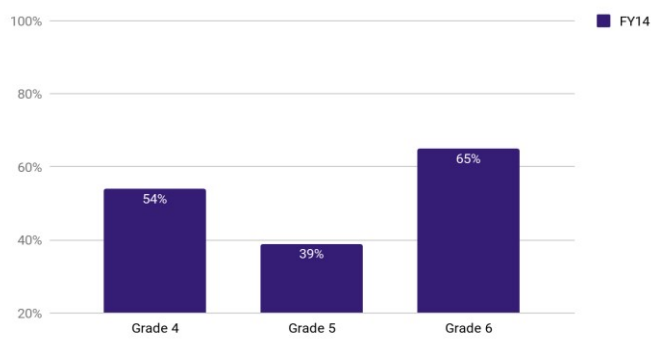Ohio State Assessments ELA (EOY): Grades 3 & 4 Gap Closing

MAP Reading: % Students At or Above 40th percentile by Reading Strand

Ohio State Assessments ELA (EOY) - Grades 5 & 6 Gap Closing

DIBELS % of Students Met Target

Core Instruction Implications: Grades 4-6

MAP data provides the district with a view of how students are achieving with grade level reading standards within the following strands: Literary Text, Informational Text, and Vocabulary Acquisition & Use. Between FY15 and FY17, across Grades 4-6, FY15, less than 45% of students were at or above the national norm mean RIT. We have identified three root causes for low student performance with regard to core instruction fidelity.

- ***Advanced Decoding (word level recognition):*** District DIBELS data indicate approximately 53% of students in Grades 4-6 are meeting DIBELS targets. We attribute the lack of achievement in reading fluency and advanced decoding skills to several factors: 1) Many of the teachers weren't trained in their undergraduate programs to teach foundational skills and the district hasn't provided ongoing, systematic, and intensive professional development for these teachers; 2) The district doesn't have a universal screener for students Grades 4-6 to measure reading fluency and accuracy with advanced decoding skills; and 3) Advanced decoding skills aren't

taught beyond Grade 3. Reasons for the aforementioned include: 1) The core curriculum doesn't teach foundational skills in the systematic, explicit instruction in advanced decoding skills thus leading to the use of different supplemental resources to teach foundational skills; and

2) Teachers haven't received professional development in teaching foundational skills to students inGrade 4 and above.

- ● **_Language Comprehension Instruction:_** MAP data shows 51% of students are at or above the 40th percentile in the Vocabulary Acquisition and Use strand. The district focus on project-based learning has prioritized teacher instructional focus on the planning and implementation of this instructional model. Teachers aren't planning and implementing explicit vocabulary instruction to provide repeated exposure to new words in multiple contexts which in turn does not allow for sufficient practice sessions in vocabulary instruction. The shift now must occur in prioritizing literacy instruction alongside project-based learning. Teachers must understand that project-based learning and quality reading instruction are not mutually exclusive.

- ● **_Reading Comprehension Instruction:_** MAP data over the course of FY17, FY18 indicate that of the students in Grades 4-6, 53% performed at or above the 40th percentile in literary text and 55% performed at or above the 40th percentile in informational text. The data indicate a lack of reading comprehension skill mastery at grade level for slightly less than half of students. The core curriculum is based upon 60 minutes of explicit, systematic reading instruction in small group and whole group. With the structures that exist in these grade levels, teachers actually have less than 60 minutes of daily instructional time for reading. Thus, the instructional focus is on whole group instruction which teaches to the middle and leaves less time for small group differentiated instruction. The curriculum supports teaching comprehension skills through a gradual release model. The district hasn't provided intensive, explicit professional development in the use of the gradual release model in teaching reading comprehension skills with a focus on teacher modeling of the thinking processes of reading through think alouds and demonstrations. Given these root causes, there is a lack of fidelity of effective implementation of the core reading curriculum.
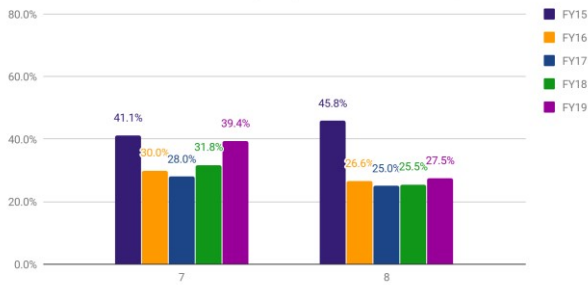
Instructional Minutes Implications: Grades 4-6

Results of the R-TFI at both the Elementary School and Intermediate School indicate that across Grades 4-6 there is not adequate time allocated for core reading instruction. At Grade 4, classroom schedules indicate, on average, 30 minutes of whole group reading instruction, 30 minutes of writing instruction, and 30 minutes of small group reading each day. In Grade 4, actual minutes vary from day to day based on the building scheduling structures in place. In Grades 5 and 6, actual minutes vary as Reading teachers teach social studies content as well and devote some of their 90 minutes of instructional time to teaching that content.

The overall analysis of time structures in place indicate: minutes of Reading instruction on paper often equate to fewer minutes of actual instruction with time lost for transitions; PBL experiences with Social Studies standards as the focus often devote instructional time to project completion at the expense of consistent daily ELA instruction; and the ELA instructional block is interrupted with pull outs and a variety of other school activities. There is not an accountability system for adherence to minimum number of reading instructional minutes to ensure all students have daily access to the core reading curriculum.
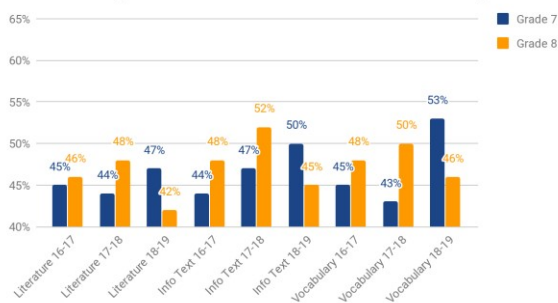
Ohio State Assessments ELA (EOY) - GR 7-8 Proficiency %

Ohio State Assessments ELA (EOY) - Grades 7 & 8 Gap Closing

MAP Reading % Students at or above 40th Percentile by Strand

Core Instruction Implications: Grades 7-8

The data above indicate that student proficiency as measured on the Ohio state assessment in ELA continues to drop at both Grade 7 and 8. Student subgroup data provide an even bleaker picture. Over the past three years, all student groups have performed significantly below the annual measurable objective (AMO) identified by the state. Even though they score below the state AMO, our white and multiracial students consistently outperform all other student groups. The performance of other student groups--Hispanic, Economically Disadvantaged, Limited English Proficient, African Americans, and Students with Disabilities--is much lower, with a wide gap between all groups and both Limited English Proficient students and Students with Disabilities. The performance of students in the above groups dropped from 30.4% to 14.3% and 21.1% to 3.7%, respectively.

Student performance as measured on MAP (Literature; Informational Text; Vocabulary Acquisition & Use) at both Grade 7 and 8 indicate that for the past three years, Winter Mean RIT scores fall on average 7.3 points below the national norm Mean RIT for Grade 7 and 5.7 points below the national norm for Grade 8. Because the expected yearly growth for Grade 7 is 3.7 points and Grade 8 is 2.8 points, even if students demonstrate expected growth, they will remain significantly behind overall as well as in each of the three reading strands compared to their peers nationally. In short, they will never catch up. We have identified three root causes for low student performance with regard to core instruction fidelity.

- ***Decoding (word level recognition):*** Our current outcome measures for Grades 7 and 8 do not include measures of advanced decoding; however, the data indicate that the majority of our students read significantly below grade level. The core curriculum at grades 7 and 8 does not teach advanced decoding or word analysis, and the district has

  not yet identified a consistent resource to teach advanced decoding or word analysis to adolescents to supplement the core curriculum.

- *Language Comprehension Instruction:* MAP strand data indicate consistently low performance in Vocabulary Acquisition and Use at Grades 7 and 8, with 47% of students scoring at or above the 40th percentile. Again, there is no consistent, core curriculum resource identified to teach vocabulary.
- *Reading Comprehension Instruction*: MAP data also indicate consistently low performance in the Literature and Informational Text strands across grade levels, with 47% of students scoring at or above the 40th percentile. The district also has not identified a mechanism by which to provide consistent professional development to ensure effective implementation of the core reading curriculum.

Instructional Minutes Implications: Grades 7-8

Results of the R-TFI at the Middle School indicate that there is no School-Wide Content Area Reading Plan. As such, there are no instructional routines available for each content area reading strategy, i.e., there is no consistent measure of time of core reading instruction that has been adopted for school-wide use instructional routine. The Middle School currently utilizes a secondary scheduling model in which students change classes seven times a day and receive 45 minutes of daily language arts instruction. Learner performance data indicate a need for more explicit reading instruction across the content areas and school day.

SECTION 3, PART B: ANALYSIS OF FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN LITERACY

There are other factors in the Winton Woods City School District that have negatively impacted reading achievement in the district. Winton Woods historically has had a double-digit mobility rate, where mobility is defined as "student % in a district less than a year." In FY03, the district's mobility rate was 12.8%. That grew to 16.9% in FY17, with the highest mobility numbers in that 15-year span occurring in FY07 at 20.2%, FY08 at 19.1%, and FY14 at 18.5%. The number of English learners in the district has grown significantly over the past four years, with 12.6% of the student population qualifying as English learners in FY14 and 16.9% in FY17. FY18 numbers are set to surpass 17% of the total district student population. Each year there are approximately 25 different languages spoken by children and parents in the district. While this diversity makes the district stronger, it does provide a challenge educationally. Additionally, the district has gone from 21.84% of the student population qualifying as economically disadvantaged in FY03 to 73.46% in FY17. These numbers qualify every building in the district as Title I service eligible.

Because of the requirements for the Third Grade Reading Guarantee, the district has taken steps to ensure that more teachers have a reading endorsement at Grades K-3; this does not hold true for teachers at Grades 4 and up. One factor that appeared in our data analysis was that most teachers who hold either 4-9 licensure or 7-12 licensure do not have a strong enough background in teaching reading. This background knowledge is critical when teaching students who have gaps in foundational literacy skills.

Another recent factor that may have stalled achievement in literacy is that teachers at all levels were expected to make a pedagogical shift to PBL as part of the district's Straight A grant work.

Intensive professional development was provided over two years for teachers in Grades Pre-K-12 to receive professional development in foundational PBL pedagogy. During this time, teachers have grown in their understanding of project-based learning and have expanded their skill set of tools required to effectively use that teaching pedagogy. Teachers can now leverage that knowledge in their commitment to teaching reading to all students.

There is no consistent universal screener in the district. DIBELs is used at grades K-2 and partially at Grade 3. The use of MAP at every grade level from kindergarten through grade 10 has aligned our efforts to benchmark student growth and achievement against their peers nationally. While MAP is not a universal screener, the data it provides illuminates the achievement gaps, particularly in literacy, of our students.

The district uses a shared leadership model, and all buildings in the district have functioning Building Leadership Teams (BLT) and Teacher-Based Teams (TBT). While these teams meet regularly, R-TFI results indicate a need for structural changes within these teams to support reading achievement for all students. Tier 1 of the R-TFI was completed by the Building Leadership Teams at our elementary, intermediate and middle schools. R-TFI results indicate gaps with the following implementation measures and resources necessary to effectively support reading achievement in the district:

- Continue to monitor the instructional block/time.
- There is no School-Wide Reading Plan at grades K-3 and there is no Content Area Reading Plan at Grades 4-8.

- Grade-level instructional plans, when they exist, do not include an emphasis on Tier 1 instruction.
- There is no consistent reading universal screener at Grades K-8.
- External systems-level coaching for the BLTs does not exist for any building with the exception of the Intermediate School.
- Because there is no Content-Area Reading Plan at the Intermediate School or Middle School, there are no instructional routines available for each content area reading strategy.
- Although all staff at grades K-6 have access to literacy coaches, there is no accountability system or absolute requirement for staff to work with the literacy coaches for planning and/or instructional delivery.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

The Winton Woods City School District recognizes that strong reading skills are the foundation for success for the district's children. Our vision for literacy is for all of the children in the district to acquire the knowledge and skills to read at or above grade level. The district believes its major responsibility, in active partnership with parents, is to prepare students for a variety of college and career options, and that the foundation of both is strong literacy skills.

The Winton Woods City School District is committed to:
- Ensuring that every child is literate.
- Using the Simple View of Reading (Gough & Tunmer, 1986) to drive all literacy content discourse and evidence-based practices to increase the achievement of the district's students across all grade levels and academic disciplines.
- Prioritizing resource allocation to support reading improvement in the district.
- Ensuring all learners are represented and supported throughout the language and literacy development continuum.
- Providing all teachers with the knowledge necessary to provide quality literacy instruction for students.
- Supporting collaborative work between our general education, special education, and English as a Second Language professionals to support literacy acquisition and achievement for ALL students in the district, with an emphasis on the most at-risk and marginalized student groups.

Winton Woods City School District believes all children in the district must acquire the knowledge and skills to read at or above grade level. Thus, we have developed measurable student performance goals by grade level band, based on the simple view of reading that specific skills are necessary for effective reading comprehension.

To support the overall goal for all three grade bands (K-4; 4-6; 7-8), all schools must: implement all components of a School-Wide Reading Model; create and communicate guidelines for the implementation of the core reading program; develop an assessment system to support the LLP; and create and communicate a literacy coaching model. These action steps are the foundation for successfully achieving the student performance goals as identified below.

1. **Overall Student Performance Goal for Grades K-3:** Increase the percentage of students meeting or exceeding Ohio Third Grade proficiency standard from 40.7% to 65% by spring 2020 as measured by the Ohio State Assessment in English Language Arts.

    a. **Decoding** (word level recognition): We will shift from using DIBELS to *aimswebPlus* next year. Goals below reference baseline data using DIBELS and target goals using *aimswebPlus*:

        i. Increase the percentage of Grades K-1 students meeting or exceeding targets for phonemic awareness from 65% (DIBELS) to 80% by spring 2020, as measured by *aimswebPlus*.

        ii. Increase the percentage of Grades K-3 students meeting or exceeding targets for phonics and word recognition skills from 50% (DIBELS) to 80% by spring 2020, as measured by *aimswebPlus*.

        iii. Increase the percentage of Grades 1-3 students meeting or exceeding targets for oral reading accuracy and fluency from 46% (DIBELS) to 80% by spring 2020, as measured by *aimswebPlus*.

    b. **Language Comprehension**: Increase the percentage of K-3 students at or above the 40th percentile for Vocabulary Use & Functions from 54% to 65%* by spring 2020, as measured by MAP for Primary Grades (Grades K-1) and MAP 25 (Grades 2-3).

    c. **Reading Comprehension**: Increase the percentage of K-3 students at or above the 40th percentile from 59% to 65%* by spring 2020, as measured by the Literature and Informational Text strand in MAP for Primary Grades (Grades K-1) and the Literature strand and Informational Text strand in MAP 2-5 (Grades 2-3).

2. **Overall Student Performance Goal for Grades 4-6:** Increase the percentage of students meeting or exceeding Ohio Sixth Grade proficiency standard from 45% to 65% by spring 2020 as measured by the Ohio State Assessment in English Language Arts.

    a. **Decoding** (word level recognition): Increase the percentage of students meeting or exceeding oral reading fluency targets in Grades 4-6 from 53% (DIBELS) to 80% by Spring 2020 as measured by *aimswebPlus* measures.

    b. **Language Comprehension**: Increase the percentage of students in Grades 4-6 performing at or above the 40th percentile in the Vocabulary strand from 51% to 60%* by Spring 2020, as measured by MAP 2-5 or 6+ assessment.

    c. **Reading Comprehension**: Increase the percentage of students in Grades 4-6 performing at or above the 40th percentile from 54% to 62%* by Spring 2020 as measured by an average of the Literature and Informational Text strands on MAP 2-5 or 6+ assessment.

3. **Grades 7-8 Overall Student Performance Goal:** Increase the percentage of students meeting or exceeding Ohio Eighth Grade proficiency standard from 25% to 50% by spring 2020 as measured by the Ohio State Assessment in English Language Arts.

    a. **Decoding** (word level recognition): Our current outcome measures for Grades 7 and 8 do not include measures of advanced decoding or fluency; however, the data indicate that the majority of our students read significantly below grade level. Thus, we will begin to assess oral reading accuracy and fluency using *aimswebPlus* next year. The following goal references baseline data from previous years' Grade 6 DIBELS administrations, and goals for Grades 7-8 using *aimswebPlus*: Increase the percentage of

Grades 7-8 students meeting or exceeding targets for oral reading fluency from 65% (DIBELS) to 85% by spring 2020, as measured by *aimswebPlus*.

b. **Language Comprehension**: Increase the percentage of Grades 7-8 students at or above the 40th percentile for Vocabulary Acquisition and Use at grades 7 and 8, from 47% to 55%* by spring 2020, as measured by MAP 6+.

c. **Reading Comprehension**: Increase the percentage of Grades 7-8 students at or above the 40th percentile from 47% to 55%* by spring 2020, as measured by an average of the Literature strand and Informational Text strand in MAP 6+.

*The national norm sample, by definition, will have 60% of students at or above the 40th percentile. Currently, our district performs below the national norm; thus, our goals are adjusted to reach closer to or slightly above the national norm, depending on baseline data.

SECTION 6: ACTION PLAN MAP(S)

Goal 1 Action Plan Map			
Goal 1: Grades K-3 Overall Student Performance Goal: Increase the percentage of students meeting or exceeding Ohio Third Grade proficiency standard from 40.7% to 65% by spring 2020 as measured by the Ohio State Assessment in English Language Arts.			
Evidence-Based Practices: ● District implementation infrastructure (Tier 4 Evidence) based on District Capacity Assessment Technical Report (Russell, et al., 2016) and implementation research (Fixsen, et al., 2005) and Michigan's Integrated Behavior and Learning Support Initiative			
Components			
Action Step 1 Schools will implement all components of a School-Wide Reading Model.			
1. Timeline	03/2018 - ongoing	*2. Lead Person(s)*	Directors of Teacher and Learning
3. Resources Needed	● BLT team responsibilities ● School-wide literacy plans ● BLT to TBT feedback process ● Guidance document to assist building principals with creating building schedules that allow for uninterrupted 90-minute reading block schedule ● Substitute costs for teachers, team leaders, and BLT for PD ● Guidance document to assist building administration with developing a system for identifying students in need of intervention supports and providing those supports.		
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	● Schools will ensure the BLT members participate in the development of school-wide literacy plans AND support the implementation of a Tier 1 reading system. ● BLT will hold all TBTs accountable for meeting bi-weekly, analyzing data aligned with LLP goals, and reporting the resulting instructional plans. ● All schools will create building schedules that include at least 90 minutes of uninterrupted core reading instruction daily (this block should not include explicit writing instruction nor should pull-out intervention occur during this time). ● Principals will allocate intervention time that is above and beyond core reading instruction and occurs daily for 30-60 minutes.		

