



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

April 29, 2020

Dear Superintendent,

Thank you for submitting the Youngstown City School District 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 feedback on the district's submitted Reading Achievement Plan below.

Strengths of the Reading Achievement Plan:

- The plan includes professional learning for administrators in language and literacy development and instruction and onboarding supports for new teachers and long-term substitutes.
- The district selected curricular tools and professional learning based on the needs of their students, reading research and alignment to the full breadth of Ohio's Learning Standards.
- The district is implementing an integrated model of academic and behavioral supports.

This plan will benefit from:

- Including family engagement opportunities and support for literacy engagement at home.
- Including protocols to be followed if learners are not progressing toward learner performance goals.

In January 2020, the Department published the revised version of [Ohio's Plan to Raise Literacy Achievement](#). This plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in all manners of educational settings. We encourage district and school teams to review the state plan and contact the Department or State Support Team for professional learning opportunities aimed at implementing this plan in districts and schools across Ohio.

The district's Reading Achievement Plan and this memo will be posted on the Ohio Department of Education's website. If the district revises the Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the revised plan and this request must be sent to readingplans@education.ohio.gov.

Please note that House Bill 197 of the 133rd General Assembly contains emergency legislation regarding spring testing and state report cards. The Department is working on further guidance pertaining to FY20 Reading Achievement Plan requirements.

Sincerely,

Melissa Weber-Mayrer, Ph.D.

Director, Office of Approaches to Teaching and Professional Learning

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READING ACHIEVEMENT PLAN

DISTRICT NAME: Youngstown City School District

DISTRICT IRN: 045161

DISTRICT ADDRESS: 474 Bennington Avenue, Youngstown, Ohio 44505

PLAN COMPLETION DATE: December 20, 2019

LEAD WRITERS:

Christine Sawicki, Chief of Academics

Maria Pappas, Chief of Core Curriculum

Linda Yosay, Chief of Student Support Services

Jennifer Walker, Deputy Chief of Core Curriculum

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

SECTION 1: LEADERSHIP TEAM MEMBERSHIP

Insert a list of all leadership team members, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Justin Jennings	Chief Executive Officer	YCSD	justin.jennings@youngstown.k12.oh.us
Christine Sawicki	Chief of Academics	YCSD	christine.sawicki@youngstown.k12.oh.us
Sonya Gordon	Chief of Schools	YCSD	sonya.gordon@youngstown.k12.oh.us
Maria Pappas	Chief of Core Curriculum	YCSD	maria.pappas@youngstown.k12.oh.us
Aaron Bouie III	Principal	McGuffey Elementary	aaron.bouie@youngstown.k12.oh.us
Jennifer Walker	Deputy Chief of Core Curriculum	YCSD	jennifer.walker@youngstown.k12.oh.us
Jodi Kosek	Instructional Coach	Volney & Kirkmere Elementaries	jodi.kosek@youngstown.k12.oh.us
Kristen Italiano	YSU Project PASS Coordinator	Youngstown State University	klitaliano01@ysu.edu
Linda Yosay	Chief of Student Support Services	YCSD	linda.yosay@youngstown.k12.oh.us
Tiffany Lewis	1st Grade Teacher	Volney Elementary	tiffany.lewis@youngstown.k12.oh.us
Melissa Puhalla	Preschool Supervisor	YCSD	melissa.puhalla@youngstown.k12.oh.us
Ava Yeager	Chief of School Improvement and English Learner Administrator	YCSD	ava.yeager@youngstown.k12.oh.us
Colleen Griffin	Special Education Teacher	Volney Elementary	colleen.griffin@youngstown.k12.oh.us
Linda Hoey	Chief of Parent Engagement	YCSD	linda.hoey@youngstown.k12.oh.us
Jennifer Eaves	Preschool Teacher	Choffin	jennifer.munholand@youngstown.k12.oh.us
Kathy Mock	Community Impact Manager	United Way of Youngstown & the Mahoning Valley	kmock@ymvunitedway.org
Ed Kempers	School Liaison	Red Zone	ekempers@theredzoneyt.com
Dr. Marlo Miller	SSTR5 Consultant	SSTR5	marlo.miller@sstr5.org
Dr. Maria Hoffmaster	Academic Distress Commission Member	YCSD	maria.hoffmaster@sstr5.org
Michele Moore	SSTR5 Director	SSTR5	michele.moore@sstr5.org
Michelle Elia	Ohio Literacy Lead	ODE	michelle.elia@sstr5.org

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

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

he district built a team that represents the many roles held in our district. In order to do so, we selected representatives from all of the key positions at various levels of our organization. For example, we included the Chief Executive Officer, Chief of Academics, Chief of Schools, Chief of Core Curriculum, Deputy Chief of Core Curriculum, a Principal, an Instructional Coach, the Youngstown State University Coordinator for Project PASS, Chief of Student Support Services, PK-3 teachers, a Pre-school Supervisor, Chief of School Improvement and English Language Learners, a Special Education Teacher, Chief of Parent Engagement, Community Impact Manager from United Way of Youngstown and the Mahoning Valley, a School Liaison from the Red Zone, SSTR5 Consultants, an Academic Distress Commission member, and an Ohio Literacy Lead. Each of these members is an important stakeholder in developing, monitoring and communicating this plan. For example, a key appointment to our Reading Achievement Plan (RAP) team is the Chief of Parent Engagement who leads the Parent Engagement Coordinators that are assigned to each building. Progress

towards the plan will be shared monthly at her P.R.I.D.E meetings (Parents Realizing Involvement Determines Education), and in other such subsequent meetings that they plan at the building level.

Once the team members were identified, we established an initial meeting date in which all team members came together to develop an understanding of the what and the why of the RAP. In that first meeting, we established a timeline of how and when we would complete each section of the RAP. A notetaker was assigned to document and share notes with all members in order to keep them updated on the progress and tasks assigned between meetings. Additionally, we defined a small group of contributing members that would meet prior to the larger team's scheduled meeting dates to preplan the agenda for each session. This allowed us to be intentional and mindful of the work that needed to be accomplished at each meeting.

Select members of this team began to convene last year, 2018-2019, to proactively plan on making improvements. A series of professional development sessions offered by the SSTR5 had district representation in attendance, and follow-up professional development and individual meetings in the district with Ohio Literacy Lead, Michelle Elia, evolved into the formation of a Structured Literacy Committee. This work laid the foundation for future decision making such as the Decision Rules for K-3 that helped guide the deployment of additional curriculum resources. (Appendix A)

Decisions were framed around Tim Shanahan's Three Aspects of Experience: what is taught, the time spent on instruction and the quality of instruction. Plans were made for the 2019-2020 school year based on those three components and the analysis of the data. We also took into consideration The Simple View of Reading, the Changing Emphasis of the Subskills of the Five Components of Reading, and the Five Components of Adolescent Literacy. A Professional Development Plan was developed for the year, including embedded waiver days, and the district purchased curriculum materials. These resources filled the gaps we identified through the study of The Simple View of Reading and were, therefore, aligned to the plan in order to strengthen areas such as improving the vocabulary instruction of teachers and building the background knowledge of scholars.

One area of focus will be leadership and building the internal capacity of our leaders. We know that knowledgeable leaders are critical to the success of the plan (Knight, 2011). We, therefore, introduced the Professional Development series with all building leaders at our August Administrative Retreat. (Appendix B)

Our planning to include building leaders was purposeful and predicated on the urgency conveyed by CEO Jennings when he shared the article Students' Lives Matter by Dr. Grant A. Chandler. (Appendix C) This article reinforces the need to make a difference in the lives of our scholars right here and right now. This urgency is further demonstrated in our leadership's commitment to being mindful of our purpose of building internal capacity beginning with them. We can no longer afford to have merely building managers at the helm of our schools. Having instructional leaders model and "live" what is being asked of our teachers will equip them with the knowledge, skills, and dispositions necessary to lead. As such, we are including our leaders in all of the literacy professional development along with teachers. This results in building leaders that have the capacity to monitor fidelity, provide effective feedback, and analyze the impact on scholar data in the role of authentic, instructional leaders. This methodology also creates distributed leadership, layering the support to all stakeholders. The professional development included:

- The Science of Reading Overview (administration and teachers)
- ParaReading (K-5)
- Keys to Literacy Vocabulary (6-12)
- Curriculum Implementation (National Geographic Panorama Science and Social Studies were selected to build background knowledge)
- Explicit Instruction (K-5)
- Review of Emergent Literacy (PreK)

Building leaders conduct Learning Tours routinely based on the identified needs and areas of support required for teachers. The above pieces will be integrated into the current Learning Tour Tracker so that principals can monitor fidelity to this plan. Written feedback is provided to teachers at the conclusion of each Learning Tour which includes affirmations as well as areas of refinement.

Data is collected at each grade level (benchmark assessments, informal diagnostic assessments, and curriculum-based assessments). This data will be analyzed and disseminated through the Ohio Improvement Process District Leadership Team, Building Leadership Teams, and Teacher Based Teams. As additional data is collected, we will update information and adjust strategies as the plan is implemented. Central to the data-based decision making, we will set performance targets aligned with district/program goals. Monitoring performance against the targets and building a foundation for data-driven decision-making on a systemwide basis may include, but not be limited to, the following:

- Achievement and Growth Targets
 - Create goals by grade bands

- Preschool ~ Heggerty, Early Learning Assessment (ELA)
- K-3 ~ Heggerty and Really Great Reading programs, DIBELS
- 2-10 ~ Building Background Knowledge and Vocabulary, NWEA MAP Reading assessment
- 6-10 ~ Building Vocabulary Strategies across all content areas, NWEA MAP Reading assessment
- SMART goals based on achievement
- SMART goals based on growth
 - K-3 DIBELS ~ Pathways of Progress
 - Grades 2 and up ~ NWEA MAP Reading assessment
 - Fidelity of Implementation look-fors
- Heggerty (PreK-2)
- Really Great Reading (K-5)
- Intervention
 - Tier 2 Targeted
 - Tier 3 Intensive
 - Measuring what is impactful

All elements of the plan will be carefully examined by the stakeholders responsible for implementation across the district. Through the use of On PACE meetings with each principal, the CEO, Chief of Schools, Chief of Academics and Chief of Student Support Services are able to provide an opportunity for each principal to review their building’s daily instructional practices, evaluate the effectiveness of their leadership styles, reflect on their coaching skills, and examine areas of refinement necessary to support staff and scholars alike.