Goal 1 Action Plan Map	
	• Team leaders will access professional learning in how to lead grade level data analysis sessions (TBT meetings) resulting in the development of grade level differentiated instructional plans (above level, on level, below level). • Schools will implement a system for identifying students in need of intervention supports and provide those supports. • Schools will identify a team to oversee the system for identifying students in need of intervention supports and provide those supports. • DLT will identify walk-through indicators as evidence of implementation and provide feedback and accountability checks for all building administrators.
5. Measure of Success	R-TFI data (baseline given February 2018; subsequently every Spring. Products: • BLT roles and responsibilities • TBT completion documentation and BLT to TBT feedback documentation • Building schedules with 90-minute literacy block and implementation fidelity data from learning walks • Intervention schedules outside of the 90-minute literacy block • Documentation of system for identifying intervention needs and supports • Documentation of DLT feedback and accountability checks for building implementation of the School-Wide Reading Model
6. Review Date	Monthly DLT meetings

Action Step 2 District will create and communicate guidelines for implementation of the core reading curriculum.			
1. Timeline	05/2018 - 10/2018	*2. Lead Person(s)*	Literacy Coaches
3. Resources Needed	• Guidance document (revised district Literacy Framework) including district sample lesson plans with gradual release example and sample integrations of core curriculum in PBL units • Time with team leadership and coaches to create documents to measure fidelity of implementation and share with all teachers • Fidelity documentation		
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	• Teaching & Learning (including literacy coaches) will create a guidance document (revised District Literacy Framework) for implementation, including sample lesson plans with gradual release example and sample integrations of core curriculum in PBL units. • Teaching & Learning will provide PD for all teachers and building administrators on how to implement the core curriculum effectively as intended (fidelity). • Team leadership and coaches will collaboratively create documents to measure fidelity of implementation and share with all teachers.		
5. Measure of Success	Products: • Guidance documents • Fidelity measures		
6. Review Date	10/2018		

Goal 1 Action Plan Map			
Action Step 3 District will develop a full assessment system to support local literacy plan.			
1. Timeline	03/2018 - 08/2018	*2. Lead Person(s)*	Director of Teaching and Learning
3. Resources Needed	● Universal screener ● Guidance document for assessment data collection, scoring, entering, and analysis		
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	● Teaching & Learning will select and purchase a universal screener assessment for use beginning in 2018-19 school year. ● Teaching & Learning will create a district-wide assessment plan and calendar of assessment administrations. ● Principals will create a TBT calendar with assigned dates for reviewing assessment data aligned with LLP. ● District and principals will identify staff responsible for reading data coordination. ● Teaching & Learning will create guidelines to ensure assessment data is collected, scored, entered, and analyzed to drive instructional practice.		
5. Measure of Success	Products: ● Calendar of assessment administration ● Universal screener data collected and entered on time ● TBT calendar of dates to review data ● Appointed staff for reading data coordination ● Guidelines in place for how to collect, score, enter, and analyze data to drive instructional practice		
6. Review Date	08/2018		
Action Step 4 District will clearly define and communicate the district coaching model to all administrators and teachers, and ensure its ongoing implementation.			
1. Timeline	05/2018 - ongoing	*2. Lead Person(s)*	Director of Teaching and Learning
3. Resources Needed	● Time with district administration, building administration and coaches to create coaching model ● Recurring time to meet with coaches to check on implementation		

Goal 1 Action Plan Map	
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	● Teaching & Learning will create a documented district coaching model. ● Teaching & Learning will share the documented district coaching model in writing and in oral presentation with all stakeholders: teachers, building administration, district administration, and coaches. ● Teaching & Learning will engage in a barrier removal process to ensure full implementation of the coaching model.
5. Measure of Success	Coaches report full access to coaching teachers in collaborative meetings and in classrooms
6. Review Date	Monthly Teaching and Learning meetings (ongoing)

Goal 1Ai Action Plan Map
Goal 1Ai Statement: a. **Decoding** (word level recognition): Goals below reference baseline data using DIBELS and target goals using *aimswebPlus:* i. Increase the percentage of students in Grades K-1 meeting or exceeding targets for phonemic awareness from 65% (DIBELS) to 80% by spring 2020, as measured by *aimswebPlus.*
Evidence-Based Practices: Develop awareness of the segments of sound in speech and how they link to letters. 1. Teach students to recognize and manipulate segments of sound in speech. 2. Teach students letter–sound relations.
3. Use word-building and other activities to link students' knowledge of letter–sound relationships with phonemic awareness. ***(IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade; 2016)***
Components

Action Step 1 K-3 teachers will participate in Language Essentials for Teachers of Reading and Spelling (LETRS) professional development.			
1. Timeline	06/2018 - *20.*	*Lead Person(s)* Literacy Coaches	ongoing
3. Resources Needed	● Ongoing LETRS professional development and job-embedded training throughout the year ● Literacy coaching ● Summer compensation pay and substitute costs during the school year		
4. Specifics of Implementation (training, coaching, system	● All K-3 teachers will attend LETRS professional development sessions. ● All K-3 teachers will learn the evidence-based knowledge, skills, and practices to effectively teach phonemic awareness for all students.		

Goal 1Ai Action Plan Map	
structures, implementation support, and leadership structures)	
5. Measure of Success	Products: ● Attendance lists ● Completion data
6. Review Date	08/2018 - ongoing

Action Step 2
- K-3 teachers will collect and analyze data that measures student phonemic awareness.

1. Timeline	08/2018 - ongoing, three times a year minimum	*2. Lead Person(s)*	Literacy Coaches
3. Resources Needed	● *aimswebPlus* ● Time in grade-level data analysis meetings (TBT meetings)		
4. Specifics of Implement ation (training, coaching, system structures, implement ation support, and leadership structures)	● Teachers will collect phonemic awareness benchmark data 3 times per year, and progress monitor for students below target. ● Teachers will analyze data and plan differentiated instruction to ensure all students meet targets.		
5. Measure of Success	Products: ● Instructional plans from TBT meetings ● *aimswebPlus* % of students above 35th percentile (default cut scores), moving toward 80%		
6. Review Date	Monthly in BLT		

Action Step 3
K-3 teachers will effectively implement phonemic awareness curriculum resource materials.

1. Timeline	08/2018 - ongoing	*2. Lead Person(s)*	Literacy Coaches
3. Resources Needed	● Phonemic Awareness Curriculum (Heggerty)		
4. Specifics of Implementation (training, coaching, system	● Teachers will participate in high-quality professional development on how to implement the core phonemic awareness curriculum. ● Teachers will receive ongoing coaching; coaches will provide modeling, co-teaching, observations and reflections on fidelity tool with all teachers.		

Goal 1Ai Action Plan Map	
structures, implementation support, and leadership structures)	● Teachers will implement the curriculum with high fidelity, and with knowledge/practices acquired from LETRS training.
5. Measure of Success	Products: ● PD evaluation data 　● Fidelity data
6. Review Date	10/2018 and monthly fidelity checks by building administration and/or literacy coaches
Action Step 4 Intervention supports will be provided for students performing below target in phonemic awareness.	

1. Timeline	05/2018 - ongoing	*2. Lead Person(s)*	Literacy Coaches

3. Resources Needed	● Intervention schedule for every building, above and beyond core instruction ● Staff for interventions ● Coaching support for interventionists ● Time and system of support (see goal 1) to identify students, plan interventions, and monitor progress
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	● Intervention teams at each building will use a universal screener to identify students below target and assign the appropriate level of intervention. ● Intervention time will be allocated for all students in grades K-3 who are below target, in addition to the 90 minute core reading instructional time. ● Progress monitoring data will be collected and analyzed to determine growth from intervention, and interventions will be modified/intensified as needed to ensure growth.
5. Measure of Success	Products: ● Intervention team identified and meeting monthly ● Intervention time is allocated in every building, above and beyond 90 minute core reading instructional block ● Progress monitoring data collected and analyzed in intervention team meetings; intervention plans modified accordingly.
6. Review Date	Ongoing: Principals and intervention team meetings with meeting minutes

Goal 1Aii Action Plan Map			

Goal Statement:
 	
    a. **Decoding** (word level recognition): Goals below reference baseline data using DIBELS and target goals using *aimswebPlus*:
        ii. Increase the percentage of students in Grades K-3 meeting or exceeding targets for phonics and word recognition skills from 50% (DIBELS) to 80% by spring 2020, as measured by *aimswebPlus*.			

Evidence-Based Practices: Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words. ● Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation. ● Instruct students in common sound–spelling patterns. ● Teach students to recognize common word parts. ● Have students read decodable words in isolation and in text. ***(IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade; 2016)***			
Components			
Action Step 1 K-3 teachers will participate in Language Essentials for Teachers of Reading and Spelling (LETRS) professional development.			
1. Timeline	06/2018 - ongoing	*2. Lead Person(s)*	Literacy Coaches
3. Resources Needed	• ongoing LETRS professional development and job-embedded training throughout the year • Literacy coaching during the school year • Summer compensation pay and substitute costs throughout the year		
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	● All K-3 teachers will attend LETRS professional development sessions. ● All K-3 teachers will learn the evidence-based knowledge, skills, and practices to effectively teach phonics, decoding, and spelling for all students.		
5. Measure of Success	Products: ● Attendance lists ● Completion data		
6. Review Date	08/2018 - ongoing		

Goal 1Aii Action Plan Map			
Action Step 2 K-3 teachers will collect and analyze data that measures student phonics and word recognition skills.			
1. Timeline	08/2018 - ongoing	*2. Lead Person(s)*	Literacy Coaches
3. Resources Needed	● *aimswebPlus* ● Time in grade level data analysis meetings (TBT meetings)		
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	● Teachers will collect phonics and decoding benchmark data 3 times per year, and progress monitor for students below target. ● Teachers will analyze data and plan differentiated instruction to promote all students in meeting identified targets.		
5. Measure of Success	Products: ● Instructional plans from TBT meetings ● *aimswebPlus* % of students above 35th percentile (default cut scores), moving toward 80%		
6. Review Date	Monthly in BLT		
Action Step 3 K-3 teachers will effectively implement phonics curriculum resource materials.			
1. Timeline	08/2018 - ongoing	*2. Lead Person(s)*	Literacy Coaches
3. Resources Needed	● Phonics Curriculum (Recipe for Reading)		
4. Specifics of Implementation (training, coaching, system structures, Implementation support, and leadership structures)	● Teachers will participate in high-quality professional development on how to implement the core phonics and decoding curriculum. ● Teachers will receive ongoing coaching; coaches will provide modeling, co-teaching, observations and reflections on fidelity tool with all teachers. ● Teachers will implement the curriculum with high fidelity, and with practices acquired from LETRS training.		
5. Measure of Success	Products: ● PD evaluation data ● Fidelity data		
6. Review Date	10/2018 and monthly fidelity checks by building administration and/or coaches		
Action Step 4 Intervention supports will be provided for students performing below target in phonics.			
1. Timeline	05/2018 - ongoing	*2. Lead Person(s)*	Literacy Coaches

Goal 1Aii Action Plan Map	
3. *Resources* *Needed*	● Intervention schedule for every building, above and beyond core instruction ● Staff for interventions ● Coaching support for interventionists ● Time and system of support (see Goal 1) to identify students, plan interventions, and monitor progress
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	● Intervention teams will use a universal screener to identify students below target and assign appropriate levels of intervention. ● Intervention time will be allocated for all students in grades K-3 below target, in addition to the 90-minute core reading instructional block. ● Progress monitoring data will be collected and analyzed to determine growth from intervention, and interventions will be modified/intensified as needed to ensure growth.
5. Measure of Success	Products: ● Intervention team identified and meeting monthly ● Intervention time is allocated in every building, above and beyond 90 minute core reading instructional block ● Progress monitoring data collected and analyzed in intervention team meetings; intervention plans modified accordingly.
6. Review Date	Ongoing: Principals and intervention team meetings with meeting minutes

Goal 1Aiii Action Plan Map

Goal Statement:
 	
    a. **Decoding** (word level recognition): Goals below reference baseline data using DIBELS and target goals using *aimswebPlus*:
        iii.   Increase the percentage of students in Grades 1-3 meeting or exceeding targets for oral reading accuracy and fluency from 46% (DIBELS) to 80% by spring 2021, as measured by *aimswebPlus*.

Evidence-Based Practices:
Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words. ● Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation. ● Instruct students in common sound–spelling patterns. ● Teach students to recognize common word parts. ● Have students read decodable words in isolation and in text. ● Teach regular and irregular high-frequency words so that students can recognize them efficiently. ● Introduce non-decodable words that are essential to the meaning of the text as whole words. ***(IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade; 2016)***
Components
Action Step 1

Goal 1Aiii Action Plan Map			
K-3 teachers will participate in Language Essentials for Teachers of Reading and Spelling (LETRS) professional development.			
1. Timeline	06/2018 - ongoing	*2. Lead Person(s)*	Literacy Coaches
3. Resources Needed	● Ongoing LETRS professional development and job-embedded training throughout the year ● Literacy coaching ● Summer compensation pay and substitute costs throughout the year		
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	● All K-3 teachers will attend LETRS professional development sessions. ● All K-3 teachers will learn the evidence-based knowledge, skills, and practices to effectively teach phonics, decoding, and spelling for all students.		
5. Measure of Success	Products: ● Attendance lists ● Completion data		
6. Review Date	08/2018 - ongoing		
Action Step 2 Grade 1-3 teachers will collect and analyze data that measures student oral reading fluency.			
1. Timeline	08/2018 -ongoing	*2. Lead Person(s)*	Literacy Coaches
3. Resources Needed	● *aimswebPlus* ● Time in grade level data analysis meetings (TBT meetings)		
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	● Teachers will collect ORF benchmark data 3 times per year, and progress monitor for students below target. ● Teachers will analyze data and plan differentiated instruction to promote all students in meeting identified targets.		
5. Measure of Success	Products: ● Instructional plans from TBT meetings ● *aimswebPlus* % of students above 45th percentile (default cut scores), moving toward 80%		
6. Review Date	Monthly in BLT		
Action Step 3 K-3 teachers will effectively implement phonics curriculum resource materials.			
1. Timeline	08/2018 - ongoing	*2. Lead Person(s)*	Literacy Coaches
3. Resources	● Phonics curriculum (Recipe for Reading)		

Goal 1Aiii Action Plan Map	
Needed	
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	- Teachers will participate in high-quality professional development on how to implement the core phonics and decoding curriculum. Teachers will receive ongoing coaching; coaches will provide modeling, co-teaching, observations and reflections on fidelity tool with all teachers. ● Teachers will implement the curriculum with high fidelity, and with practices acquired from LETRS training.
5. Measure of Success	Products: - PD evaluation data - Fidelity data
6. Review Date	10/2018 and monthly fidelity checks by building administration and/or coaches

Action Step 4
Intervention supports will be provided for students performing below target in phonemic awareness, phonics, and fluency.

1. Timeline	05/2018 - ongoing	*2. Lead Person(s)*	Literacy Coaches
3. Resources Needed	- Intervention schedule for every building, above and beyond core instruction - Staff for enrichments and interventions - Coaching support for interventionists - Time and system of support (see Goal 1) to identify students, plan interventions, and monitor progress		
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	- Intervention teams will use a universal screener to identify students below target and assign appropriate levels of intervention. - Intervention time will be allocated for all students in Grades K-3 below target, in addition to the 90 minute core reading instructional block. - Progress monitoring data will be collected and analyzed to determine growth from intervention, and interventions will be modified/intensified as needed to ensure growth.		
5. Measure of Success	Products: - Intervention team identified and meeting monthly - Intervention time is allocated in every building, above and beyond 90minute core reading instructional block - Progress monitoring data collected and analyzed in intervention team meetings; intervention plans modified accordingly		
6. Review Date	Ongoing: Principals and intervention team meetings with meeting minutes		

Goal 1B Action Plan Map			
Goal Statement:			
b. **Language comprehension**: Increase the percentage of K-3 students at or above the 40th percentile for Vocabulary from 54% to 65%* by spring 2021, as measured by MAP for Primary Grades (K-1) and MAP 2-5 (grades 2-3).			

Evidence-Based Practices:

Language Comprehension
Recommendation 1.3: Teach Academic Vocabulary in the context of other reading activities.
- Develop common set of vocabulary words to be taught in small sets each week.
- Teach these words, phrases, and grammatical rules explicitly.
- Encourage deeper understanding by providing extended opportunities for them to use and discuss the words.
- Ensure students encounter new academic vocabulary words or phrases in many different contexts throughout the day and year.

(IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade; 2016)

Components			
Action Step 1 K-3 teachers will participate in professional development on how to explicitly teach vocabulary in the context of reading.			
1. Timeline	06/2018 - ongoing	*2. Lead Person(s)*	Literacy Coaches
3. Resources Needed	- Ongoing LETRS professional development and job-embedded training throughout the year - Literacy coaching - Summer compensation pay and substitute costs throughout the year		
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	- All K-3 teachers will attend LETRS professional development sessions. - All K-3 teachers will learn the evidence-based knowledge, skills, and practices to effectively teach vocabulary for all students.		
5. Measure of Success	Products: - Attendance lists - Completion data		
6. Review Date	08/2018 - ongoing		
Action Step 2 Grade K-3 teachers will collect and analyze data that measures student vocabulary learning.			
1. Timeline	08/2018 - *20.*	*Lead Person(s)* Literacy Coaches ongoing,	3 times a year minimum
3. Resources Needed	- Vocabulary in context assessment in ReadyGEN Unit Assessments - Time in grade-level data analysis meetings (TBT meetings)		

Goal 1B Action Plan Map	
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	● Teachers will collect vocabulary in context data 3 times per year. ● Teachers will analyze data and plan differentiated instruction to promote all students in meeting grade-level standards.
5. Measure of Success	Products: ● Instructional plans from TBT meetings ● % of students at or above the 40th percentile on MAP Vocabulary strand data
6. Review Date	Monthly in BLT

Action Step 3 K-3 teachers will effectively implement vocabulary curriculum resource materials.			
1. Timeline	08/2018 - ongoing	*2. Lead Person(s)*	Literacy Coaches
3. Resources Needed	● ReadyGEN Benchmark Vocabulary lessons ● Time for professional development on how to apply LETRS practices to teaching ReadyGEN Benchmark Vocabulary lessons		
4. Specifics of Implementa tion (training, coaching, system structures, implementa tion support, and leadership structures)	● Teachers will participate in high-quality professional development on how to apply LETRS practices to teaching vocabulary with the core curriculum ReadyGEN Benchmark Vocabulary lessons. ● Teachers will receive ongoing coaching; coaches will provide modeling, co-teaching, observations and reflections on fidelity tool with all teachers. ● Teachers will implement the curriculum with high fidelity, and with practices acquired from LETRS training.		
5. Measure of Success	Products: ● PD evaluation data ● Fidelity data		
6. Review Date	10/2018 and monthly fidelity checks by building administration and/or coaches		

Goal 1C Action Plan Map
Goal Statement: c. **Reading comprehension**: Increase the percentage of K-3 students at or above the 40th percentile from 59% to 65%* by spring 2020, as measured by the Literature and Informational Text strand in MAP for Primary Grades (K-1) and an average of the Literature strand and Informational text strand in MAP 2-5 (grades 2-3).
Evidence-Based Practices: **Reading Comprehension** Recommendation 1: Teach students how to use reading comprehension strategies. ● Teach students how to use several research-based reading comprehension strategies. ● Teach reading comprehension strategies individually or in combination. ● Teach reading comprehension strategies by using a gradual release of responsibility.

Goal 1C Action Plan Map
(IES Practice Guide: Improving Reading Comprehension in Kindergarten Through 3rd Grade; 2010)

Components

Action Step 1
K-3 teachers will participate in ongoing professional development on how to explicitly teach reading comprehension strategies and text structure.

1. Timeline	06/2018 - ongoing	*2. Lead Person(s)*	Literacy Coaches
3. Resources Needed	● Ongoing LETRS professional development and job-embedded training throughout the year ● Literacy coaching ● Summer compensation pay and substitute costs throughout the year		
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	● All K-3 teachers will attend LETRS professional development sessions. ● All K-3 teachers will learn the evidence-based knowledge, skills, and practices to effectively teach reading comprehension for all students.		
5. Measure of Success	Products: ● Attendance lists ● Completion data		
6. Review Date	08/2018 - ongoing		

Action Step 2
Grade K-3 teachers will collect and analyze data that measures student reading comprehension.

1. Timeline	08/2018 - ongoing	*2. Lead Person(s)*	Literacy Coaches
3. Resources Needed	● *aimswebPlus* ● Coach-created strategy-specific comprehension assessments ● Time in grade-level data analysis meetings (TBT meetings)		
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	● Coaches will create strategy-specific comprehension assessments to measure student growth in applying specific reading comprehension strategies. ● Teachers will collect reading comprehension data at least 3 times per year. Grades K-1 (beginning) will include listening comprehension. ● Teachers will analyze data and plan differentiated instruction to promote all students in meeting grade-level standards.		
5. Measure of Success	Products: ● Instructional plans from TBT meetings ● % of students at or above the 40th percentile on MAP Literature and Informational Text strands data ● *aimswebPlus* % of students above 45th percentile ● % of students at or above proficient on coach-created assessment		

Goal 1C Action Plan Map	
6. Review Date	Monthly in BLT

Action Step 3	
K-3 teachers will effectively implement reading comprehension curriculum resource materials.	

1. Timeline	08/2018 - ongoing	*2. Lead Person(s)*	Literacy Coaches
3. Resources Needed	- ReadyGEN whole group reading - ReadyUp! small group reading - Time for professional development on how to apply LETRS practices to teaching ReadyGEN reading		
4. Specifics of Implement ation (training, coaching, system structures, implement ation support, and leadership structures)	- Teachers will participate in high-quality professional development on how to apply LETRS practices to teaching reading comprehension with the core curriculum ReadyGEN lessons. - Teachers will receive ongoing coaching; coaches will provide modeling, coteaching, observations and reflections on fidelity tool with all teachers. - Teachers will implement the curriculum with high fidelity, and with practices acquired from LETRS training.		
5. Measure of Success	Products: - PD evaluation data - Fidelity data		
6. Review Date	10/2018 and monthly fidelity checks by building administration and/or coaches		

Action Step 4	
Intervention supports will be provided for students performing below target in reading comprehension.	

1. Timeline	05/2018 - ongoing	*2. Lead Person(s)*	Literacy Coaches
3. Resources Needed	- Intervention schedule for every building, above and beyond core instruction ● Staff for interventions - Coaching support for interventionists - Time and system of support (see Goal 1) to identify students, plan interventions, and progress monitor - ReadyUp! Intervention reading comprehension lessons.		
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	- Teachers will participate in high-quality professional development on how to apply LETRS practices to teaching reading comprehension with the core curriculum ReadyUp! lessons. Intervention teams will use a universal screener to identify students below target and assign appropriate levels of intervention. - Intervention time will be allocated for all students in Grades K-3 below target, in addition to the 90-minute core reading instructional block. - Progress monitoring data will be collected and analyzed to determine growth from intervention, and interventions will be modified/intensified as needed to ensure growth.		
5. Measure of Success	Products: - Intervention team identified and meeting monthly. - Intervention time is allocated in every building, above and beyond 90minute core reading instructional block.		

Goal 1C Action Plan Map	
	● Progress monitoring data collected and analyzed in intervention team meetings; intervention plans modified accordingly.
6. Review Date	Ongoing: Principals and intervention team meetings with meeting minutes.

Goal 2 Action Plan Map			
Overall Student Performance Goal 2: Increase the percentage of students at Grades 4-6 meeting or exceeding Ohio grade level proficiency standards from 45% in Spring 2017, to 65% by spring 2020 as measured by the Ohio State Assessment in English Language Arts.			
Evidence-Based Practices: ● District implementation infrastructure (Tier 4 Evidence) based on District Capacity Assessment Technical Report (Russell, et al., 2016) and Implementation Research (Fixsen, et al., 2005) and Michigan's Integrated Behavior and Learning Support Initiative			
Components			
Action Step 1 Schools will implement all components of a School-Wide Reading Model.			
1. Timeline	03/2018 - ongoing	*2. Lead Person(s)*	Curriculum Director
3. *Resources* *Needed*	● BLT team responsibilities ● School-wide literacy plans ● BLT to TBT feedback process ● Ongoing coaching support to team leaders ● Professional learning to assist building principals with creating building schedules that allow for uninterrupted 90-minute reading block schedule ● Substitute costs for teachers, team leaders, and BLT for PD ● Guidance document to assist building administration with developing a system for identifying students in need of intervention supports and providing those supports		
4. Specifics of Implementation *(training, coaching, system structures, implementation support, and leadership structures)*	● Schools will ensure the BLT members participate in the development of school-wide literacy plans AND support the implementation of a Tier 1 reading system. ● BLT will hold all TBTs accountable for meeting bi-weekly, analyzing data aligned with LLP goals, and reporting out resulting instructional plans. ● All schools will create building schedules that include at least 90 minutes of uninterrupted core reading instruction daily (this block should not include explicit writing instruction nor should pull-out intervention occur during this time). In addition, the schedule should include a 30-60-minute reading intervention period. ● Principals will allocate intervention time that is above and beyond core reading instruction and occurs daily for 30-60 minutes. ● Team leaders will access professional learning in how to lead grade-level data analysis sessions (TBT meetings) that lead to the development of grade-level differentiated instructional plans (above level, on level, below level). ● Schools will implement a system for identifying students in need of intervention supports and provide those supports. ● Schools will identify a team to oversee the system for identifying students in need of intervention supports and provide those supports.		

Goal 2 Action Plan Map	
	● DLT will review evidence of building implementation and provide feedback and accountability checks for all building administrators.
5. Measure of Success	R-TFI data (baseline given February 2018; subsequently every May beginning 2018) Products: ● BLT roles and responsibilities ● TBT completion documentation and BLT to TBT feedback documentation ● Building schedules with 90-minute literacy block and implementation fidelity data from learning walks ● Intervention schedules outside of the 90-minute literacy block ● Documentation of system for identifying intervention needs and supports ● Documentation of DLT feedback and accountability checks for building implementation of the School-Wide Reading Model
6. Review Date	Monthly DLT meetings

Action Step 2 District will create and communicate guidelines for implementation of the core reading curriculum.			
1. Timeline	05/2018 - 10/2018	*2. Lead Person(s)*	Literacy Coaches
3. Resources Needed	● Guidance document (revised district Literacy Framework) including sample lesson plans with gradual release example and sample integrations of core curriculum in PBL units ● Time with team leadership and coaches to create documents to measure fidelity of implementation and share with all teachers ● Fidelity documentation		
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	● Teaching & Learning (including literacy coaches) will create a guidance document (revised District Literacy Framework) for implementation, including sample lesson plans with gradual release example and sample integrations of core curriculum in PBL units. ● Teaching & Learning will provide PD for all teachers and building administrators on how to implement the core curriculum effectively as intended (fidelity). See Goals A-C. ● Team leadership and coaches will collaboratively create documents to measure fidelity of implementation and share with all teachers.		
5. Measure of Success	Products: ● Guidance documents ● Fidelity measures		
6. Review Date	10/2018		

Action Step 3 District will develop a full assessment system to support local literacy plan.			
1. Timeline	03/2018 - 08/2018	*2. Lead Person(s)*	Elementary Curriculum Director
3. Resources Needed	● Universal screener ● Guidance document for assessment data collection, scoring, entering, and analysis		

Goal 2 Action Plan Map	
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	● Teaching & Learning will select and purchase a universal screener assessment for use beginning in 2018-19 school year. ● Teaching & Learning will create a district-wide assessment plan and calendar of assessment administrations. ● Principals will create a TBT calendar with assigned dates for reviewing assessment data aligned with LLP. District and principals will identify staff for responsible reading data coordination. ● Teaching & Learning will create guidelines to ensure assessment data is collected, scored, entered, and analyzed to drive instructional practice.
5. Measure of Success	Products: ● Calendar of assessment administration ● Universal screener data collected and entered on time ● TBT calendar of dates to review data ● Appointed staff for reading data coordination ● Guidelines in place for how to collect, score, enter, and analyze data to drive instructional practice
6. Review Date	08/2018

Action Step 4			
District will clearly define and communicate the district coaching model to all administrators and teachers, and ensure its ongoing implementation.			
1. Timeline	05/2018 - ongoing	*2. Lead Person(s)*	Elementary Curriculum Director
3. Resources Needed	● Time with district administration, building administration and coaches to create coaching model ● Recurring time to meet with coaches to check on implementation ● Teacher contract that clearly communicates participation in coaching as a job requirement		
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	● Teaching & Learning will create a documented district coaching model. ● Teaching & Learning will share the documented district coaching model in writing and in oral presentation with all stakeholders: teachers, building administration, district administration, and coaches. ● Teaching & Learning will engage in a barrier removal process to ensure full implementation of the coaching model. ● District will include participation in coaching as required in contract renegotiation.		
5. Measure of Success	Coaches report full access to coaching teachers in collaborative meetings and in classrooms		
6. Review Date	Monthly Teaching & Learning meetings (ongoing)		

Goal 2A Action Plan Map
Goal 2A Statement: **Advanced Decoding** (word level recognition): Goals below reference baseline data using DIBELS and target goals using *aimswebPlus*:   - Increase percentage of students meeting or exceeding oral reading fluency targets in Grades 4-6 from 53% in 2017 (DIBELS) to 80% by Spring 2020 as measured by *aimswebPlus* measures.

Goal 2A Action Plan Map	

Evidence-Based Practices:

Advanced decoding is recognized as a Big Idea in Reading for Grades 4-12. However, it is not mentioned as such in the IES Adolescent Literacy Practice Guide. It is however addressed in the National Institute for Literacy policy recommendations and the K-3 IES Practice Guide as identified below.

Adolescents with decoding difficulties need more intensive practice and instructional time to develop their reading skills more thoroughly. Specifically, decoding instruction should emphasize syllable patterns, morphology, and reading fluency:

- Use Direct, Explicit, and Systematic Instruction to Teach Phonemic Awareness and Phonics Skills
- Provide Instruction in Phonics Strategies to Helps Students Articulate and Identify Multisyllabic Words
- Provide Extra Time for Phonemic Awareness and Phonics Instruction and Opportunities for Students to Practice Using New Skills When Reading
- Teach Different Morpheme Patterns
- Use Speed Drills to Develop Automatic Recognition of Syllables and Morphemes
- Teach Students the Different Syllable Types
- Teach the Meanings of Morphemes within the Context of a Sentence
- Provide Models of Fluent Reading
- Engage Students in Repeated Oral Reading of Texts
- Engage Students in Guided Oral Reading
- Engage Students in Partner Reading

(National Institute for Literacy: What Content Area Teachers Should Know About Adolescent Literacy; 2007)

Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.
- Instruct students in common sound–spelling patterns.
- Teach students to recognize common word parts.
- Have students read decodable words in isolation and in text.
- Teach regular and irregular high-frequency words so that students can recognize them efficiently.
- Introduce non-decodable words that are essential to the meaning of the text as whole words.

- Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.

(IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade; 2016)

Components			
Action Step 1 Grades 4-6 teachers will participate in Language Essentials for Teachers of Reading and Spelling (LETRS) professional development.			
1. Timeline	06/2018 - ongoing	*2. Lead Person(s)*	Elementary Curriculum Director & Elementary ELA Instructional Coach

Goal 2A Action Plan Map	
3. Resources Needed	• Ongoing LETRS professional development and job-embedded training throughout the year • Literacy coaching • Summer compensation pay and substitute costs throughout the year
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	• All Grades 4-6 teachers will attend LETRS professional development sessions. • All Grades 4-6 teachers will learn the evidence-based knowledge, skills, and practices to effectively teach phonemic awareness for all students.
5. Measure of Success	Products; • Attendance lists • Completion data
6. Review Date	08/2018-ongoing

Action Step 2
Grades 4-6 ELA teachers will collect and analyze data that measures student oral reading fluency.

1. Timeline	08/2018 - ongoing, 3 times a year minimum	*2. Lead Person(s)*	Jennifer Flannigan
3. Resources Needed	• *aimswebPlus* • Time in grade-level data analysis meetings (TBT meetings)		
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	• Teachers will collect *aimswebPlus* benchmark data 3 times per year, and progress monitor for students below target. • Teachers will analyze data and plan differentiated instruction to promote all students in meeting identified targets.		
5. Measure of Success	Products: • Instructional plans from TBT meetings • *aimswebPlus* % of students above 45th percentile		
6. Review Date	Monthly in BLT		

	Action Step 3 Grades 4-6 ELA teachers will effectively implement word analysis and fluency instruction.		
1. Timeline	08/2018 - ongoing	*2. Lead Person(s)*	Jennifer Flannigan
3. Resources Needed	• Word Analysis ReadyGEN Lessons • Independent level texts for independent reading		
4. Specifics of Implementati on (training, coaching, system	• Teachers will participate in high-quality professional development on how to implement the core word analysis curriculum.		

Goal 2A Action Plan Map	
structures, implementati on support, and leadership structures)	● Teachers will participate in high-quality professional development on how to support ORF through daily independent reading. ● Teachers will receive ongoing coaching; coaches will provide modeling, co-teaching, observations and reflections on fidelity tool with all teachers. ● Teachers will implement the curriculum with high fidelity and with practices acquired from LETRS training.
5. Measure of Success	Products: ● PD evaluation data ● Fidelity data
6. Review Date	10/2018 and monthly fidelity checks by building administration and/or coaches

Action Step 4 Intervention supports will be provided for students performing below target in oral reading fluency.			
1. Timeline 2.	05/2018 - 20	*Lead Person(s)* Jennifer Flannigan	ongoing
3. Resources Needed	● Intervention schedule for every building, above and beyond core instruction ● Staff for interventions ● Coaching support for interventionists ● Time and system of support (see goal 1) to identify students, plan interventions, and progress monitor ● REWARDS program		
4. Specifics of Implementat on (training, coaching, system structures, implementation support, and leadership structures)	● Intervention teams will use a universal screener to identify students below target and assign appropriate levels of intervention. ● Intervention time will be allocated for all students in Grades 4-6 below target, in addition to the 90-minute core reading instructional block. ● Progress monitoring data will be collected and analyzed to determine growth from intervention, and interventions will be modified/intensified as needed to ensure growth.		
5. Measure of Success	Products: ● Intervention team identified and meeting monthly ● Intervention time is allocated in every building, above and beyond 90minute core reading instructional block ● Progress monitoring data collected and analyzed in intervention team meetings; intervention plans modified accordingly		
6. Review Date	Ongoing: Principals and intervention team meetings with meeting minutes		

Goal 2B Action Plan Map			
Goal 2B Statement:			
b. **Language comprehension**: Increase the percentage of students in Grades 4-6 performing at or above the 40th percentile in the Vocabulary strand from 51%in Spring 2017 to 59%* by Spring 2020, as measured by MAP 2-5 or 6+ assessment.			
Evidence-Based Practices: Recommendation 1: Provide Explicit Vocabulary Instruction 1. Dedicate a portion of regular classroom lessons to explicit vocabulary instruction. 2. Provide repeated exposure to new words in multiple contexts and allow sufficient practice sessions in vocabulary instruction. 3. Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading. 4. Provide students with strategies to make them independent vocabulary learners. (***IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices; 2008***)			
Components			
Action Step 1 Grade 4-6 ELA teachers will participate in professional development on how to explicitly teach vocabulary in the context of reading.			
1. Timeline	06/2018 - ongoing	*2. Lead Person(s)*	Jennifer Flannigan
3. Resources Needed	● Ongoing LETRS professional development and job-embedded training throughout the year ● Literacy coaching ● Summer compensation pay and substitute costs throughout the year		
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	● All Grades 4-6 teachers will attend LETRS professional development sessions. ● All Grades 4-6 teachers will learn the evidence-based knowledge, skills, and practices to effectively teach vocabulary for all students.		
5. Measure of Success	Products: ● Attendance lists ● Completion data		
6. Review Date	08/2018-ongoing		
Action Step 2 Grades 4-6 ELA teachers will collect and analyze data that measures student vocabulary learning.			
1. Timeline	08/2018 -	*2.* *Lead Person(s)* Jennifer Flannigan	ongoing, 3 times a year minimum
3. Resources Needed	● Vocabulary in context assessment in core curriculum assessments ● Time in grade-level data analysis meetings (TBT meetings)		
4. Specifics of Implementation (training, coaching, system	● Teachers will collect vocabulary in context data 3 times per year. ● Teachers will analyze data and plan differentiated instruction to promote all students in meeting grade-level standards.		

Goal 2B Action Plan Map	
structures, implementation support, and leadership structures)	
5. Measure of Success	Products: ● Instructional plans from TBT meetings ● % of students at or above the 40th percentile on MAP Vocabulary Acquisition strand
6. Review Date	Monthly in BLT
Action Step 3 Grades 4-6 ELA teachers will effectively implement vocabulary curriculum resource materials.	