Afterward, principals are expected to return to their buildings and recreate the On PACE meeting format with their assistant principals, again, intentionally building the capacity of all district administrators. Central to the work this year is the means and methods of embedding literacy practices across the content areas. The sense of urgency conveyed by CEO Jennings guides our work and sets the “PACE” for the future.

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

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

Literacy is the focus and the nucleus of the work that we are doing in The Youngstown City School District (YCSD) this year. It is the centerpiece of our overall improvement strategy, and it is central to the work that we are doing daily in planning, in professional development, in classrooms, in our central office, with the deployment of resources, with our university partners, and in our community.

The stage was set for this initiative at our Opening Convocation in August when our new CEO, Justin Jennings, shared his story and his passion for literacy with us, making it clear that literacy would be at the forefront of the goals established in his administration. To an audience of all PK-12 certified staff, he expressed that every teacher should consider themselves a teacher of reading, and, therefore, all would participate in the in-service, reaching across all content areas, and all grade levels. In one of his first actions as CEO, Mr. Jennings leveraged substantial funds behind the initiatives described herein that have allowed us to fill in gaps identified by the formula in The Simple View of Reading and deploy resources that will impact scholar outcomes, starting with such topics as improving vocabulary instruction and helping to equip our scholars with background knowledge. Likewise, our Chief of Academics, Christine Sawicki, has embraced and supported these efforts with the Science of Reading, leading the effort for literacy acquisition and achievement to serve as the lever for school improvement. This level of administrative support is pivotal and has built a ramp for implementation, essential in transforming our learning organization.

The real strength of this RAP is that it is aligned to and supports the overall continuous improvement efforts of the district. The district has refined its use of the Ohio Improvement Process to monitor implementation and scholar outcome measures. The collaborative structures at all levels of the system (district, building, teacher teams) are focused on the key priority areas. Extra efforts have been made this school year on helping stakeholders to understand the why in each of our initiatives so that they see our work as the pursuit of excellence rather than as compliance pieces, making those critical, job-embedded connections between different aspects of our practice that align the work in Teacher Based Teams, Building Leadership Teams, and the District Leadership Team.

Youngstown City School District's Improvement Plan, as evidenced in the CCIP for FY20, has an Academic Achievement Goal: By September 2021, YCSD will demonstrate an increase in both achievement and growth as evidenced by earning a C in Performance Index on the Ohio School Report Card and 75% of scholars meeting NWEA reading and math growth targets. One key strategy supporting the academic goal is the implementation of the Gradual Release of Responsibility's explicit instruction framework.

In addition to the focus on explicit instruction and the Science of Reading, the district has committed to implementing Positive Behavioral Intervention and Supports (PBIS). Each school in the district has embraced MIBLSI's model of integrated academic and behavioral supports. Within the MIBLSI support model, administrators will utilize the R-TFI data to establish a plan to address building level areas of focus for school improvement work. (Appendix D) A dual focus on both academics and behavior has demonstrated increased scholar achievement. When paired together, academic and behavior intervention build a climate for scholarship.

Another connection in our practice has been in building a strong Multi-Tiered System of Supports (MTSS) model where we have intentionally focused on quality core instruction for literacy and behavior while at the same time using data to drive increasing levels of targeted and intensive interventions. Our afterschool and summer programs strategically identify scholars "not on track" which allows us to layer our support to the most needy of them. A strong partnership with The United Way of Youngstown and the Mahoning Valley helps us to deliver these services via Success After 6 and Success By 6 that extend learning opportunities beyond the traditional school day.

We are aware of the research that illustrates that by the end of age three, children from low socioeconomic backgrounds will have heard 30 million fewer words than their more affluent peers --- and this number itself was correlated not just with differences in vocabulary but also with differences in IQ and test scores in the third grade (Hart and Risley, 1995). For this reason, through our plan, we also seek to implement an early childhood, evidence-based intervention program designed to help narrow the language gap of children from lower-income families.

Youngstown's CEO, Justin Jennings, has identified five areas of Strategic Emphasis. (Appendix E) The fifth pillar, Data and Accountability, reinforces high-quality instruction: "Our school leaders understand the importance of creating data-driven cultures to improve teaching and learning. Our teachers and leaders embrace accountability and continuous improvement". Our Strategic Plan revisions will soon evolve from this Strategic Emphasis, and our practice will bring the document to life, aligning plans that create a living, breathing document as a catalyst for change and progress.