1. Timeline	08/2018 - ongoing	*2. Lead Person(s)*	Jennifer Flannigan
3. Resources Needed	● Core curriculum vocabulary lessons ● Time for professional development on how to apply LETRS practices to teaching core curriculum vocabulary lessons		
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	● Teachers will participate in high-quality professional development on how to apply LETRS practices to teaching vocabulary with the core curriculum vocabulary lessons. ● Teachers will receive ongoing coaching; coaches will provide modeling, coteaching, observations and reflections on fidelity tool with all teachers. ● Teachers will implement the curriculum with high fidelity, and with practices acquired from LETRS training.		
5. Measure of Success	Products: ● PD evaluation data ● Fidelity data		
6. Review Date	10/2018 and monthly fidelity checks by building administration and/or coaches		

Goal 2C Action Plan Map
Goal 2C Statement: c. **Reading comprehension**: Increase the percentage of students in Grades 4-6 performing at or above the 40th percentile from 54% in Spring 2017 to 62% by Spring 2020 as measured by an average of the Literature and Informational Text strands on MAP 2-5 or 6+ assessment.
Evidence-Based Practices: Recommendation 3: Provide direct and explicit comprehension strategy instruction: 1. Select carefully the text to use when beginning to teach a given strategy. 2. Show students how to apply the strategies they are learning to different texts. 3. Make sure that the text is appropriate for the reading level of students. 4. Use a direct and explicit instruction lesson plan for teaching students how to use comprehension strategies. 5. Provide the appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning. 6. Talk about comprehension strategies while teaching them. (***IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices; 2008***)
Components
Action Step 1

Goal 2C Action Plan Map			
Grades 4-6 ELA teachers will participate in ongoing professional development on how to explicitly teach reading comprehension strategies.			
1. Timeline	06/2018 - ongoing	*2. Lead Person(s)*	Literacy Coaches
3. Resources Needed	- ongoing LETRS professional development and job-embedded training throughout the year - Literacy coaching - Summer compensation pay and substitute costs throughout the year		
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	- All Grades 4-6 ELA teachers will attend LETRS professional development sessions. - All Grades 4-6 ELA teachers will learn the evidence-based knowledge, skills, and practices to effectively teach reading comprehension for all students.		
5. Measure of Success	Products: - Attendance lists - Completion data		
6. Review Date	08/2018-ongoing		
Action Step 2 Grades 4-6 teachers will collect and analyze data that measures student reading comprehension.			
1. Timeline	08/2018 - ongoing	*2. Lead Person(s)*	Literacy Coaches
3. Resources Needed	*aimswebPlus* - Coach-created strategy-specific comprehension assessments - Time in grade-level data analysis meetings (TBT meetings)		
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	- Coaches will create strategy-specific comprehension assessments to measure student growth in applying specific reading comprehension strategies. - Teachers will collect universal screener reading comprehension data at least 3 times per year. - Teachers will analyze data and plan differentiated instruction to promote all students in meeting grade-level standards. - Students will show evidence of comprehension of reading material based upon coach-created strategy-specific comprehension assessments.		
5. Measure of Success	Products: - Instructional plans from TBT meetings % of students at or above the 40th percentile on MAP Literature and Informational Text strands *aimswebPlus* % of students above 45th percentile % of students at or above proficient on coach-created assessments		
6. Review Date	Monthly in BLT		
Action Step 3 *Grades 4-6 ELA teachers will effectively implement reading comprehension curriculum resource materials.*			
1. Timeline	08/2018- ongoing	2. Lead Person(s)	Literacy Coaches

Goal 2C Action Plan Map	
3. Resources Needed	● ReadyGen ● Time for professional development on how to apply LETRS practices to teaching core curriculum
4. Specifics of Implement ation (training, coaching, system structures, implement ation support, and leadership structures)	● Teachers will participate in high-quality professional development on how to apply LETRS practices to teaching reading comprehension with the core curriculum. ● Teachers will receive ongoing coaching; coaches will provide modeling, coteaching, observations and reflections on fidelity tool with all teachers. ● Teachers will implement the curriculum with high fidelity, and with practices acquired from LETRS training.
5. Measure of Success	Products: ● PD evaluation data ● Fidelity data
6. Review Date	10/2018 and monthly fidelity checks by building administration and/or coaches

Action Step 4 *Intervention supports will be provided for students performing below target in reading comprehension.*		
1. Timeline	05/2018 - ongoing	2. Lead Person(s) Jennifer Flannigan
3. Resources Needed	● Intervention schedule for every building, above and beyond core instruction ● Staff for interventions ● Coaching support for interventionists ● Time and system of support (see Goal 1) to identify students, plan interventions, and monitor progress ● iLit for comprehension intervention	
4. Specifics of Implement ation (training, coaching, system structures, implement ation support, and leadership structures)	● Intervention teams will use a universal screener to identify students below target and assign appropriate levels of intervention. ● Intervention time will be allocated for all students in Grades 4-6 below target, in addition to the 90-minute core reading instructional block. ● Progress monitoring data will be collected and analyzed to determine growth from intervention, and interventions will be modified/intensified as needed to ensure growth.	
5. Measure of Success	Products: ● Intervention team identified and meeting monthly ● Intervention time is allocated in every building, above and beyond 90 minute core reading instructional block ● Progress monitoring data collected and analyzed in intervention team meetings; intervention plans modified accordingly.	
6. Review Date	Ongoing: Principals and intervention team meetings with meeting minutes	

Goal 3 Action Plan Map			
Overall Student Performance Goal 3: Increase the percentage of Grade 7 and 8 students meeting or exceeding Ohio Eighth Grade proficiency standard from 25%in Spring 2017 to 50% by spring 2020 as measured by the Ohio State Assessment in English Language Arts.			
Evidence-Based Practices: ● District implementation infrastructure (Tier 4 Evidence) based on District Capacity 　Assessment Technical Report (Russell, et al., 2016) and Implementation Research (Fixsen, et al., 2005) and 　Michigan Integrated Behavior and Learning Support Initiative			
Components			
Action Step 1 Schools will implement all components of a School-Wide Reading Model.			
1. Timeline	03/2018 - ongoing	*2. Lead Person(s)*	Elementary Curriculum Director
3. *Resources* *Needed*	● BLT team responsibilities ● School-wide literacy plans ● BLT to TBT feedback process ● Professional learning to assist building principals with creating building schedules that allow for uninterrupted 90-minute reading block schedule ● Sub costs for teachers, team leaders, and BLT for PD ● Guidance document to assist building administration with developing a system for identifying students in need of intervention supports and providing those supports.		
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	● Schools will ensure the BLT members participate in the development of school-wide literacy plans AND support the implementation of a Tier 1 reading system. ● BLT will hold all TBTs accountable for meeting bi-weekly, analyzing data aligned with LLP goals, and reporting resulting instructional plans. ● All schools will create building schedules that include at least 90 minutes of uninterrupted core reading instruction daily (this block should not include explicit writing instruction nor should pull-out intervention occur during this time). In addition, the schedule should include a 30-60-minute reading intervention period. ● Principals will allocate intervention time that is above and beyond core reading instruction and occurs daily for 30-60 minutes. ● Team leaders will access professional learning in how to lead grade-level data analysis sessions (TBT meetings) resulting in the development of grade-level differentiated instructional plans (above level, on level, below level). ● Schools will implement a system for identifying students in need of intervention supports and provide those supports. ● Schools will identify a team to oversee the system for identifying students in need of intervention supports and provide those supports. ● DLT will review evidence of building implementation and provide feedback and accountability check for all building administrators.		
5. Measure of Success	R-TFI data (baseline given February 2018; subsequently every May beginning 2018) Products: ● BLT roles and responsibilities ● TBT completion documentation and BLT to TBT feedback documentation ● Building schedules with 90-minute literacy block and implementation fidelity data from learning walks ● Intervention schedules outside of the 90-minute literacy block ● Documentation of system for identifying intervention needs and supports		

Goal 3 Action Plan Map	
	● Documentation of DLT feedback and accountability checks for building implementation of the School-Wide Reading Model
6. Review Date	Monthly DLT meetings

Action Step 2			
District will create and communicate guidelines for implementation of the core reading curriculum.			
1. Timeline	05/2018 - 10/2018	*2. Lead Person(s)*	Literacy Coaches
3. Resources Needed	● Guidance document (revised district Literacy Framework) including sample lesson plans with gradual release example and sample integrations of core curriculum in PBL units ● Time with team leadership and coaches to create documents to measure fidelity of implementation and share with all teachers ● Fidelity documentation		
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	● Teaching & Learning (including literacy coaches) will create a guidance document (revised District Literacy Framework) for implementation, including sample lesson plans with gradual release example and sample integrations of core curriculum in PBL units. ● Teaching & Learning will provide PD for all teachers and building administrators on how to implement the core curriculum effectively as intended (fidelity). ● Team leadership and coaches will collaboratively create documents to measure fidelity of implementation and share with all teachers.		
5. Measure of Success	Products: ● Guidance documents ● Fidelity measures		
6. Review Date	10/2018		

Action Step 3			
District will develop a full assessment system to support local literacy plan.			
1. Timeline	03/2018 - 08/2018	*2. Lead Person(s)* Elementary Curriculum Director	ongoing revisions
3. Resources Needed	● Universal screener ● Guidance document for assessment data collection, scoring, entering, and analysis		
Implementation (training, coaching, system structures, implementation support, and leadership structures)	● Teaching & Learning will select and purchase a universal screener assessment for use beginning in 2018-19 school year. ● Teaching & Learning will create a district-wide assessment plan and calendar of assessment administrations. ● Principals will create a TBT calendar with assigned dates for reviewing assessment data aligned with LLP. ● District and principals will identify staff for responsible reading data coordination. Teaching & Learning will create guidelines to ensure assessment data is collected, scored, entered, and analyzed to drive instructional practice.		
5. Measure of Success	Products: ● Calendar of assessment administration ● Universal screener collected and entered on time ● TBT calendar of dates to review data ● Appointed staff for reading data coordination ● Guidelines in place for how to collect, score, enter, and analyze data to drive instructional practice		
6. Review Date	08/2018		
Action Step 4			
District will clearly define and communicate the district coaching model to all administrators and teachers, and ensure its ongoing implementation.			
1. Timeline	05/2018 - ongoing	*2. Lead Person(s)*	Elementary Curriculum Director
3. Resources Needed	● Time with district administration, building administration and coaches to create coaching model ● Recurring time to meet with coaches to check on implementation ● Teacher contract that clearly communicates participation in coaching as a job requirement		
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	● Teaching & Learning will create a documented district coaching model. ● Teaching & Learning will share the documented district coaching model in writing and in oral presentation with all stakeholders: teachers, building administration, district administration, and coaches. ● Teaching & learning will engage in a barrier removal process to ensure full implementation of the coaching model. ● District will include participation in coaching as required in contract renegotiation.		
5. Measure of Success	Coaches report full access to coaching teachers in collaborative meetings and in classrooms		
6. Review Date	Monthly Teaching and Learning meetings (ongoing)		

Goal 3A Action Plan Map

Goal 3A Statement:

   a. **Advanced Decoding** (word level recognition) Goals below reference baseline data using DIBELS and target goals using *aimswebPlus*: Increase the percentage of Grades 7-8 students meeting or exceeding targets for oral reading fluency from 65% (DIBELS) to 85% by spring 2020, as measured by *aimswebPlus*.

Evidence-Based Practices: There is no mention of advanced decoding (word level recognition) in the *IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, 2008.* However, more recent policy guides DO recommend advanced decoding/word analysis for upper grades, and there are many studies of decoding and fluency interventions for struggling readers and/or *students with reading disabilities* in the upper grades.

Adolescents with decoding difficulties need more intensive practice and instructional time to develop their reading skills more thoroughly. Specifically, decoding instruction should emphasize syllable patterns, morphology, and reading fluency:

- Use Direct, Explicit, and Systematic Instruction to Teach Phonemic Awareness and Phonics Skills

- Provide Instruction in Phonics Strategies to Helps Students Articulate and Identify Multisyllabic Words

- Provide Extra Time for Phonemic Awareness and Phonics Instruction and Opportunities for Students to Practice Using New Skills When Reading
- Teach Different Morpheme Patterns
- Use Speed Drills to Develop Automatic Recognition of Syllables and Morphemes
- Teach Students the Different Syllable Types
- Teach the Meanings of Morphemes within the Context of a Sentence
- Provide Models of Fluent Reading
- Engage Students in Repeated Oral Reading of Texts
- Engage Students in Guided Oral Reading
- Engage Students in Partner Reading

(National Institute for Literacy: What Content Area Teachers Should Know About Adolescent Literacy; 2007)

Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.
- Instruct students in common sound–spelling patterns.
- Teach students to recognize common word parts.
- Have students read decodable words in isolation and in text.
- Teach regular and irregular high-frequency words so that students can recognize them efficiently.
- Introduce non-decodable words that are essential to the meaning of the text as whole words.

- Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.

(IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade; 2016)

Components

Action Step 1
Grades 7-8 ELA/SS teachers and intervention specialists will participate in Language Essentials for Teachers of Reading and Spelling (LETRS) professional development.

1. Timeline	06/2018 - ongoing	*2. Lead Person(s)*	Elementary Curriculum Director & Literacy Coach

Goal 3A Action Plan Map	
3. *Resources* *Needed*	● Ongoing LETRS professional development and job-embedded training throughout the year ● Literacy coaching ● Summer compensation pay and substitute costs throughout the year
4. *Specifics of* *Implementation (training,* *coaching, system* *structures, implementation* *support, and leadership* *structures)*	● All Grades 7-8 ELA/SS teachers and intervention specialists will attend LETRS professional development sessions. ● All Grades 7-8 ELA/SS teachers and intervention specialists will learn the evidence-based knowledge, skills, and practices to effectively teach phonemic awareness for all students.
5. *Measure of Success*	Products: ● Attendance lists ● Completion data
6. Review *Date*	08/2018 - ongoing

Action Step 2 Grades 7-8 ELA teachers will collect and analyze data that measures student oral reading fluency.			
1. Timeline	08/2018 - ongoing	*2. Lead Person(s)*	Elementary Curriculum Director & Literacy Coach
3. *Resources* *Needed*	● *aimswebPlus* ● Time in grade-level data analysis meetings (TBT meetings)		
4. *Specifics of* *Implementation (training,* *coaching, system structures,* *implementation support, and* *leadership structures)*	● Teachers will collect *aimswebPlus* benchmark data 3 times per year, and progress monitor for students below target. ● Teachers will analyze data and plan differentiated instruction to promote all students in meeting identified targets.		
5. *Measure of Success*	Products: ● Instructional plans from TBT meetings ● *aimswebPlus* % of students above 45%-ile		
6. Review *Date*	Monthly in BLT		

Action Step 3 Grades 7-8 ELA teachers will effectively implement word analysis and fluency instruction.			
1. Timeline	08/2018 - ongoing	*2. Lead Person(s)*	Elementary Curriculum Director & Literacy Coach
3. *Resources* *Needed*	● Word analysis core curriculum lessons ● Independent level texts for independent reading		
4.	● Teachers will participate in high-quality professional development on how to implement the core word analysis and fluency curriculum.		

Goal 3A Action Plan Map	
Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	● Teachers will participate in high-quality professional development on how to support ORF through daily independent reading. ● Teachers will receive ongoing coaching; coaches will provide modeling, coteaching, observations and reflections on fidelity tool with all teachers. ● Teachers will implement the curriculum with high fidelity, and with practices acquired from LETRS training.
5. *Measure of Success*	Products: ● PD evaluation data ● Fidelity data
6. Review Date	10/2018 and monthly fidelity checks by building administration and/or coaches

Action Step 4 Intervention supports and time will be provided for students performing below target in oral reading fluency.			
1. Timeline	05/2018 - ongoing	*2. Lead Person(s)*	Elementary Curriculum Director & Literacy Coach
3. *Resources Needed*	● Intervention schedule for every building, above and beyond core instruction ● Staff for interventions ● Coaching support for interventionists ● Time and system of support (see goal 1) to identify students, plan interventions, and monitor progress ● REWARDS program		
4. *Specifics of Implement ation (training, coaching, system structures, implement ation support, and leadership structures)*	● Intervention teams will use a universal screener to identify students below target and assign appropriate levels of intervention. ● Intervention time for decoding and fluency will be allocated for all students in Grades 7-8 below target, in addition to the core reading instructional block. ● Progress monitoring data will be collected and analyzed to determine growth from intervention, and interventions will be modified/intensified as needed to ensure growth.		
5. *Measure of Success*	Products: ● Intervention team identified and meeting monthly ● Intervention time is allocated in every building, above and beyond the core reading instructional block ● Progress monitoring data collected and analyzed in intervention team meetings; intervention plans modified accordingly		
6. Review Date	Ongoing: Principals and intervention team meetings with meeting minutes		

Goal 3B Action Plan Map

Goal 3B Statement:

   b. **Language comprehension**: Increase the percentage of Grades 7-8 students at or above the 40th percentile for Vocabulary Acquisition and Use at grades 7 and 8, from 47% to 55%* by spring 2020, as measured by MAP 6+.

Evidence-Based Practices:

Language Comprehension
Recommendation 1: Provide Explicit Vocabulary Instruction
1. Dedicate a portion of regular classroom lessons to explicit vocabulary instruction.
2. Provide repeated exposure to new words in multiple contexts, and allow sufficient practice sessions in vocabulary instruction.
3. Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading.
4. Provide students with strategies to make them independent vocabulary learners.

(IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, 2008)

<table>
<tr><td colspan="4" align="center">Components</td></tr>
<tr><td colspan="4" align="center"><i>Action Step 1</i>
Grade 7-8 ELA/SS teachers and intervention specialists will participate in professional development on how to explicitly teach vocabulary.</td></tr>
<tr><td><i>1. Timeline</i></td><td>06/2018 - ongoing</td><td><i>2. Lead Person(s)</i></td><td>Elementary Curriculum Director & Literacy Coach</td></tr>
<tr><td><i>3.
Resources Needed</i></td><td colspan="3">Ongoing LETRS professional development and job-embedded training throughout the year
Literacy coach
Summer compensation pay and substitute costs throughout the year</td></tr>
<tr><td><i>4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)</i></td><td colspan="3">All Grades 7-8 ELA/SS teachers and intervention specialists will attend LETRS professional development sessions.
All Grades 7-8 ELA/SS teachers and intervention specialists will learn the evidence-based knowledge, skills, and practices to effectively teach vocabulary for all students.</td></tr>
<tr><td><i>5. Measure of Success</i></td><td colspan="3">Products:
Attendance lists
Completion data</td></tr>
<tr><td><i>6. Review Date</i></td><td colspan="3">08/2018 -ongoing</td></tr>
<tr><td colspan="4"><i>Action Step 2</i>
Grade 7-8 ELA/SS teachers and intervention specialists will collect and analyze data that measures student vocabulary learning.</td></tr>
<tr><td><i>1. Timeline</i></td><td>08/2018 - ongoing, 3 times a year minimum</td><td><i>2. Lead Person(s)</i></td><td>Elementary Curriculum Director & Literacy Coach</td></tr>
<tr><td><i>3.
Resources Needed</i></td><td colspan="3">Vocabulary assessment in core curriculum assessments
Time in grade-level data analysis meetings (TBT meetings)</td></tr>
<tr><td><i>4. Specifics of Implementation (training,</i></td><td colspan="3">Teachers will collect vocabulary in context data 3 times per year.</td></tr>
</table>

Goal 3B Action Plan Map	
coaching, system structures, implementation support, and leadership structures)	● Teachers will analyze data and plan differentiated instruction to promote all students in meeting grade-level standards.
5. Measure of Success	Products: ● Instructional plans from TBT meetings ● % of students at or above the 40th percentile on MAP Vocabulary Acquisition strand data
6. Review Date	Monthly in BLT

Action Step 3
Grades 7-8 ELA/SS teachers and intervention specialists will effectively implement vocabulary curriculum resource materials.

1. Timeline	08/2018 - ongoing	*2. Lead Person(s)*	Elementary Curriculum Director & Literacy Coach
3. *Resources* *Needed*	● Core curriculum vocabulary lessons ● Time for professional development on how to apply LETRS practices to teaching core curriculum vocabulary lessons		
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	● Teachers will participate in high-quality professional development on how to apply LETRS practices to teaching vocabulary with the core curriculum vocabulary lessons. ● Teachers will receive ongoing coaching; coaches will provide modeling, coteaching, observations and reflections on fidelity tool with all teachers. ● Teachers will implement the curriculum with high fidelity, and with practices acquired from LETRS training.		
5. Measure of Success	Products: ● PD evaluation data ● Fidelity data		
6. Review Date	10/2018 and monthly fidelity checks by building administration and/or coaches		

Goal 3C Action Plan Map
Goal 3C Statement: Reading comprehension: Increase the percentage of Grades 7-8 students at or above the 40th percentile from 47%in Spring 2017 to 55%* by spring 2020, as measured by an average of the Literature strand and Informational Text strand in MAP 6+.
Evidence-Based Practices: Recommendation 2: Provide direct and explicit comprehension strategy instruction: 1. Select carefully the text to use when beginning to teach a given strategy. 2. Show students how to apply the strategies they are learning to different texts. 3. Make sure that the text is appropriate for the reading level of students. 4. Use a direct and explicit instruction lesson plan for teaching students how to use comprehension strategies. 5. Provide the appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning. 6. Talk about comprehension strategies while teaching them. (***IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, 2008***)
Components

Goal 3C Action Plan Map

Action Step 1
Grades 7-8 ELA/SS teachers and intervention specialists will participate in ongoing professional development on how to explicitly teach reading comprehension strategies.

1. Timeline	06/2018 - ongoing	*2. Lead Person(s)*	Elementary Curriculum Director & Literacy Coach
3. Resources Needed		● Ongoing LETRS professional development and job-embedded training throughout the year ● Literacy coach ● Summer compensation pay and substitute costs throughout the year	
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)		● All Grades 7-8 ELA/SS teachers and intervention specialists will attend LETRS professional development sessions. ● All Grades 7-8 ELA/SS teachers and intervention specialists will learn the evidence-based knowledge, skills, and practices to effectively teach reading comprehension for all students.	
5. Measure of Success		Products: ● Attendance lists ● Completion data	
6. Review Date		08/2018 - ongoing	

Action Step 2
Grades 7-8 ELA/SS teachers and intervention specialists will collect and analyze data that measures student reading comprehension.

1. Timeline	08/2018 - ongoing	*2. Lead Person(s)*	Elementary Curriculum Director & Literacy Coach
3. Resources Needed		● *aimswebPlus* ● Coach-created strategy-specific comprehension assessments ● Time in grade level data analysis meetings (TBT meetings)	
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)		● Coaches will create strategy-specific comprehension assessments to measure student growth in applying specific reading comprehension strategies. ● Teachers will collect universal screener reading comprehension data at least 3 times per year. ● Teachers will analyze data and plan differentiated instruction to promote all students in meeting grade level standards.	
5. Measure of Success		Products: ● Instructional plans from TBT meetings ● % of students at or above the 40th percentile on MAP Literature and Informational Text strands data ● *aimswebPlus* % of students above 45th percentile ● % of students at or above proficient on coach-created assessment	
6. Review Date		Monthly in BLT	

Action Step 3
Grades 7-8 ELA/SS teachers and intervention specialists will effectively implement reading comprehension curriculum resource materials.

Goal 3C Action Plan Map			
1. Timeline	08/2018 - ongoing	2. Lead Person(s)	Elementary Curriculum Directory & Literacy Coach
3. Resources Needed	● Pearson *Common Core Literature: Grade 7 & 8* (2015) ● Time for professional development on how to apply LETRS practices to teaching core curriculum		
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	● Teachers will participate in high-quality professional development on how to apply LETRS practices to teaching reading comprehension with the core curriculum. ● Teachers will receive ongoing coaching; coaches will provide modeling, coteaching, observations and reflections on fidelity tool with all teachers. ● Teachers will implement the curriculum with high fidelity, and with practices acquired from LETRS training.		
5. Measure of Success	Products: ● PD evaluation data ● Fidelity data		
6. Review Date	10/2018 and monthly fidelity checks by building administration and/or coaches		
Action Step 4 Intervention supports will be provided for students performing below target in reading comprehension.			
1. Timeline	05/2018 - ongoing	2. Lead Person(s)	Elementary Curriculum Director & Literacy Coach
3. Resources Needed	● Intervention schedule for every building, above and beyond core instruction ● Staff for interventions ● Coaching support for interventionists ● Time and system of support (see Goal 1) to identify students, plan interventions, and progress monitor ● iLit reading intervention		
4. Specifics of Implementation (training, coaching, system structures, implementation support, and leadership structures)	● Intervention teams will use a universal screener to identify students below target and assign appropriate levels of intervention. ● Intervention time will be allocated for all students in Grades 7-8 below target, in addition to the core reading instructional block. ● Progress monitoring data will be collected and analyzed to determine growth from intervention, and interventions will be modified/intensified as needed to ensure growth.		
5. Measure of Success	Products: ● Intervention team identified and meeting monthly ● Intervention time is allocated in every building, above and beyond the core reading instructional block ● Progress monitoring data collected and analyzed in intervention team meetings, intervention plans modified accordingly.		
6. Review Date	Ongoing: Principals and intervention team meetings with meeting minutes		

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

Progress Monitoring Assessment System

The tracking and monitoring of student progress in reading achievement will be done through the use of the district's universal screener and progress monitoring system. The district is moving to use a new, comprehensive universal screener and progress monitoring system (aimswebPlus). The district also tracks and monitors student progress based upon data from the administration of NWEA's MAP (three times a year) at Grades K-8, and annual Ohio state assessments in English Language Arts at Grades 3-8. These data are analyzed at the building level (BLT monthly and TBT weekly or bi-weekly), as well as at the district level through the regular DLT meetings (five times per year). Informal data tracking is also done through the district's walkthrough tool, which will be revised to reflect components of effective reading instruction across the three grade bands identified. Reporting of student progress will be done through the systems identified above (aimswebPlus and MAP), and examined at the grade level, class, and student level, at the DLT, BLT and TBT meetings. These data will also be translated into a readable format for sharing with additional stakeholders (e.g. the Board of Education; parents and community members).

Ensuring Learner Progress Toward Performance Goals: Progress Monitoring and Multitiered System of Support

Attention to data analysis will support the LLP Leadership Team in crafting a solid multi-tiered system of support for students (MTSS). As noted in Section 3, the performance of all students overall in the district is so low compared to state and national levels, it is hard to ascertain the accuracy of the gaps in performance of students in our subgroups. In other words, because the current implementation of our Tier 1 reading instructional program is neither consistent nor well aligned to evidence-based practices, it is hard to say whether student performance gaps indicate true literacy deficiencies or are simply the result of an ineffective Tier 1 instructional program. For this reason, our LLP is dedicated to improving Tier 1, with refinements to Tiers 2 and 3 and support for particular sub-groups to follow in response to data analysis of student performance resulting from more effective Tier 1 instruction.

Benchmark Assessments and Cut Points for Tiered System of Support

Regular examination of the following specific data points related to student reading performance will allow us to strengthen our Tier 1 core instructional literacy program, monitor our progress, and develop a fully functioning multi-tiered system of support to serve our most challenged learners. Cut points for determining tier of support are listed in the table below.

Instructional Area	Universal Screener Benchmark	Universal Screener Progress Monitoring	Criteria for Tiered System of Support
Decoding	*aimswebPlus*	*aimswebPlus*	Tier 2: ≤35th percentile Tier 3: ≤15th percentile
Oral Reading Fluency	*aimswebPlus*	*aimswebPlus*	Tier 2: ≤45th percentile Tier 3: ≤15th percentile
Language Comprehension	MAP: Vocabulary	NA	Tier 2: ≤40th percentile Tier 3: ≤15th percentile
Reading Comprehension	MAP: Literature and Informational Text	*NA*	Tier 2: ≤40th percentile Tier 3: ≤15th percentile
	aimswebPlus	*aimswebPlus*	Tier 2: ≤45th percentile Tier 3: ≤15th percentile

Protocols for Tiered System of Support Placement

1. Tier 1 - If a student's score meets the cut point for Tier 1 at benchmark assessment points, and barring evidence to the contrary (other classroom-based assessment data), the student will continue with Tier 1 instruction only.
   a. Progress monitoring for Tier 1 will occur at least 3 times per year using universal screener benchmark assessments (see table).
2. Tier 2 - If a student's score falls between the cut points for Tier 1 and Tier 3, and barring evidence to the contrary (other classroom-based assessment data), the student will receive 30 minutes of Tier 2 instruction in addition to the core reading instructional block.
   a. Progress monitoring for Tier 2 will occur at least monthly using progress monitoring assessments (see table).
   b. Criteria for intensification - If four or more progress monitoring scores or if the next benchmark assessment score do not indicate adequate progress toward the aim line, the intervention will be modified or intensified.
   c. Exit criteria - If the student's score meets the cut point for Tier 1 at the next benchmark assessment point, and barring evidence to the contrary (progress monitoring and other classroom-based assessment data), the student will move to Tier 1 instruction only.
3. Tier 3 - If a student's score falls below the cut point for Tier 3, and barring evidence to the contrary (other classroom-based assessment data), the student will receive more than 30 minutes of Tier 3 instruction in addition to the core reading instructional block.
   a. Progress monitoring for Tier 3 will occur at least weekly using progress monitoring assessments (see table).
   b. Exit criteria - If the student's score meets the cut point for Tier 2 at the next benchmark assessment points, and barring evidence to the contrary (progress monitoring and other classroom-based assessment data), the student will continue with Tier 1 and Tier 2 instruction only.

MTSS System Level Progress Monitoring

Our progress toward creating and maintaining the infrastructure necessary to support a strong reading instructional program will be assessed yearly through the administration of the R-TFI. This tool will help identify our fidelity to our reading program. The R-TFI will also allow us to track our systems progress as well as track the creation of multi-tiered systems of support.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND PROFESSIONALS

SECTION 8, PART A: EVIDENCE-BASED PRACTICES AND INTERVENTIONS TO SUPPORT LEARNERS

This LLP proposes to use the following evidence-based practices to support literacy instruction in the district and provide effective interventions for our most challenged students.

It should be noted that to support the overall goal for all three grade bands (K-4; 4-6; 7-8), there are action steps that require all schools to: implement all components of a School-Wide Reading Model; create and communicate guidelines for the implementation of the core reading program; develop an assessment system to support the LLP; and create and communicate a literacy coaching model. These action steps are the foundation for successfully achieving the student performance goals as identified below. The evidence tier for these practices is Tier 4-

Demonstrates a Rationale. There are positive evaluations (Michigan's Integrated Behavior and Learning Support Initiative) to support the creation of an infrastructure to support literacy instruction so that positive student achievement outcomes in reading can be realized.

- Goal 1: Increase the percentage of students meeting or exceeding the Ohio Third Grade proficiency standard from 40.7% in Spring 2017 to 65% by spring 2020.
    o *EBP:* Create the infrastructure to develop and support a School-Wide Reading Model.
    o *Evidence Tier:* Tier 4 (Demonstrates a Rationale). District implementation infrastructure is based on District Capacity Assessment Technical Report (Russell, et al., 2016) and implementation research (Fixsen, et al., 2005) and Michigan's Integrated Behavior and Learning Support Initiative.
    o *Connection to Data Analysis:* The data illustrate the need for a comprehensive School-Wide Reading Model and approach to literacy instruction at Grades K-3. While the core curriculum is taught with some

degree of fidelity at Grades K-2, there is less fidelity at Grade 3, and at all grades a varied approach to addressing skills not strongly addressed within the core curriculum (e.g., phonemic awareness and phonics).

- o *Support for Special Populations:* A well-developed and executed School-Wide Reading model will provide consistent instruction in literacy skills, establish a regular plan for monitoring student progress in reading achievement, and provide evidence-based interventions for all students not meeting established targets.
- o The RTFI was given to each building leadership team at least one time during the last school year. During this school year, each building will be required to complete another RTFI in the Spring. The purpose of the building leadership team is to ensure sustainable systems are in place to deliver sufficient and efficient reading instruction for all levels of learners.

- Goals 1Ai, 1Aii, 1Aiii: Decoding
    - o 1Ai: Increase the percentage of Grades K-1 students meeting or exceeding targets for phonemic awareness from 65% (DIBELS) to 80% by spring 2020, as measured by *aimswebPlus*.
    - o 1Aii: Increase the percentage of Grades K-3 students meeting or exceeding targets for phonics and word recognition skills from 50% (DIBELS) to 80% by spring 2020, as measured by *aimswebPlus*.
    - o 1Aiii: Increase the percentage of Grades 1-3 students meeting or exceeding targets for oral reading accuracy and fluency from 46% in Spring 2017 (DIBELS) to 80% by spring 2020, as measured by *aimswebPlus*.
        - *EBP:* (1) Develop awareness of the segments of sound in speech and how they link to letters (phonemic awareness and letter-sound relationships); (2) Teach students to decode words, analyze word parts, and write and recognize words (phonics, decoding, and word recognition).
        - *Evidence Tier:* Tier 1 (Strong) These recommendations are from the *IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* (2016). For phonemic awareness and letter-sound relationships, there are twelve studies that met WWC Evidence Standards without reservations (Hagans & Good, 2013; Lane et al., 2007; Mitchell & Fox, 2001; Nelson, Benner, & Gonzales, 2005; Nelson et al., 2005; Oudeans, 2003; Oullette & Senechal, 2008; Rashotte, MacPhee, & Torgesen, 2001; Savage et al., 2009; Scanlon et al., 2005; Torgesen et al., 2010; Walton et al., 2001 [Experiment 1]). Across these studies, there are a total of >350 student participants, multiple study sites, including multiple studies in urban settings (Oullette & Senechal, 2008; Savage et al., 2009; Scanlon et al., 2005; Torgesen et al., 2010). For phonics, decoding, and word recognition, there are seven studies that met WWC group design standards without reservations (Gunn et al., 2005; Scanlon et al., 2005; Torgesen et al., 2010; Tse & Nicholson, 2014; Vadasy & Sanders, 2011; Vadasy, Sanders, & Tudor, 2007; Wright & Jacobs, 2003). Across these studies, there are a total of >350 student participants, multiple study sites, including multiple studies in urban settings (Savage et al., 2009; Scanlon et al., 2005; Torgesen et al., 2010).
        - *Connection to Data Analysis:* DIBELS data averaged across FY14, FY15, and FY17 for Grades K-2, indicate approximately 43% of students are meeting DIBELS targets. One contributing factor to our students' low levels of phonemic awareness, decoding, and oral reading fluency is the lack of consistent foundational skills instruction in Grades K-3. Our current core curriculum does not teach foundational skills in as systematic, explicit, and differentiated a manner as our students require. The district has not yet identified a consistent resource to teach foundational skills to supplement the curriculum, and thus each building and/or teacher uses different supplemental resources. The district also has not identified a mechanism by which to provide consistent professional development to ensure effective implementation of the core reading curriculum. The evidence-based practices of teaching phonemic awareness, letter-sound relationships, phonics, decoding, and word recognition are the foundation of new curriculum choices and professional development planning to improve outcomes in phonemic awareness, decoding, and oral reading fluency.
        - *Support for Special Populations:* Intervention time will be allocated for all students in Grades K-3 who are below target on the universal screener in decoding and oral reading fluency, in addition to the 90-minute core reading instructional block. Based on needs assessed, students will receive a second small group Heggerty *Phonemic Awareness* lesson daily, and/or a second small group phonics *Recipe for Reading* lesson daily at their instructional

level (not necessarily grade-level). Teachers will conduct ongoing student progress monitoring for analysis of student growth from the intervention and subsequent decision making about intervention modification/intensification as needed to ensure growth.

- The teachers in the Winton Woods City School district will participate in LETRS professional development in 2018-19 and 2019-20. It is expected that they learn the Five Components of Reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. The *LETRS* professional development provides teachers with background knowledge and tools to teach language and literacy skills to every student.
- The paraprofessionals had the opportunity have LETRS training as well. The paraprofessionals will gain knowledge and understanding in the FIVE Components of reading and how to support the students in the building.

- **Goal 1B Language Comprehension:** Increase the percentage of K-3 students at or above the 40th percentile for Vocabulary Use & Functions from 54% to 65%* by spring 2020, as measured by MAP for Primary Grades (Grades K-1) and MAP 2-5 (Grades 2-3).
  - *EBP:* Teach academic vocabulary in the context of other reading activities.
  - *Evidence Tier:* Tier 4 (Demonstrates a Rationale) This recommendation is from the *IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* (2016). For studies in Grades K-3, there were very few experimental studies of vocabulary instruction. There were two studies that found positive effects on vocabulary outcomes and meet WWC group design standards without reservations (Baker et al., 2013; Justice, Meier & Walpole, 2005), and three studies found no discernible effects on vocabulary outcomes (Duff et al., 2014; Simmons et al., 2007; Williams et al., 2009). However, for students above Grade 3, explicit vocabulary instruction has a stronger Tier 2 (Moderate) evidence-base according to the *IES Practice Guide: Adolescent Literacy: Effective Classroom and Intervention Practices* (2008) recommendation. There are six randomly controlled experiments that meet the criteria for high effect size and population size (Barron and Melnik, 1973; Baumann et al., 2002; Baumann et al., 2003; Bos and Anders, 1990; Brett et al., 1996; Lieberman, 1967). Additionally, there are three quasi experiments that meet the WWC criteria with reservations (Margosein et al., 1982; Nelson & Stage, 2007; Xin and Reith, 2001). Based on the sum evidence of all of these studies, and based on the significance of language comprehension in the Simple View of Reading, we contend that explicit vocabulary instruction is vital to the reading achievement of students in Grades K-3.
  - *Connection to Data Analysis:* MAP strand data demonstrated consistently low outcomes in vocabulary across Grades K-3, with approximately 50% of our students below the 40th percentile. Although our core curriculum includes evidence-based vocabulary instruction practices, these practices vary in implementation across grade levels and classes. The evidence-based practice of explicitly teaching vocabulary in the context of reading is the foundation of new guidelines for curriculum implementation and professional development planning to improve outcomes in vocabulary learning.
  - *Support for Special Populations:* Classroom-based support in teacher-led small group follow up lessons to whole group vocabulary in context lessons will be provided for all students in Grades K-3 who are below the 40th percentile in MAP Vocabulary strand, within the 90-minute core reading instructional block. Teachers will conduct ongoing student progress monitoring for analysis of student growth from the intervention and subsequent decision making about intervention modification/intensification as needed to ensure growth.

- **Goal 1C: Reading Comprehension:** Increase the percentage of K-3 students at or above the 40th percentile from 59% in Spring 2017 to 65%* by spring 2020, as measured by the Literature and Informational Text strand in MAP for Primary Grades (Grades K-1) and the Literature strand and Informational Text strand in MAP 2-5 (Grades 2-3).
  - *EBP:* Teach students how to use reading comprehension strategies.
  - *Evidence Tier:* Tier 1 (Strong) These recommendations are from the *IES Practice Guide: Improving Reading Comprehension in Kindergarten through 3rd Grade* (2010). There are multiple studies that meet WWC Evidence Standards without reservations which demonstrate that teaching reading comprehension strategies to primary grade students has positive effects on comprehension when measured by standardized tests and researcher-created measures (Center et al., 1999; Hansen, 1981; Morrow, Pressley & Smith, 1995; Paris, Cross & Lipson, 1984; Reutzel, Smith & Fawson, 2005). Across these studies, there were >350 student

participants in multiple sites, with 2 studies in urban settings (Center et al., 1999; Reutzel, Smith & Fawson, 2005).