The district's scholar performance data clearly illustrates the need for us to establish a RAP with a very focused vision and mission that will drive our work and propel improved outcomes for Youngstown's scholars. This analysis of data provided the foundation for the committee's future discourse, pre-planning work and actual plan development. The district RAP Committee divided into sub-committees in order to delve deeply into the relevant scholar performance data from multiple sources. We analyzed patterns and trends, addressing every aspect of literacy acquisition, PreK-12. This expansive work included gathering information from many data sources, all of which affirm the need for a local literacy plan in our community as there are indeed factors that contribute to low reading achievement that must be addressed with a purposeful sense of urgency.

Based upon currently available data, our scholars in PreK and Kindergarten are not entering school ready to learn on grade level, and many of our school-age scholars are not considered on-track academically. Scholar growth lags behind acceptable measures as does scholar achievement. A summary of the following data sources for Section 3 Parts A and B is highlighted below:

Data Set	Sub-committee Member(s)	Analysis of Performance Data
District/School Report Cards <ul style="list-style-type: none"> • Secure Data Center (3-8 and ELA 1& ELA 2) • EVAAS 	Jennifer Walker Michele Moore Dr. Maria Hoffmaster	The district's achievement and value-added data are stagnant. While some growth is gained and some lost in both achievement and value-added, the overall data have changed little in the last few years. As literacy is the foundation of learning, improvements in scholars' reading, writing, speaking and listening skills will support them in all areas of instruction. See Appendix F.1
Early Learning <ul style="list-style-type: none"> • Kindergarten Readiness Assessment (KRA) • Early Learning Assessment (ELA) 	Melissa Puhalla Jennifer Eaves	KRA - YCSD kindergarten scholars have made a 9.06% increase in demonstrating readiness in Language and Literacy. Data is being analyzed to compare which scholars attended the YCSD preschool program as opposed to outside agencies/no experience. ELA - Based on the rubric of the eighteen learning progressions pertaining to Language and Literacy, the number of scholars displaying higher-level skills increased from the 2018 BOY data to the the EOY data. See Appendix F.2
Diverse Learners <ul style="list-style-type: none"> • Special Education Profile/Rating • English Learner 	Linda Yosay Ava Yeager	Students with Disabilities (SWD) have missed the SWD reading achievement target for the last three years with the reading achievement data for SWD at: <ul style="list-style-type: none"> • 19.39% 2015-2016 • 12.60% 2016-2017 • 18.73% 2017-2018 It has become increasingly clear that we need to be certain that SWD have access to the same core instruction as their general education counterparts. English Learner scholars taking the Ohio English Language Proficiency Assessment (OELPA) had an average proficiency rate being less than 7% proficiency, across grades K-12 (377 scholars tested). This is consistent with the previous year's proficiency percentage on the test and the passage scores of proficiencies are slightly higher in the 9-12 grade levels. Upon analyzing proficiency in the four domains of listening, speaking, reading and writing, YCSD EL scholars are scoring higher in speaking and listening while scoring lower in reading and writing. This is based on the local report card and annual measurable objectives for English Learners. See Appendix F.3
Local Assessments <ul style="list-style-type: none"> • NWEA-Achievement • /Growth • iStation 	Christine Sawicki Aaron Bouie Melissa Puhalla	NWEA - NWEA MAP Reading assessment data demonstrates that YCSD scholars begin behind grade level on the foundational skills assessment in reading, and moderately reach the below-average score range by the end of the year. Once scholars progress beyond foundational skills assessment, our performance remains significantly below level from upper elementary school through high school. In addition, our scholars' performance remains in the intensive need for

Data Set	Sub-committee Member(s)	Analysis of Performance Data
<ul style="list-style-type: none"> • DIBELS/TRC • Heggerty Assessment 		<p>supports and demonstrates a collective reading level between 5th & 6th grade across our high school scholars.</p> <p>Scholars who begin behind, remain behind. The lack of foundational skills continues to impact scholars' performance well into high school. This data demonstrates a dire need for explicit instruction on the foundational skills of literacy while also ensuring scholars receive targeted instructional interventions in the foundational skills in grades Pre K - 3.</p> <p>iStation-The past two years of Tier 1 data from the beginning of the year (BOY) to the end of the year (EOY) on the iStation iSIP (indicator of progress) assessment shows that we have 41% or less of our scholars in grades K-8 who are scoring in the Tier 1 range.</p> <p>There is also evidence of "summer slide" from the spring EOY scores to the fall BOY scores. In most cases, the EOY data on the iStation iSIP assessment is also closely correlated to the ELA AIR score. There is a need to strengthen Tier 1 instruction and provide targeted interventions to meet the needs of individual scholars rather than provide "blanket" interventions to all scholars.</p> <p>DIBELS- DIBELS data shows that our scholars are not showing as much growth as expected. Last school year (2018-19), 44% of our scholars had below or well-below growth, and 19% had typical growth. This means that only 37% of our scholars showed above or well-above growth. It will be important for us to use the data along with the Decision Rules for K-3 to determine the specific intervention areas for each individual scholar. According to the data, the interventions previously implemented (iStation, eSpark and the Teacher Toolbox from iReady) were not having a positive impact for all scholars. Stronger Tier 1 instruction and targeted interventions need to occur in Kindergarten and beyond to prevent the large gaps that we are seeing. The first-grade class last year had the largest percentage of scholars with below/well below growth (51% of scholars).</p> <p>Text Reading Comprehension (TRC)- The data shows that we have a Tier 1 instructional problem across the grades because we do not have any cohort of scholars who are showing a 50% or greater proficiency level on the TRC assessment. We need to strengthen our core instruction and provide targeted interventions to individual scholars in alignment with the Changing Emphasis of Big Ideas and The Simple View of Reading. In addition, the data is only showing small changes and/or no change at all over time. The district administrative team performed a curriculum audit and discovered that there was a gap in high quality instructional materials for language comprehension. Grade level text sets have been purchased for this school year in grades K-5, and teachers are beginning to implement them at this time.</p> <p>HEGGERTY - At the end of the 2018-2019 school year, 60.23 % of age 4-5 scholars met the benchmark on the Heggerty Assessment while the target is at least 80% of scholars. Additionally, the growth from the beginning of the year to the end of the year indicates 12%. Since the 2017 beginning of the year (BOY) assessment, there was a 12.45% increase in scholars who are demonstrating age-appropriate skills. Based on the 2019 BOY assessments, Tier 2 and 3 interventions will be provided to those scholars transitioning to Kindergarten. See Appendix F.4</p>

The data found in Part A provides a clear analysis of the performance data of our scholars. Each data set can be directly linked to underperformance in all areas of literacy development and acquisition, specifically in the area of foundational skills which impacts the outcomes of our scholars as they matriculate through the grade levels.

SECTION 3, PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT

Insert an analysis of factors believed to contribute to low reading achievement in the school district or community school.

Part B provides additional analysis into the data sets that we determined to be the factors that contribute to low reading achievement:

Data Set	Sub-committee Member(s)	Analysis of Contributing Factors
<p>Local Census and Infant Mortality Data</p> <ul style="list-style-type: none"> • Demographics • Median Income Levels • Employment Rates • Literacy Levels • Utilization of Public Assistance • Infant Mortality Rate 	<p>Justin Jennings Christine Sawicki</p>	<p>The census data tells us that the median age of a Youngstown resident is 39.6 years old, 40% have a high school diploma or equivalent, while 14.5 % have a bachelor's degree or higher. It also tells us that the median household income is about \$30,000 while 35% of Youngstown citizens have received public assistance in the last 12 months. Across the state of Ohio, Youngstown and Mahoning County have the highest rate of infant mortality with disparities in infant loss. African American babies die at a higher rate than white babies. The highest disparity in the state between 2011-2017 occurred in Youngstown and Mahoning County. See Appendix F.5</p>
<p>Teacher Effectiveness</p>	<p>Jennifer Walker</p>	<p>Teacher effectiveness, as based upon the 2018-2019 teacher-level value-added reports, demonstrates that Youngstown's teachers are rated much lower than the state average. While only 3.5% of teachers were rated as most effective, 23% were rated as least effective. The teacher-level value-added data does not correlate with the district's overall Ohio Teacher Evaluation (OTES) ratings, in which the majority of teachers were evaluated as accomplished or skilled, and 9.5% of teachers were rated as ineffective. See Appendix F.6</p>
<p>Improvement Process</p> <ul style="list-style-type: none"> • Decision Framework Results • ODE Building Designations • OTES/OPES Rating Summary 	<p>Sonya Gordon</p>	<p>District leadership does not have a clear picture of where we need to focus when looking at the Decision Framework of each building. Buildings did not select specific areas of focus around teacher and building leadership development. Building leadership teams identified areas that were very broad which made it unclear as to how they were going to effectively address adult implementation in order to improve achievement. While 62% of our PreK-8 buildings stated that K-3 Literacy was a "High Priority", their influences to instruction, curriculum, assessment, OTES, etc. varied in each building. Building designations and teachers' OTES evaluations lack alignment and may add to the varied influences identified in the school buildings. While 46% of the district's schools have been designated as Priority schools and 30% have been designated as Focus schools, 61.9% of teachers have been rated as Skilled and 23.8% rated as Accomplished. See Appendix F.7</p>