- o *Connection to Data Analysis:* MAP strand data demonstrated a 10-20% increase in comprehension strands from Grade K to Grade 2, with a decrease of over 10% at Grade 3, as measured by percentage of students above the 40th percentile in literature and informational text. One difference between K-2 and Grade 3 is in the way the teachers use the core curriculum to teach comprehension, especially since the district-wide adoption of project-based learning. As a district, professional development on project-based learning has focused mostly on planning engaging and authentic projects and less so on planning systematic and explicit core academic instruction within a project. As a result, different buildings and teachers have implemented different approaches to comprehension instruction. Teachers in Grades K-2 teach reading comprehension through the core curriculum, which systematically and explicitly teaches reading comprehension strategies across the school year with a gradual release model. Teachers in Grade 3 have employed their own comprehension instructional lessons within authentic projects; specific comprehension instructional practices in projects vary from teacher to teacher and from project to project. The evidence-based practice of explicitly teaching reading comprehension strategies is the foundation of our new guidelines for curriculum implementation and professional development planning to improve outcomes in reading comprehension.
- o *Support for Special Populations:* Intervention time will be allocated for all students in Grades K-3 who are below target on the universal screener, in addition to the 90 minute core reading instructional block. Teachers will conduct ongoing student progress monitoring for analysis of student growth from the intervention and subsequent decision making about intervention modification/intensification as needed to ensure growth.
- **Goal 2: Increase the percentage of students meeting or exceeding the Ohio Sixth Grade proficiency standard from 40.7%in Spring 2017 to 65% by spring 2020.**
  - o *EBP:* Create the infrastructure to develop and support a Content-Area Reading Model.
  - o *Evidence Tier:* Tier 4 (Demonstrates a Rationale). District implementation infrastructure is based on District Capacity Assessment Technical Report (Russell, et al., 2016) and Implementation Research (Fixsen, et al., 2005) and Michigan's Integrated Behavior and Learning Support Initiative.
  - o *Connection to Data Analysis:* The data illustrate the need for a comprehensive Content-Area Reading model and approach to literacy instruction at Grades 4-6.
  - o *Support for Special Populations:* A well-developed and executed Content-Area Reading model will provide consistent instruction in literacy skills, establish a regular plan for monitoring student progress in reading achievement, and provide evidence-based interventions for all students not meeting established targets.
- **Goal 2A: Advanced Decoding:** Increase the percentage of students meeting or exceeding oral reading fluency targets in Grades 4-6 from 53%in Spring 2017 (DIBELS) to 80% by Spring 2020 as measured by *aimswebPlus* measures.
  - o *EBP:* Teach students to decode words, analyze word parts, write and recognize words (see Section 6 Goal 2A Action Plan Map).
  - o *Evidence Tier:* Tier 4 (Demonstrates a Rationale). Advanced decoding is recognized as a Big Idea in Reading for Grades 4-12, and although there is no mention of decoding in the IES Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices (2008), other practice and policy guides do consistently recommend advanced decoding and word analysis in secondary literacy instruction (e.g., Boardman, Roberts, Vaughn, Wexler, Murray & Kosanovich, 2008; Marchand-Martella, Martella, Modderman, Petersen, Pan & Spencer, 2013; National Institute for Literacy [NIFL], 2007). Specifically, decoding instruction should emphasize syllable patterns, morphology, and reading fluency (NIFL, 2007). In addition, we know there is Tier 1 evidence for decoding instruction in Grades K-3 (*IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade*, 2016). Most importantly, according to district data at Grade 4-6, advanced decoding is an area of need that directly impacts student achievement on fluency and comprehension measures. Based on the sum evidence of all of these sources, and based on the significance of language comprehension in the Simple View of Reading, we contend that explicit advanced decoding instruction is vital to the reading achievement of students in Grades 4-6.
  - o *Connection to Data Analysis:* The DIBELS data show low performance of students in Grade 4-6 with ORF, with an average of 31% of students across Grade 4-6 performing at or above target.

An outcome of low ORF is decreased level of reading comprehension for students, as evident in district student performance data on MAP and state assessments. For students with low ORF lack foundational skills needed to fluently read more complex text that they will encounter regularly in grade-level literary, informational, and content-specific text. This data is an indication of lack of implementation fidelity of fluency building practices within the Tier 1 core curriculum.

- o *Support for Special Populations:* Students in Grades 4-6 that perform below target, will be provided intensive, targeted, evidence-based instruction focused on decoding, phonemic awareness, and word analysis through the use of the REWARDS program. Intervention time will be allocated for all students in Grades 4-6 below target; a minimum of 30 minutes shall be allotted for intervention in addition to the 90 minute core reading instructional block. Teachers will conduct ongoing student progress monitoring for analysis of student growth from the intervention and subsequent decision making about intervention modification/intensification will occur as needed to ensure growth.

- **Goal 2B: Language Comprehension:** Increase the percentage of students in Grades 4-6 performing at or above the 40th percentile in the Vocabulary strand from 51% in Spring 2017 to 60%* by Spring 2020, as measured by MAP 2-5 or 6+ assessment.
    - o *EBP:* Explicitly teach vocabulary in the context of reading.
    - o *Evidence Tier:* ESSA Tier 2 (Moderate) This recommendation is from the *IES Practice Guide: Adolescent Literacy: Effective Classroom and Intervention Practices* (2008). There are six randomized controlled experimental studies and three well-designed quasi experiments that meet the criteria for effect size and population size (Barron & Melnik, 1973; Baumann et al., 2002; Baumann et al., 2003; Bos & Anders, 1990; Brett et al., 1996; Lieberman, 1967; Margosein et al., 1982; Nelson & Stage, 2007; Xin & Reith, 2001). Details of these studies were not published in the practice guide nor online, so we were not able to determine the precise setting or population in each study. However, the IES practice guide rated the evidence as 'Strong', which they defined as including "several welldesigned, randomized controlled trials or well-designed quasi experiments that generally meet the WWC standards and support the effectiveness of a program, practice, or approach, with no contradictory evidence of similar quality" (p. 2).
    - o *Connection to Data Analysis:* Over the course of FY16 and FY17, students demonstrated lowest achievement in the Vocabulary Acquisition and Use strand consistently across both years of data across Grade 4-6. For students in Grade 4-6, FY17 MAP performance data shows lower student achievement in vocabulary acquisition strand as compared to performance in Literature and informational Text strands by 4, 6, and 4% respectively, which is an indication that this is an area of greatest weakness for students.
    - o *Support for Special Populations:* Intervention time will be embedded in the 30minute small group core instructional period. Vocabulary Acquisition and Use intervention will be provided through scaffolded, small group, direct instruction within the core classroom. Teachers will conduct ongoing student progress monitoring for analysis of student application of vocabulary acquisition strategies as modeled and practiced during small group instruction.

- **Goal 2C: Reading Comprehension:** Increase the percentage of students in Grades 4-6 performing at or above the 40th percentile from 54% in Spring 2017 to 62%* by Spring 2020 as measured by an average of the Literature and Informational Text strands on MAP 2-5 or 6+ assessment.
    - o *EBP:* Provide direct and explicit comprehension strategy instruction.
    - o *Evidence Tier:* ESSA Tier 2 (Moderate) This recommendation is from the *IES Practice Guide: Adolescent Literacy : Effective Classroom and Intervention Practices* (2008). There are five experiments with positive effects referenced (Hansen & Pearson, 1983; Katims & Harris, 1997; Margosein et al., 1982; Peverly & Wood, 2001; Raphael & McKinney, 1983). None of these studies appear online in the searchable WWC system, so we were not able to determine the type of experiment conducted in each study nor the WWC rating. However, the IES practice guide rated the evidence as 'Strong', which they defined as including "several well-designed, randomized controlled trials or well-designed quasi experiments that generally meet the WWC standards and support the effectiveness of a program, practice, or approach, with no contradictory evidence of similar quality" (p. 2).
    - o *Connection to Data Analysis:* The state assessment data for Grade 4-6 shows low student performance as compared to their normed peers. An average of FY15, FY16, FY17 state

performance data indicates 41% of students are proficient or above. The MAP assessment data for FY15, FY16, and FY 17 is equally illustrative of low student achievement with an average of 38% of students at or above norm mean RIT as compared to national peers. These data are outcomes of low and inconsistent Tier 1 core curriculum implementation fidelity.

- o *Support for Special Populations:* Intervention time will be allocated for all students in Grades 4-6 below target, in addition to the 90-minute core reading instructional block. Students demonstrating low achievement on comprehension measures will be provided intervention through the use of the iLit program. Teachers will conduct ongoing student progress monitoring for analysis of student growth from the intervention and subsequent decision making about intervention modification/intensification will occur as needed to ensure growth.

- **Goal 3: Increase the percentage of students meeting or exceeding the Ohio Eighth Grade proficiency standard from 25% in Spring 2017 to 65% by spring 2020.**
  - o *EBP:* Create the infrastructure to develop and support a Content-Area Reading Model.
  - o *Evidence Tier:* Tier 4 (Demonstrates a Rationale). District implementation infrastructure is based on District Capacity Assessment Technical Report (Russell, et al., 2016) and Implementation Research (Fixsen, et al., 2005) and Michigan's Integrated Behavior and Learning Support Initiative.
  - o *Connection to Data Analysis:* The data illustrate the need for a comprehensive Content-Area Reading model and approach to literacy instruction at Grades 7-8. Older students in the district still have identified reading needs (e.g. the vocabulary acquisition strand on MAP). A Content-Area Reading model will provide strategies for all content teachers to support students in closing vocabulary and comprehension gaps and developing stronger overall reading skills.
  - o *Support for Special Populations:* A well-developed and executed Content-Area Reading model provides consistent Tier 1 instruction, which then provides a more accurate snapshot of the reading gaps for students in special populations.

- **Goal 3A: Advanced Decoding:** Increase the percentage of Grades 7-8 students meeting or exceeding targets for oral reading fluency from 65% in Spring 2017 (DIBELS) to 85% by spring 2020, as measured by *aimswebPlus.*
  - o *EBP:* Teach students to decode words, analyze word parts, write and recognize words (see Section 6 Goal 3A Action Plan Map).
  - o *Evidence Tier:* Tier 4 (Demonstrates a Rationale). Advanced decoding is recognized as a Big Idea in Reading for Grades 4-12, and although there is no mention of decoding in the IES Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices (2008), other practice and policy guides do consistently recommend advanced decoding and word analysis in secondary literacy instruction (e.g., Boardman, Roberts, Vaughn, Wexler, Murray & Kosanovich, 2008; Marchand-Martella, Martella, Modderman, Petersen, Pan & Spencer, 2013; National Institute for Literacy [NIFL], 2007). Specifically, decoding instruction should emphasize syllable patterns, morphology, and reading fluency (NIFL, 2007). In addition, we know there is Tier 1 evidence for decoding instruction in Grades K-3 (*IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade*, 2016). Most importantly, according to district data at Grade 4-6, advanced decoding is an area of need that directly impacts student achievement on fluency and comprehension measures. Based on the sum evidence of all of these sources, and based on the significance of language comprehension in the Simple View of Reading, we contend that explicit advanced decoding instruction is vital to the reading achievement of students in Grades 7-8.
  - o *Connection to Data Analysis:* The DIBELS data show low performance of students in Grade 6 with ORF, with an average of 65% of students performing at or above target. This indicates below grade level fluency thus students are behind when they enter 7th grade. An outcome of low ORF is decreased level of reading comprehension for students, this is supported by district low student performance data on MAP and state assessments. Students with low ORF lack foundational skills needed to fluently read more complex text that they will encounter regularly in grade level literary, informational, and content-specific text. This data is an indication of lack of implementation fidelity of fluency building practices within the Tier 1 core curriculum.
  - o *Support for Special Populations:* Students in Grades 7-8 that perform below target, will be provided intensive, targeted, evidence-based instruction focused on decoding, phonemic awareness, and word analysis through the use of the REWARDS program. Intervention time will be allocated for all students in Grades 7-8 below target, a minimum of 30 minutes shall be allotted for intervention in

addition to the core reading instructional block. Teachers will conduct ongoing student progress monitoring for analysis of student growth from the intervention and subsequent decision making will occur about intervention modification/intensification as needed to ensure growth.

- **Goal 3B: Language Comprehension:** Increase the percentage of Grades 7-8 students at or above the 40th percentile for Vocabulary Acquisition and Use at grades 7 and 8, from 47% in Spring 2017 to 55%* by spring 2020, as measured by MAP 6+.
    - *EBP:* Explicitly teach vocabulary in the context of reading.
    - *Evidence Tier:* ESSA Tier 2 (Moderate) This recommendation is from the *IES Practice Guide: Adolescent Literacy: Effective Classroom and Intervention Practices* (2008). There are six randomized controlled experimental studies and three well-designed quasi experiments that meet the criteria for effect size and population size (Barron & Melnik, 1973; Baumann et al., 2002; Baumann et al., 2003; Bos & Anders, 1990; Brett et al., 1996; Lieberman, 1967; Margosein et al., 1982; Nelson & Stage, 2007; Xin & Reith, 2001). Details of these studies were not published in the practice guide nor online, so we were not able to determine the precise setting or population in each study. However, the IES practice guide rated the evidence as 'Strong', which they defined as including "several welldesigned, randomized controlled trials or well-designed quasi experiments that generally meet the WWC standards and support the effectiveness of a program, practice, or approach, with no contradictory evidence of similar quality" (p. 2).
    - *Connection to Data Analysis:* Over the course of FY16 and FY17, students demonstrated low achievement in the Vocabulary Acquisition and Use strand in Grade 7-8 with an average of 51% of students performing below the 40th percentile. Vocabulary Acquisition and Use is weak across all Grade K-3 and 4-6 grade bands which means students entering 7th grade are behind where they should be in their approach to acquiring and applying new vocabulary making emphasis on this strand vital to Grade 7-8 student achievement.
    - *Support for Special Populations:* Intervention for students with complex needs will take place during 30-minute building-designated intervention period in a small group setting. Teachers will conduct ongoing student progress monitoring for analysis of student application of vocabulary acquisition strategies as modeled and practiced during small group instruction.
- **Goal 3C: Reading Comprehension:** Increase the percentage of Grades 7-8 students at or above the 40th percentile from 47% in Spring 2017 to 55%* by spring 2020, as measured by an average of the Literature strand and Informational Text strand in MAP 6+.
    - *EBP:* Provide direct and explicit comprehension strategy instruction.
    - *Evidence Tier:* ESSA Tier 2 (Moderate) This recommendation is from the *IES Practice Guide: Adolescent Literacy : Effective Classroom and Intervention Practices* (2008). There are five experiments with positive effects referenced (Hansen & Pearson, 1983; Katims & Harris, 1997; Margosein et al., 1982; Peverly & Wood, 2001; Raphael & McKinney, 1983). None of these studies appear online in the searchable WWC system, so we were not able to determine the type of experiment conducted in each study nor the WWC rating. However, the IES practice guide rated the evidence as 'Strong', which they defined as including "several well-designed, randomized controlled trials or well-designed quasi experiments that generally meet the WWC standards and support the effectiveness of a program, practice, or approach, with no contradictory evidence of similar quality" (p. 2).
    - *Connection to Data Analysis:* The state assessment data for Grade 7-8 shows low student performance as compared to their normed peers. An average of FY15, FY16, FY17 state performance data indicates 32.7% of students are proficient or above. The MAP assessment data for FY15, FY16, and FY 17 is equally illustrative of low student achievement with an average of 47% of students scoring at or above norm mean RIT in Literature and Informational Text strands. These data are outcomes of low and inconsistent Tier 1 core curriculum implementation fidelity.
    - *Support for Special Populations:* Students in Grades 7-8 that perform below target, in addition to the core reading instructional block, will be provided 45 minutes of intervention through the use of the iLit program. Teachers will conduct ongoing student progress monitoring for analysis of student growth from the intervention and subsequent decision making will occur about intervention modification/intensification as needed to ensure growth.

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

The LLP Leadership Team will provide support for the implementation of the evidence-based practices and interventions identified in the LLP. The R-TFIs given in multiple buildings in the district indicate a clear need for both district and building infrastructure support for reading instruction for students in the district. The success of this LLP (and the subsequent Striving Readers grant) is predicated on a strong district and building foundation to support all phases of effective literacy instruction.

In order to do that, the following will happen:
- **Adult Implementation/Monitoring:** The Department of Teaching and Learning will continue to track LETRS completion data and following up with building administrators to offer support individual teachers in completing the LETRS modules in a timely manner.
- **Adult Implementation/Monitoring:** Instructional coaches complete coaching cycles, using the Practices Assessment Tools, to identify instructional practices and/or teachers in need of more individualized support in classroom implementation.
- Buildings will have either a School-Wide Reading Model (K-3) and/or a Content-Area Reading Model (4-8).
- Buildings will have guidance in creating and establishing a building schedule that supports the literacy instructional minute minimums for each grade band.
- The Department of Teaching & Learning will provide an appropriate level of resource support for the reading plans, including identified professional development and job-embedded literacy coaching.
- Principals, through attention to an infrastructure (BLT-TBT) that supports strong instruction, will work collaboratively with teachers to track and monitor student reading progress in those identified areas (decoding; language comprehension; reading comprehension) on regular intervals (bi-weekly).

The district will ensure that the evidence-based practices and interventions identified in the LLP will be effective, show progress, and improve upon strategies the district has utilized during the prior two consecutive years in the following ways:
- Regular tracking and monitoring of the following student performance data (as detailed in Section 6) through DLT, BLT and TBT meetings:
  - using data from the district's new universal screener (*aimswebPlus*) and progress monitoring system;
  - data from the administration of NWEA's MAP; and
    - data from annual Ohio state assessments in English Language Arts at Grades 3-8.
- Continued alignment of improvement strategies and measures identified in the LLP to the district's CCIP. Fidelity of this will be measured through the annual administration of the R-TFI.

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

Local Literacy Plan for Professional Development
Goal 1: Grades K-3 Overall Student Performance Goal: Increase the percentage of students meeting or exceeding Ohio Third Grade proficiency standard from 40.7% in Spring 2017 to 65% by spring 2020 as measured by the Ohio State Assessment in English Language Arts.
Evidence-Based Practice or Intervention: ● District implementation infrastructure (Tier 4 Evidence) based on District Capacity Assessment Technical Report (Russell, et al., 2016); implementation research (Fixsen, et al., 2005); and Michigan's Integrated Behavior and Learning Support Initiative

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. Team leaders will access a series of professional learning sessions in how to lead grade level data analysis sessions (TBT meetings) that results in the development of grade level differentiated instructional plans (above level, on level, below level)	Four sessions throughout 2018-19	X	X	X	X	X	
2. Ongoing coaching for team leaders to support leadership in team meetings.	8/1/2018 - ongoing	X	X	X	X		
3. Guidance document to assist building principals with creating building schedules that allow for uninterrupted 90 minute reading block schedule	4/1/2018 - ongoing		X	X	X	X	

Resources Required	Outcomes/Evaluation
1. Professional learning materials for the PD series	1. Staff who attend the professional learning sessions will complete a self-assessment to rate their level of prior knowledge before the session and learning after the session.
2. Coaching time	1. Participation records 2. Coaching evaluation a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
3. Guidance document to assist building principals with creating building schedules that allow for uninterrupted 90minute reading block schedule	Principals will submit plans for building-wide schedules based upon the instructional minute requirements as outlined in the district's LLP for 90-minute reading instruction and 30-60-minute intervention.
4. Sub costs for teachers, team leaders, and BLT for PD	TBT completion documentation for all meetings. BLT to TBT feedback documentation. Documentation of DLT feedback and accountability checks for building implementation of the School-Wide Reading Model.