Data Set	Sub-committee Member(s)	Analysis of Contributing Factors
<p>Curriculum & Instruction</p> <ul style="list-style-type: none"> • Reading-Tiered Fidelity Inventory (R-TFI) • Scope and Sequence • Pacing Guides • Materials and Resources • Professional Development 	<p>Jodi Kosek Dr. Maria Hoffmaster Maria Pappas</p>	<p>The R-TFI was administered in every school, however there was a lack of consistency in implementing the R-TFI to ensure fidelity. All schools administered the elementary version and not the applicable secondary version of the R-TFI. Additionally, many schools overinflated the scores. The district R-TFI results are:</p> <ul style="list-style-type: none"> • Total score 24% • Tier 1 Implementation 44% • Tier 1 Resources 39% • Tier 1 Evaluation 49% <p>In the spring of 2020, the district will administer the tool again and implement with fidelity, using external facilitators.</p> <p>The district's core instruction has focused on the Ohio Learning Standards for Reading Literature and Reading Informational text. The shift in core instruction now includes a focus on standards aligned to The Simple View of Reading and the Changing Emphasis. Professional development in the Science of Reading has been implemented. Data collection is not available to determine the effectiveness of the new curriculum and instruction yet. See Appendix F.8</p>
<p>Climate and Culture</p> <ul style="list-style-type: none"> • PBIS (Tiered Fidelity Inventory) • Connection of literacy with behavior 	<p>Michele Moore Dr. Marlo Miller Patty Dreher</p>	<p>Youngstown City Schools' implementation of a district-wide system of proactive and universal behavioral supports was limited until April 2019. Youngstown City Schools' provided ongoing professional learning on school-wide PBIS leading to increased behavior supports in every school across the district. This focus will continue to ensure effective implementation.</p> <p>Research indicates an increased impact on both behavior and literacy when a district focuses on the integration of academic and behavioral supports. See Appendix F.9</p>
<p>Family Involvement and Support</p> <ul style="list-style-type: none"> • Outreach Events • Parent Participation Data 	<p>Linda Hoey Jennifer Walker</p>	<p>During the 2017-2018 school year, Youngstown City School District created numerous opportunities for parents to become involved in their scholars' learning in literacy. Events included: literacy nights, book fairs, a parent storytelling workshop, a pancakes & poetry event and monthly Pop Up Library visits from the Mahoning County Public Library. During the 2018-2019 school year, literacy events decreased as the CEO encouraged more social events (e.g. movie and game nights) in an attempt to increase critical partnerships with our families.</p>
<p>Diverse Learners</p> <ul style="list-style-type: none"> • Special Education 	<p>Linda Yosay</p>	<p>District data from the State Performance Plan (SPP) shows that the targets for scholars with disabilities being educated with their non-disabled peers is not being met and correlates with limited access to core literacy instruction in the general education classroom.</p>
<p>Outside Partners</p> <ul style="list-style-type: none"> • Project PASS 	<p>Kristen Italiano</p>	<p>Project PASS: Youngstown State University teacher candidates work with YCSD scholars in grades 2 -8 with a</p>

Data Set	Sub-committee Member(s)	Analysis of Contributing Factors
<ul style="list-style-type: none"> • Success By 6 • Success After 6 • Red Zone- Social-Emotional 	Kathy Mock Ed Kempers	focus on grades 2-5. NWEA conditional growth index data (2018-19) shows that the program is not contributing to academic growth as it was intended by the mutually beneficial partnership. Project PASS teacher candidates have and will continue to receive professional development in alignment with the district's reading framework. The University has received a Dean's Compact grant which will support the alignment of syllabi with the Science of Reading and continue to reshape the fieldwork partnership to align with the needs of scholars and teacher candidates. See Appendix F.10

The summaries and conclusions of all of these teams were very consistent and revealed deficits in scholar achievement, lags in scholar growth, and gaps in service delivery --- many of which were revealed through the study of The Simple View of Reading. This analysis provided an implementation ramp into our next steps-- determination of the root cause analysis. Completing an activity on a root cause analysis allowed each group member to brainstorm their individual ideas of why the reading data is so poor. Once all ideas were posted, we categorized them into key areas for further exploration and discussion. The sub-committee tasked with preparing the agenda for the next whole team writing group worked with the SSTR5 to create an Affinity Post-it Note Summary from the categorized items. The categorized areas include: leadership, time and amount of instruction, core instruction (what and how), tiers of intervention, data/assessment, and support for our families. Interestingly, these categories evolved to mirror the work of Tim Shanahan, specifically his Journey Checkpoints. Equity is embedded - each and every learner everyday. See Appendix G

At this juncture, teams created "If...then.." statements to summarize their findings. These statements were divided into four grade bands to capture a holistic view of our district needs as each one demonstrated similar findings — a challenge to provide quality Tier 1 core instruction.

Birth to 5

If principals, supervisors, and instructional coaches tailor their classroom visits to observe instruction during the phonemic awareness portion of reading instruction and provide effective feedback and coaching, then our scholars will demonstrate growth in each of the eight phonemic awareness skills.

Grades K-3

If we emphasize phonemic awareness and phonics instruction in alignment with the Changing Emphasis of the Subskills of the Five Components of Reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) providing effective feedback and support, then our scholars will meet their growth targets as measured by the DIBELS Early Literacy assessment.

Grades 2-5

If we utilize grade-level instruction and resources in alignment with the Changing Emphasis of the Subskills of the Five Components of Reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) and provide effective feedback and support, then our scholars will meet their growth targets as measured by the NWEA MAP Reading assessment (informational text, literary text, and vocabulary).

Grades 6-10

If we utilize grade-level explicit instruction and resources with effective feedback and support in alignment with The 5 Components of Adolescent Literacy (advanced decoding, motivation, fluency, vocabulary, comprehension), then our

scholars will meet their growth targets as measured by the NWEA MAP Reading assessment (informational text, literary text, and vocabulary).

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Describe the district's or community school's literacy mission and/or vision statement. The Department's literacy vision is described in Section 4 of [Ohio's Plan to Raise Literacy Achievement](#).

Youngstown City School District's Vision Statement:

Youngstown City School District's vision is to create a community of successful readers, writers, speakers, and thinkers which emanates from a philosophy of high expectations and the core belief that each and every child can learn and achieve. This vision of excellence for Youngstown's scholars will lead to our overall goal of becoming an effective and high performing learning organization. Through the use of evidence-based best practices that utilize The Simple View of Reading to drive our discourse and deployment of resources, we will ensure that all learners are represented and supported through the language and literacy development continuum. Our inclusive practices, partnerships, and collaboration between all practitioners and stakeholders are job-embedded and provide access and equity in our classrooms. Decision Rules for K-3 that are aligned to Ohio's Literacy Vision and the Science of Reading will grow our professional practice through the gauge of literacy acquisition and achievement as the lever for school improvement. This work across all content areas will improve scholar outcomes that will radiate excellence for our school and community at large.

Youngstown City School District's Literacy Mission

Embracing the Simple View of Reading, we believe:

- Reading instruction must be grounded in Gough and Tunmer's The Simple View of Reading
- Based on The Simple View of Reading, literacy instruction must support scholars' word recognition and language comprehension skills
- Effective evidence-based reading practices based on the Science of Reading, the Changing Emphasis of the Subskills of the Five Components of Reading, and the Five Components of Adolescent Literacy must be used with fidelity by all educators
- By following the precepts of The Simple View of Reading our scholars will be able to effectively and efficiently demonstrate grade-level reading comprehension skills

Embracing the Language and Literacy Development Continuum, we believe:

- Scholars will enter the language and literacy development continuum at different points of entry
- Struggling readers can be found across each phase of the literacy continuum
- All scholars can acquire the knowledge and skills to read at or above grade level
- All scholars deserve equal access to high-quality language and literacy instruction
- All teachers have the capacity to provide high-quality instruction and to support scholars' language and literacy development
- We must have a data-driven culture to improve teaching and learning
- Inclusive practices provide all scholars with opportunities to learn together as a community
- It is our responsibility to provide individualized and differentiated support and instruction across the language and literacy continuum
- All scholars have the right to actively participate and engage in instruction
- All teachers must know and understand the Science of Reading and utilize evidence-based practices to positively impact scholar results
- Emergent Literacy
 - Emergent literacy skills include phonological processing, oral language, and print awareness
 - We will continue to support and enhance our families' knowledge and skills to support children's emergent literacy skills
 - Our community has families that can work with their pre-readers on emergent literacy skills
- Early Literacy
 - Foundational literacy skills should be a focus during Tier 1 instruction, as well as during the after-school and summer school programs
 - Language experiences/shared writing is helpful in language development and readiness
 - Acquisition of early skills leads to the readiness of conventional literacy skills
- Conventional Literacy (K-5)

- Instruction is built on the *5 Concepts of Reading* (National Reading Panel): phonemic awareness, phonics, fluency, vocabulary, comprehension
- Strong writing skills help learners across the curriculum develop their reading and critical thinking skills
- Adolescent Literacy
 - Instruction is built on the *5 Concepts of Reading* (National Reading Panel): advanced decoding, motivation, fluency, vocabulary, comprehension
 - Phonemic Awareness must be extended into higher grades for struggling readers
 - Evidence-based reading practices, strategies, and academic language must be explicitly and consistently taught across content areas

Embracing partnerships and collaboration, we believe:

- The culture of the school must support effective instructional improvements
- Inclusive practices provide all learners with opportunities to learn together as a community
- All teachers have the capacity to provide high-quality instruction and to support scholars' language and literacy development
- Teachers must know and understand that children develop at different rates and create classrooms that immerse them in literacy and best practice within an environment of inclusion
- A collective belief and understanding of equity on the part of all practitioners will maximize the effective acquisition of language and literacy for all scholars
- Supporting parents as partners in the educational process is critical to supporting scholars' language and literacy skills
- Our partnerships with our State Support Team, Educational Service Center, YSU Beeghly College of Education, United Way, Red Zone, and other stakeholders will help to strengthen our district's language and literacy framework

Embracing Ohio's infrastructure supports, we believe:

- District leadership will support all educators in the use of evidence-based language and literacy practices aligned with the Science of Reading
- Utilizing parents as partners, our Parent Pathways coordinators provide a link to families and the literacy development of their children
- The MTSS process is a crucial component to identify and monitor evidence-based literacy practices to positively affect struggling readers across the three tiers
- Our partnerships with our State Support Team, Regional Early Literacy Specialists and the Ohio Literacy Lead, Michelle Elia, will help to strengthen our language and literacy development

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

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

District Goal 1: By the publication of the 2021-2022 state report card data, Youngstown City Schools will demonstrate expected progress at or above in English Language Arts as measured by the "Current Year Value-Added" for each grade level 4-8 and ELA 2, earning a B or above on Improving K-3 Literacy.