Local Literacy Plan for Professional Development							

Goal 1A Statement:

  a. **Decoding** (word level recognition): Goals below reference baseline data using DIBELS and target goals using *aimswebPlus:*

     i   Increase the percentage of students in Grades K-1 meeting or exceeding targets for phonemic awareness from 65% in Spring 2017 (DIBELS) to 80% by spring 2020, as measured by *aimswebPlus.*

     ii Increase the percentage of students in Grades K-1 meeting or exceeding targets for phonemic awareness from 65% in Spring

          1. 2017(DIBELS) to 80% by spring 2020, as measured by *aimswebPlus.*

     iii Increase the percentage of students in Grades K-2 meeting or exceeding targets for phonics and word recognition skills from 50% in Spring 2017(DIBELS) to 80% by spring 2020, as measured by *aimswebPlus.*

     iv Increase the percentage of Grade 1-3 students meeting or exceeding targets for oral reading accuracy and fluency from 46% in Spring 2017 (DIBELS) to 80% by spring 2020, as measured by *aimswebPlus.*

Evidence-Based Practice or Intervention:

Recommendation 2: Develop an awareness of the segments of sound in speech and how they link to letters.
  1. Teach students to recognize and manipulate segments of sound in speech.
  2. Teach students letter–sound relations.
  3. Use word-building and other activities to link students' knowledge of letter–sound relationships with phonemic awareness.

Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.
  ● Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation.
  ● Instruct students in common sound–spelling patterns.
  ● Teach students to recognize common word parts.
  ● Have students read decodable words in isolation and in text.

(IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade; 2016)

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data driven	Classroom-Focused
1. K-3 teachers will participate in Language Essentials for Teachers of Reading and Spelling (LETRS) professional development.	2 days in Spring or Summer 2018, and throughout 2018-19		X	X		X	
2. K-3 teachers will participate in *aimswebPlus* training	1 day in Spring or Summer 2018, and throughout 2018-19		X			X	

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data driven	Classroom-Focused
3. K-3 teachers will participate in professional development on how to implement the core phonemic awareness/ phonics curriculum with high fidelity, and with practices acquired from LETRS training	½ day in Spring or Summer 2018, before the beginning of school year; ½ day during October in-service day, plus ongoing sessions throughout 2018-19	X	X	X		X	
4. Teachers will receive ongoing coaching; coaches will provide modeling, coteaching, observations and reflections on fidelity tool with all teachers.	08/01/2018 - ongoing: all teachers receive at least 1 coaching cycle; teachers who do not meet fidelity targets will receive more coaching until they consistently reach targets	X	X	X	X	X	X
5. Intervention team will participate in professional development and ongoing coaching in implementing the intervention program for phonemic awareness and phonics and progress monitoring data collection and analysis.	10/01/2018 - ongoing: all intervention teachers receive at least 1 coaching cycle; teachers who do not meet fidelity targets will receive more coaching until they consistently reach targets	X	X	X	X	X	X

Resources Required	Outcomes/Evaluation

1. LETRS trainer and materials	1. Attendance lists/Completion data
	2. PD evaluation
	    a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	    b. Participants will rate the effectiveness of the presenter

2. aimswebPLus trainer and materials	1. Attendance lists/Completion data
	2. PD evaluation
	    a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	    b. Participants will rate the effectiveness of the presenter

3. Phonemic Awareness Curriculum materials and related professional learning materials	1. Attendance lists/Completion data
	2. PD evaluation
	    a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	    b. Participants will rate the effectiveness of the presenter

4. Intervention materials and related professional learning materials	1. Attendance lists/Completion data
	2. PD evaluation
	    a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	    b. Participants will rate the effectiveness of the presenter

5. Coaching time	1. Participation records
	2. Coaching evaluation
	    a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	    b. Participants will rate the effectiveness of the coach

6. Funds for subs or summer pay for training days; funds for trainings and coaches	Fidelity of implementation data will be compared to training and coaching effectiveness to determine if resources to support professional development are resulting in sustained implementation in practice.

Local Literacy Plan for Professional Development
Goal 1B Statement: b. **Language comprehension**: Increase the percentage of K-3 students at or above the 40th percentile for Vocabulary from 54% to 65%* by spring 2020, as measured by MAP for Primary Grades (Grades K-1) and MAP 2-5 (Grades 2-3).
Evidence-Based Practice or Intervention: **Language Comprehension** Recommendation 1.3: Teach Academic Vocabulary in the context of other reading activities. ● Develop a common set of vocabulary words, to be taught in small sets weekly. ● Teach these words, phrases, and grammatical rules explicitly. ● Encourage deeper understanding by providing extended opportunities for students to use and discuss the words. ● Ensure students encounter new academic vocabulary words or phrases in many different contexts throughout the day and year. *(IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade; 2016)*

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data driven	Classroom-Focused
1. K-3 teachers will participate in Language Essentials for Teachers of Reading and Spelling (LETRS) professional development.	2 days in Spring or Summer 2018, before the beginning of school year		X	X		X	
2. Teachers will participate in high-quality professional development on how to apply LETRS practices to teaching vocabulary with the core curriculum ReadyGEN Benchmark Vocabulary lessons, and how to assess vocabulary learning using the ReadyGEN Selections Tests.	½ day in Spring or Summer 2019, before the beginning of school year		X	X	X	X	
3. Teachers will receive ongoing coaching; coaches will provide modeling, coteaching, observations and reflections on fidelity tool with all teachers.	08/01/2019 - Ongoing: all teachers receive at least 1 coaching cycle; teachers who do not meet fidelity targets will	X	X	X	X	X	X
	receive more until they consistently reach targets						

Resources Required	Outcomes/Evaluation

1. LETRS trainer and materials	1. Attendance lists/Completion data
	2. PD evaluation
	    a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	    b. Participants will rate the effectiveness of the presenter

Resources Required	Outcomes/Evaluation

2. ReadyGEN Benchmark Vocabulary materials, Selections Tests, and related professional learning materials	1. Attendance lists/Completion data
	2. PD evaluation
	    a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	    b. Participants will rate the effectiveness of the presenter

3. Coaching time	1. Participation records
	2. Coaching evaluation
	    a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	    b. Participants will rate the effectiveness of the coach

4. Funds for subs or summer pay for training days; funds for trainings and coaches	Fidelity of implementation data will be compared to training and coaching effectiveness to determine if resources to support professional development is resulting in sustained implementation in practice.

Local Literacy Plan for Professional Development
Goal 1C Statement: c. **Reading comprehension**: Increase the percentage of K-3 students at or above the 40th percentile from 59% in Spring 2017 to 65%* by spring 2020, as measured by the Literature and Informational Text strand in MAP for Primary Grades (Grades K-1) and an average of the Literature strand and Informational Text strand in MAP 2-5 (Grades 2-3).
Evidence-Based Practice or Intervention: **Reading Comprehension** Recommendation 1: Teach students how to use reading comprehension strategies. ● Teach students how to use several research-based reading comprehension strategies. ● Teach reading comprehension strategies individually or in combination. ● Teach reading comprehension strategies by using a gradual release of responsibility. *(IES Practice Guide: Improving Reading Comprehension in Kindergarten Through 3rd Grade; 2010)*

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Datadriven	Classroom-Focused
1. K-3 teachers will participate in Language Essentials for Teachers of Reading and Spelling (LETRS) professional development.	2 days in Spring or Summer 2018, before the beginning of school year and throughout the school year	X	X	X		X	X

PD Description	Begin/End Dates	Sustained	Intensive	Collabora tive	Job-Embedde d	Datadrive n	Classroo m-Focused
2. Teachers will participate in high-quality professional development on how to assess comprehension strategy use using coach created strategy-specific tests.	½ day in Spring or Summer 2019, and throughout the school year	X	X	X	X	X	X
3. K-3 teachers will participate in professional development on how to implement the core curriculum with high fidelity, and with practices acquired from LETRS training, including: teaching reading comprehension strategies with the core curriculum ReadyGEN Whole Group Reading lessons, and providing in-class reading comprehension intervention support for students identified by comprehension data	1 day in Spring 2019; ½ day during October in-service day; and throughout the school year	X	X	X		X	X
4. Teachers will receive ongoing coaching; coaches will provide modeling, coteaching, observations and reflections on fidelity tool with all teachers.	03/01/2019 - ongoing: all teachers receive at least 1 coaching cycle; teachers who do not meet fidelity targets will receive more coaching until they consistently reach targets	X	X	X	X	X	X

Resources Required	Outcomes/Evaluation

1. LETRS trainer and materials	1. Attendance lists/Completion data
	2. PD evaluation
	    a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	    b. Participants will rate the effectiveness of the presenter

Resources Required	Outcomes/Evaluation

2. Coach-created comprehension assessment materials and related professional learning materials	1. Attendance lists/Completion data
	2. PD evaluation
	   a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	   b. Participants will rate the effectiveness of the presenter

3. ReadyGEN materials and related professional learning materials (guidance document for implementation)	1. Attendance lists/Completion data
	2. PD evaluation
	   a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	   b. Participants will rate the effectiveness of the presenter

4. ReadyUp! Intervention materials and related professional learning materials	1. Attendance lists/Completion data
	2. PD evaluation
	   a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	   b. Participants will rate the effectiveness of the presenter

5. Coaching time	1. Participation records
	2. Coaching evaluation
	   a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	   b. Participants will rate the effectiveness of the coach

6. Funds for subs or summer pay for training days; funds for trainings and coaches	Fidelity of implementation data will be compared to training and coaching effectiveness to determine if resources to support professional development is resulting in sustained implementation in practice.

Local Literacy Plan for Professional Development
Goal 2: Grades 4-6 Overall Student Performance Goal: Increase the percentage of students meeting or exceeding Ohio grade level proficiency standards from 45% in Spring 2017 to 65% by spring 2020 as measured by the Ohio State Assessment in English Language Arts.
Evidence-Based Practice or Intervention: ● District implementation infrastructure (Tier 4 Evidence) based on District Capacity Assessment Technical Report (Russell, et al., 2016) and Implementation Research   (Fixsen, et al., 2005) and Michigan's Integrated Behavior and Learning Support Initiative

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. Team leaders will access a series of professional learning sessions in how to lead grade-level data analysis sessions (TBT meetings) that results in the development of grade-level differentiated instructional plans (above level, on level, below level).	Four sessions beginning in fall 2018 and continuing throughout the year	X	X	X	X	X	
2. Ongoing coaching for team leaders to support leadership in team meetings.	8/1/2018 - ongoing	X	X	X	X		
3. Professional learning to assist building principals with creating building schedules that allow for uninterrupted 90minute reading block schedule	4/1/2018 - ongoing		X	X	X	X	

Resources Required	Outcomes/Evaluation
1. Professional learning materials for each session.	Staff who attend the professional learning sessions will complete a self assessment to rate their level of prior knowledge before the session and learning after the session.
2. Coaching time	1. Participation records 2. Coaching evaluation a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
3. Professional learning materials	Principals will submit plans for building-wide schedules based upon the instructional minute requirements as outlined in the district's LLP for 90-
to assist building principals with creating building schedules that allow for uninterrupted 90minute reading block schedule	minute reading instruction and 30-60-minute intervention.
4. Sub costs for teachers, team leaders, and BLT for PD	TBT completion documentation for all meetings. BLT to TBT feedback documentation. Documentation of DLT feedback and accountability checks for building implementation of the School-Wide Reading Model.

Local Literacy Plan for Professional Development

Goal 2A: Advanced Decoding (word level recognition) Goals below reference baseline data using DIBELS and goals using aimswebPlus.): Increase the percentage of students meeting or exceeding oral reading fluency targets in Grades 4-6 from 53in Spring 2017 (DIBELS) to 80% by Spring 2020 as measured by *aimswebPlus* measures.

Evidence-Based Practice or Intervention: Advanced decoding is recognized as a Big Idea in Reading for Grades 4-12. However, it is not mentioned as such in the IES Adolescent Literacy Practice Guide. It is however addressed in the National Institute for Literacy policy recommendations and the K-3 IES Practice Guide as identified below.

Adolescents with decoding difficulties need more intensive practice and instructional time to develop their reading skills more thoroughly. Specifically, decoding instruction should emphasize syllable patterns, morphology, and reading fluency:

- Use Direct, Explicit, and Systematic Instruction to Teach Phonemic Awareness and Phonics Skills
- Providing Instruction in Phonics Strategies to Helps Students Articulate and Identify Multi-syllabic Words
- Provide Extra Time for Phonemic Awareness and Phonics Instruction and Opportunities for Students to Practice Using New Skills When Reading
- Teach Different Morpheme Patterns
- Use Speed Drills to Develop Automatic Recognition of Syllables and Morphemes
- Teach Students the Different Syllable Types
- Teach the Meanings of Morphemes within the Context of a Sentence
- Provide Models of Fluent Reading
- Engage Students in Repeated Oral Reading of Texts
- Engage Students in Guided Oral Reading
- Engage Students in Partner Reading

(National Institute for Literacy: What Content Area Teachers Should Know About Adolescent Literacy; 2007)

Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.
- Instruct students in common sound–spelling patterns.
- Teach students to recognize common word parts.
- Have students read decodable words in isolation and in text.
- Teach regular and irregular high-frequency words so that students can recognize them efficiently.
- Introduce non-decodable words that are essential to the meaning of the text as whole words.
- Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.

(IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade; 2016)

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data Driven	Classroom-Focused
1. Grades 4-6 teachers will participate in Language Essentials for Teachers of Reading and Spelling (LETRS) professional development.	2 days in Spring or Summer 2018, and throughout 2018-19		X	X		X	
2. Grades 4-6 teachers will	1 day in Spring or Summer 2018,		X			X	

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data Driven	Classroom-Focused
participate in *aimswebPlus* training	and throughout 2018-19						
3. Grades 4-6 teachers will participate in professional development on how to implement the core word analysis curriculum with high fidelity, and with phonemic awareness and decoding practices acquired from LETRS training	½ day in Spring or Summer 2018, before beginning of school year; ½ day during October in-service day, and throughout 2018-19	X	X	X		X	
4. Teachers will receive ongoing coaching; coaches will provide modeling, coteaching, observations and reflections on fidelity tool with all teachers.	Ongoing: all teachers receive at least 1 coaching cycle; teachers who do not meet fidelity targets will receive more until they consistent ly reach targets	X	X	X	X	X	X
5. Intervention team will participate in professional development and ongoing coaching in implementing the intervention program for phonics and fluency and will collect and analyze progress monitoring data.	10/01/2018 - ongoing: all intervention teachers receive at least 1 coaching cycle; teachers who do not meet fidelity targets will receive more coaching until they consistently reach targets	X	X	X	X	X	X

Resources Required	Outcomes/Evaluation

1. LETRS trainer and materials	1. Attendance lists/Completion data
	2. PD evaluation
	   a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	   b. Participants will rate the effectiveness of the presenter

2. *aimswebPLus* trainer and materials	1. Attendance lists/Completion data
	2. PD evaluation
	   a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	   b. Participants will rate the effectiveness of the presenter

3. Core curriculum word analysis materials and related professional learning materials	1. Attendance lists/Completion data
	2. PD evaluation
	   a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	   b. Participants will rate the effectiveness of the presenter

4. Intervention materials and related professional learning materials	1. Attendance lists/Completion data
	2. PD evaluation
	   a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	   b. Participants will rate the effectiveness of the presenter.

5. Coaching time	1. Participation records
	2. Coaching evaluation
	   a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	   b. Participants will rate the effectiveness of the coach

6. Funds for subs or summer pay for training days; funds for trainings and coaches	Fidelity of implementation data will be compared to training and coaching effectiveness to determine if resources to support professional development are resulting in sustained implementation in practice.

Local Literacy Plan for Professional Development							

Goal 2B Statement:

      b. **Language comprehension**: Increase the percentage of students in Grades 46 performing at or above 40th percentile in the Vocabulary strand from 51% in Spring 2017 to 60%* by Spring 2020, as measured by MAP 2-5 or 6+ assessment.

Evidence-Based Practice or Intervention:

Language Comprehension

Recommendation 1: Provide Explicit Vocabulary Instruction

1. Dedicate a portion of regular classroom lessons to explicit vocabulary instruction.
2. Provide repeated exposure to new words in multiple contexts, and allow sufficient practice sessions in vocabulary instruction.
3. Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading.
4. Provide students with strategies to make them independent vocabulary learners.

(*IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices*, *2008*)

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Datadriven	Classroom-Focused
1. Grade 4-6 ELA teachers will participate in Language Essentials for Teachers of Reading and Spelling (LETRS) professional development.	2 days in Spring or Summer 2018, and throughout 2018-19		X	X		X	
2. Teachers will participate in high-quality professional development on how to apply LETRS practices to teaching vocabulary with the core curriculum ReadyGEN Benchmark Vocabulary lessons, and how to assess vocabulary learning using the ReadyGEN Selections Tests.	½ day in Spring or Summer 2019, and throughout 2018-19		X	X	X	X	
3. Teachers will receive ongoing coaching; coaches will provide modeling, coteaching, observations and reflections on fidelity tool with all teachers.	08/01/2019 - Ongoing: all teachers receive at least 1 coaching cycle; teachers who do not meet fidelity targets will receive more until they consistently reach targets	X	X	X	X	X	X

Resources Required	Outcomes/Evaluation

1. LETRS trainer and materials	1. Attendance lists/Completion data
	2. PD evaluation
	    a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	    b. Participants will rate the effectiveness of the presenter

2. ReadyGEN Benchmark Vocabulary materials, Selections Tests, and related professional learning materials	1. Attendance lists/Completion data
	2. PD evaluation
	    a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	    b. Participants will rate the effectiveness of the presenter

3. Coaching time	1. Participation records
	2. Coaching evaluation
	    a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	    b. Participants will rate the effectiveness of the coach

4. Funds for subs or summer pay for training	Fidelity of implementation data will be compared to training and coaching effectiveness to determine if resources to support
days; funds for trainings and coaches	professional development is resulting in sustained implementation in practice.

Local Literacy Plan for Professional Development
Goal 2C Statement: c. **Reading comprehension**: Increase the percentage of students in Grades 4-6 performing at or above the 40th percentile from 54% in Spring 2017 to 62% by Spring 2020 as measured by an average of the Literature and Informational Text strands on MAP 2-5 or 6+ assessment.

Evidence-Based Practice or Intervention:
 	
Reading Comprehension
Recommendation 2: Provide direct and explicit comprehension strategy instruction:
    1. Select carefully the text to use when beginning to teach a given strategy.
    2. Show students how to apply the strategies they are learning to different texts.
    3. Make sure that the text is appropriate for the reading level of students.
    4. Use a direct and explicit instruction lesson plan for teaching students how to use comprehension strategies.
    5. Provide the appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning.
    6. Talk about comprehension strategies while teaching them.
(***IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, 2008***)

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Datadriven	Classroom-Focus ed
1. Grade 4-6 teachers will participate in Language Essentials for Teachers of Reading and Spelling (LETRS) professional development.	2 days in Spring or Summer 2018, and throughout 2018-19		X	X		X	
2. Grade 4-6 teachers will participate in high-quality professional development on how to assess comprehension strategy using coach-created strategy-specific tests.	½ day in Spring or Summer 2019, and throughout 2018-19		X	X	X	X	
3. Grade 4-6 ELA teachers will participate in professional development on how to implement the core curriculum with high fidelity, and with practices acquired from LETRS training, including: teaching reading comprehension strategies with the core curriculum ReadyGEN Whole Group Reading lessons, and providing inclass reading comprehension intervention support for students identified by comprehension data	1 day in Spring 2019; ½ day during October inservice day, and throughout 2018-19	X	X	X		X	
4. Grade 4-6 ELA/SS teachers and intervention specialists will receive ongoing, high-quality professional development on analyzing assessment data and subsequent planning of differentiated instruction.	1 session at fall MAP & *aimswebPlus* benchmark, at least 1 more session at MAP & *aimswebPlus* winter benchmark	X	X	X		X	X

5. Grade 4-6 intervention teachers will participate in professional development on how to implement the intervention model to provide effective reading comprehension intervention support for students identified by MAP 2-5 Reading and *aimswebPlus* comprehension strategy data.	1 day in Spring 2019; ½ day during October inservice day, and throughout 2018-19	X	X	X	X	X	
6. Teachers will receive ongoing coaching; coaches will provide modeling, coteaching, observations and reflections on fidelity tool with all teachers.	03/01/2019 - ongoing: all teachers receive at least 1 coaching cycle; teachers who do not meet fidelity targets will receive more coaching until they consistently reach targets	X	X	X	X	X	X

Resources Required	Outcomes/Evaluation

1. LETRS trainer and materials	1. Attendance lists/Completion data
	2. PD evaluation
	    a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	    b. Participants will rate the effectiveness of the presenter

2. Coach-created comprehension assessment materials and related professional learning materials	1. Attendance lists/Completion data
	2. PD evaluation
	    a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	    b. Participants will rate the effectiveness of the presenter

3. ReadyGEN materials and related professional learning materials (guidance document for implementation)	1. Attendance lists/Completion data
	2. PD evaluation
	    a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	    b. Participants will rate the effectiveness of the presenter

4. ReadyUp! Intervention and iLit intervention materials and related professional learning materials	1. Attendance lists/Completion data
	2. PD evaluation
	    a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	    b. Participants will rate the effectiveness of the presenter

Resources Required	Outcomes/Evaluation
5. Coaching time	1. Participation records 2. Coaching evaluation a. Participants will be asked to self-assess their
	level of knowledge prior to the learning and again after the learning. b. Participants will rate the effectiveness of the coach
6. Funds for subs or summer pay for training days; funds for trainings and coaches	Fidelity of implementation data will be compared to training and coaching effectiveness to determine if resources to support professional development is resulting in sustained implementation in practice.

Local Literacy Plan for Professional Development

Overall Student Performance Goal 3: Increase the percentage of Grade 7 and 8 students meeting or exceeding Ohio Eighth Grade proficiency standard from 25% in Spring 2017 to
50% by spring 2020 as measured by the Ohio State Assessment in English Language Arts.

Evidence-Based Practice or Intervention:
● District implementation infrastructure (Tier 4 Evidence) based on District Capacity Assessment Technical Report
    (Russell, et al., 2016) and Implementation Research
    (Fixsen, et al., 2005) and Michigan's Integrated Behavior and Learning Support Initiative

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. Team leaders will access a series of professional learning sessions in how to lead grade-level data analysis sessions (TBT meetings) resulting in the development of grade-level differentiated instructional plans (above level, on level, below level).	Four sessions throughout 2018-19	X	X	X	X	X	
2. Ongoing coaching for team leaders to support leadership in team meetings.	8/1/2018 - ongoing	X	X	X	X		
3. Professional learning to assist building principals with creating building schedules that allow for a core reading instructional block	4/1/2018 - ongoing		X	X	X	X	

Resources Required	Outcomes/Evaluation
1. Professional learning materials for the PD sessions	Staff who attend the professional learning sessions will complete a self-assessment to rate their level of prior knowledge before the session and learning after the session.
2. Coaching time	1. Participation records 2. Coaching evaluation a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
3. Professional learning materials to assist building principals with creating building schedules that allow for a core reading instructional block	Principals will submit plans for building-wide schedules based upon the instructional minute requirements as outlined in the district's LLP for the core reading instructional block and 30-60 minutes of intervention.
4. Sub costs for teachers, team leaders, and BLT for PD	TBT completion documentation for all meetings. BLT to TBT feedback documentation. Documentation of DLT feedback and accountability checks for building implementation of the School-Wide Reading Model.

Local Literacy Plan for Professional Development
Goal 3A Statement: a. **Advanced Decoding** (word level recognition) Goals below reference baseline data using DIBELS and target goals using *aimswebPlus*: Increase the percentage of Grade 7-8 students meeting or exceeding targets for oral reading fluency from 65% in Spring 2017 (DIBELS) to 85% by spring 2020, as measured by *aimswebPlus*.

Evidence-Based Practice or Intervention:
 	
There is no mention of advanced decoding (word level recognition) in the *IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, 2008.* However, more recent policy guides DO recommend advanced decoding/word analysis for upper grades, and there are many studies of decoding and fluency interventions for struggling readers and/or *students with reading disabilities* in the upper grades.
 	
Adolescents with decoding difficulties need more intensive practice and instructional time to develop their reading skills more thoroughly. Specifically, decoding instruction should emphasize syllable patterns, morphology, and reading fluency:
    ● Use Direct, Explicit, and Systematic Instruction to Teach Phonemic Awareness and Phonics Skills
    ● Provide Instruction in Phonics Strategies to Helps Students Articulate and Identify Multi-syllabic Words
    ● Provide Extra Time for Phonemic Awareness and Phonics Instruction and Opportunities for Students to Practice Using New Skills When Reading
    ● Teach Different Morpheme Patterns
    ● Use Speed Drills to Develop Automatic Recognition of Syllables and Morphemes
    ● Teach Students the Different Syllable Types
    ● Teach the Meanings of Morphemes within the Context of a Sentence
    ● Provide Models of Fluent Reading
    ● Engage Students in Repeated Oral Reading of Texts

- Engage Students in Guided Oral Reading
- Engage Students in Partner Reading

(National Institute for Literacy: What Content Area Teachers Should Know About Adolescent Literacy; 2007)

Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.
- Instruct students in common sound–spelling patterns.
- Teach students to recognize common word parts.
- Have students read decodable words in isolation and in text.
- Teach regular and irregular high-frequency words so that students can recognize them efficiently. Introduce non-decodable words that are essential to the meaning of the text as whole words.
- Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.
- *(IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade; 2016)*

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Datadriven	Classroom-Focused
1. Grade 7-8 ELA/SS teachers and intervention specialists will participate in Language Essentials for Teachers of Reading and Spelling (LETRS) professional development.	2 days in Spring or Summer 2018, and throughout 2018-19	X	X	X		X	
2. Grade 7-8 ELA/SS teachers and intervention specialists will participate in *aimswebPlus* training.	1 day in Spring or Summer 2018, and throughout 2018-19	X	X			X	
3. Grade 7-8 ELA/SS teachers and intervention specialists will participate in professional development on how to implement the core word analysis and fluency curriculum with high fidelity, and with phonemic awareness and	½ day in Spring or Summer 2018, before the beginning of school year; ½ day during October inservice day, and throughout 2018-19	X	X	X		X	

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Datadriven	Classroom-Focused
decoding practices acquired from LETRS training.							
4. Teachers will receive ongoing coaching; coaches will provide modeling, co-teaching, observations and reflections on fidelity tool with all teachers.	08/01/2018 - ongoing: all teachers receive at least 1 coaching cycle; teachers who do not meet fidelity targets will receive more coaching until they consistently reach targets	X	X	X	X	X	X
5. Intervention team will participate in professional development and ongoing coaching in implementing the intervention program for phonics and fluency, and will collect and analyze progress monitoring data.	10/01/2018 - ongoing: all intervention teachers receive at least 1 coaching cycle; teachers who do not meet fidelity targets will receive more coaching until they consistently reach targets	X	X	X	X	X	X

Resources Required	Outcomes/Evaluation

1. LETRS trainer and materials	1. Attendance lists/Completion data
	2. PD evaluation
	    a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	    b. Participants will rate the effectiveness of the presenter

2. *aimswebPLus* trainer and materials	1. Attendance lists/Completion data
	2. PD evaluation
	    a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	    b. Participants will rate the effectiveness of the presenter

3. Core curriculum materials and related professional learning materials	1. Attendance lists/Completion data
	 2. PD evaluation
	    a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	    b. Participants will rate the effectiveness of the presenter

4. Intervention materials and related professional learning materials	1. Attendance lists/Completion data
	 2. PD evaluation
	    a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	    b. Participants will rate the effectiveness of the presenter

5. Coaching time	1. Participation records
	 2. Coaching evaluation
	    a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	    b. Participants will rate the effectiveness of the coach

6. Funds for subs or summer pay for training days; funds for trainings and coaches	Fidelity of implementation data will be compared to training and coaching effectiveness to determine if resources to support professional development are resulting in sustained implementation in practice.

Local Literacy Plan for Professional Development
Goal 3B Statement: b. **Language comprehension**: Increase the percentage of Grades 7-8 students at or above the 40th percentile for Vocabulary Acquisition and Use at Grades 7 and 8, from 47% in Spring 2017 to 55%* by spring 2020, as measured by MAP 6+.

Evidence-Based Practice or Intervention:
 	
 Language Comprehension
 Recommendation 1: Provide Explicit Vocabulary Instruction
    1. Dedicate a portion of regular classroom lessons to explicit vocabulary instruction.
    2. Provide repeated exposure to new words in multiple contexts, and allow sufficient practice sessions in vocabulary instruction.
    3. Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading.
    4. Provide students with strategies to make them independent vocabulary learners.
 (*IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, 2008*)

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data driven	Classroom-Focused
1. Grade 7-8 ELA/SS teachers and intervention specialists will participate in Language Essentials for Teachers of Reading and Spelling (LETRS) professional development.	2 days in Spring or Summer 2018, and throughout 2018-19		X	X		X	
2. Grade 7-8 ELA/SS teachers and intervention specialists will participate in high-quality professional development on how to apply LETRS practices to teaching vocabulary within the core curriculum vocabulary lessons.	½ day in Spring or Summer 2019, and throughout 2018-19		X	X	X	X	
3. Grade 7-8 ELA/SS teachers and intervention specialists will receive ongoing coaching; coaches will provide modeling, coteaching, observations and reflections on fidelity tool with all teachers.	08/01/2019 - Ongoing: all teachers receive at least 1 coaching cycle; teachers who do not meet fidelity targets will receive more until they consistently reach targets	X	X	X	X	X	X

Resources Required	Outcomes/Evaluation

1. LETRS trainer and materials	1.Attendance lists/Completion data
	2. PD evaluation
	    a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	    b. Participants will rate the effectiveness of the presenter

2. Core curriculum vocabulary instructional and assessment materials, as well as related professional learning materials.	1. Attendance lists/Completion data
	2. PD evaluation
	    a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	    b. Participants will rate the effectiveness of the presenter

3. Coaching time	1. Participation records
	2. Coaching evaluation
	    a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	    b. Participants will rate the effectiveness of the coach

4. Funds for subs or summer pay for training days; funds for trainings and coaches	Fidelity of implementation data will be compared to training and coaching effectiveness to determine if resources to support professional development are resulting in sustained implementation in practice.

Local Literacy Plan for Professional Development

Goal 3C Statement:

  c. **Reading comprehension**: Increase the percentage of Grades 7-8 students at or above the 40th percentile from 47% in Spring 2017 to 55%* by spring 2020, as measured by an average of the Literature strand and Informational Text strand in MAP 6+.

Evidence-Based Practice or Intervention:

Reading Comprehension
Recommendation 2: Provide direct and explicit comprehension strategy instruction:
1. Select carefully the text to use when beginning to teach a given strategy.
2. Show students how to apply the strategies they are learning to different texts.
3. Make sure that the text is appropriate for the reading level of students.
4. Use a direct and explicit instruction lesson plan for teaching students how to use comprehension strategies.
5. Provide the appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning.
6. Talk about comprehension strategies while teaching them.
(***IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, 2008***)

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data driven	Classroom-Focused
1. Grade 7-8 ELA/SS teachers and intervention specialists will participate in Language Essentials for Teachers of Reading and Spelling (LETRS) professional development.	2 days in Spring or Summer 2018, and throughout 2018-19		X	X		X	
2. Grade 7-8 ELA/SS teachers and intervention specialists will participate in high-quality professional development on how to assess comprehension strategy use using coach created strategy-specific tests.	½ day in Spring or Summer 2019, and throughout 2018-19		X	X	X	X	
3. Grade 7-8 ELA/SS teachers and intervention specialists will participate in professional development on how to implement the core curriculum with high fidelity, and with practices acquired from LETRS training, including: teaching reading comprehension strategies with core literature and providing inclass reading comprehension intervention support for students by comprehension data.	June 2018ongoing	X	X		X		X
4. Grade 7-8 ELA/SS teachers and intervention specialists will receive ongoing, high-quality professional development on analyzing assessment data and subsequent planning of differentiated instruction.	1 session at fall MAP & Aimsweb benchmark, at least 1 more session at MAP & Aimsweb winter benchmark	X	X	X		X	X

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data driven	Classroom-Focused
5. Grade 7-8 ELA/SS teachers and intervention specialists will participate in professional development on how to implement the intervention model to provide effective reading comprehension intervention support for students identified by MAP 6+ Reading and *aimswebPlus* comprehension strategy data.	1 day in Spring 2019; ½ day during October inservice day, and throughout 2018-19	X	X	X	X	X	
6. Teachers will receive ongoing coaching; coaches will provide modeling, coteaching, observations and reflections on fidelity tool with all teachers.	03/01/2019 - ongoing: all teachers receive at least 1 coaching cycle; teachers who do not meet fidelity targets will receive more coaching until they consistently reach targets	X	X	X	X	X	X

Resources Required	Outcomes/Evaluation

1. LETRS trainer and materials	1. Attendance lists/Completion data
	2. PD evaluation
	   a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	   b. Participants will rate the effectiveness of the presenter

2. Coach-created comprehension assessment materials and related professional learning materials	1. Attendance lists/Completion data
	2. PD evaluation
	   a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	   b. Participants will rate the effectiveness of the presenter

3. Core curriculum materials and related professional learning materials (guidance document for implementation)	1. Attendance lists/Completion data
	2. PD evaluation
	   a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	   b. Participants will rate the effectiveness of the presenter

4. Comprehension intervention materials and related professional learning materials	1. Attendance lists/Completion data
	2. PD evaluation
	   a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning.
	   b. Participants will rate the effectiveness of the presenter

5. Coaching time	1. Participation records 2. Coaching evaluation

Resources Required	Outcomes/Evaluation
	a. Participants will be asked to self-assess their level of knowledge prior to the learning and again after the learning. b. Participants will rate the effectiveness of the coach
6. Funds for subs or summer pay for training days; funds for trainings and coaches	Fidelity of implementation data will be compared to training and coaching effectiveness to determine if resources to support professional development are resulting in sustained implementation in practice.

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.

Sustained: Taking place over an extended period; longer than one day or a one-time workshop.

- Building leader support - Professional learning sessions and Teaching and Learning support for implementation of building schedules that support School-Wide Reading Model.
- Team leader support - Professional learning sessions review guidelines for leading constructive productive team meetings, and ongoing coaching supports long-term implementation of learning in practice.
- LETRS - Professional learning sessions occur across multiple sessions per year, for two school years. Ongoing coaching supports long-term implementation of learning in practice.
- *aimswebPlus* - Professional learning sessions occur and ongoing coaching supports the long-term implementation of learning in data analysis to plan instruction.
- Curriculum implementation - Professional learning sessions review guidelines for curriculum implementation with evidence-based practices and ongoing coaching supports long-term implementation of learning in practice.
- Intervention - Professional learning sessions review guidelines for curriculum implementation with evidence-based practices and ongoing coaching supports implementation in practice.

Intensive: Focused on a discrete concept, practice or program.

- All professional learning is focused on evidence-based practices that support instruction and intervention based on the Simple View of Reading:
  - Decoding - explicit, systematic, sequential phonemic awareness, phonics, and word recognition instruction.
  - Language comprehension - explicit vocabulary instruction.
  - Reading comprehension - explicit comprehension strategy instruction.

Collaborative: 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.

Team leaders, teachers, BLT, administrators, and coaches will work together to develop and implement the School-Wide Reading Model including:

- Designing building schedules with a core reading block and additional intervention time.
- Analyzing data and planning instruction from analysis.
- Implementing curriculum with evidence-based practices.
- Implementing interventions with evidence-based practices.

Job-Embedded: 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.

- All professional learning is focused on the regular work of teachers (assessment, instructional planning, and instruction), and thus can be immediately implemented in practice.

- The district coaches and/or the state support team and/or district administrators will be on-site regularly to ensure building administration, team leaders, and teachers are wellsupported to be able to apply the learning from the professional development session.

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.
Data-Driven: Based upon and responsive to real-time information about the needs of participants and their students. The following data sources drive our decision-making in implementing the aspects of the School-Wide Reading Model: ● R-TFI - informs implementation of and supports for the School-Wide Reading Model. ● Professional learning session pre-survey data and evaluation data - informs planning professional learning sessions. ● Coach evaluation/feedback - to inform refinement of coaching. ● Fidelity checks of curriculum implementation with evidence-based practices - informs planning of professional learning sessions and coaching. Student learning - *aimswebPlus*, MAP, and classroom-based assessments to evaluate the effectiveness of instruction and progress toward the end goal of improved student performance.
Instructionally-Focused: Related to the practices taking place in the learning environment during the teaching process. ● All professional learning supports the regular work of teachers (assessment, instructional planning, and instruction). ● Teachers will participate in real-time coaching cycles that include: observing live, classroom-based instructional models from coaches, coaches observing baseline implementation of instructional practices, co-planning and co-teaching real lessons with real students, teachers teaching their own students with real-time feedback, and co-reflection with coaches after coaching sessions.

Acronyms	
BLT	Building Leadership Team
CCIP	Continuous Comprehensive Improvement Plan
DLT	District Leadership Team
EBP	Evidence-Based Practice
ELA	English Language Arts
EL	English Learner
ESL	English As a Second Language
iLit	Inspire Literacy
LLP	Local Literacy Plan
MAP	NWEA's Measures of Academic Progress
MTSS	Multi-Tiered Systems of Support
NIFL	National Institute for Literacy
ORF	Oral Reading Fluency
R-TFI	Reading Tiered Fidelity inventory
TBT	Teacher-Based Team