- A. Birth-5: By May 2021, 75% of 4 and 5-year-old preschool scholars will meet the on-track target as measured by the Heggerty Assessment from the 2018-2019 baseline data of 60.23%.
- B. Grades K-1: By May 2021, 70% of scholars in grades K-1 will meet their expected growth as measured by the DIBELS assessment data from the 2018-2019 baseline data of 55%.
- C. Grades 2-3: By May 2021, 70% of scholars in grades 2-3 will meet their expected growth as measured by the DIBELS assessment data from the 2018-2019 baseline data of 58%.
- D. Grades 2-5: By May 2021, 65% of scholars in grades 2-5 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment from the 2018-2019 baseline data of 50%.
- E. Grades 6-10: By May 2021, 75% of scholars in grades 6-10 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment from the 2018-2019 baseline data of 63%.

SECTION 6: ACTION PLAN MAP(S)

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

The summaries of the RAP data teams all revealed lags in scholar achievement and growth, as well as gaps in service delivery, many of which were revealed through the formula for The Simple View of Reading and have already been addressed with the curriculum adoptions and enhancements rolled out in the fall of 2019. For example, the district began an emphasis on teaching Word Recognition, however, we were weak in the category of Language Comprehension. We did not see results in Reading Comprehension as the formula would indicate that anything $\times 0 = 0$. To give our K-5 teachers some basic understanding of this as well as the Science of Reading, we utilized Dr. Deb Glaser’s work in ParaReading, purchasing the book for each general, special education, and specialist teacher. Our SSTR5 provided the professional development for this to layer the support. We launched a major focus on providing background knowledge to resolve this identified problem. With the selection of National Geographic’s Panorama Science and Panorama Social Studies in K-5, we have provided our scholars with a lens to the entire world while also providing rich, grade level text that includes fiction and non-fiction, read-alouds and trade books. Likewise, vocabulary instruction with explicit instruction is a focus in the Panorama texts. A series of professional development sessions provide support for teachers regarding the explicit instruction of vocabulary. In grades 6-12, we began an intensive, job-embedded partnership with national trainers from Keys to Literacy (Appendix H) who provided professional development on the Key Vocabulary Routine and the 5 components of vocabulary instruction (Appendix I). The action maps below build upon this foundational work implemented this school year and reflect our vision and mission with the planning and precision of MIBLSI’s Changing Emphasis of the Subskills of the Five Components of Reading (Appendix J).

Phonological Awareness- Goal 1.A and 1.B Action Map

District Goal: By the publication of the 2021-2022 state report card data, Youngstown City Schools will demonstrate expected progress at or above in English Language Arts as measured by the “Current Year Value-Added” for each grade level 4-8 and ELA 2, earning a B or above on Improving K-3 Literacy.

*The appropriate sub goal is highlighted below.

- A. Birth-5: By May 2021, 75% of 4 and 5-year-old preschool scholars will meet the on-track target as measured by the Heggerty Assessment from the 2018-2019 baseline data of 60.23%.
- B. Grades K-1: By May 2021, 70% of scholars in grades K-1 will meet their expected growth as measured by the DIBELS assessment data from the 2018-2019 baseline data of 55%.
- C. Grades 2-3: By May 2021, 70% of scholars in grades 2-3 will meet their expected growth as measured by the DIBELS assessment data from the 2018-2019 baseline data of 58%.
- D. Grades 2-5: By May 2021, 65% of scholars in grades 2-5 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment from the 2018-2019 baseline data of 50%.
- E. Grades 6-10: By May 2021, 75% of scholars in grades 6-10 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment from the 2018-2019 baseline data of 63%.

Evidence-Based Strategy or Strategies: Implement explicit and systematic phonological awareness instruction (Heggerty, ParaReading Strategies, and Sight Words According to Science of Reading) to support Tier 1 core instruction, as well as Tier 2 targeted and Tier 3 intensive intervention as documented in scholars’ Reading Improvement and Monitoring Plans (RIMPS).

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	<p>Teachers (PK-1) will implement Heggerty curriculum and ParaReading strategies daily as outlined in the district defined Literacy Block for Tier 1 Instruction</p> <p>Tasks: Teachers will reference the pacing guide to ensure implementation of the district adopted phonological awareness curriculum</p>	<p>Teachers, tutors, and educational assistants (PreK-12) will implement explicit instruction for phonological awareness for students needing Tier 2 and Tier 3 interventions in this area as identified by screening and informal diagnostic data which will inform RIMPS (using the Decision Rules for K-3 as a guide)</p>	<p>Principals, instructional coaches and preschool supervisors will provide effective feedback to staff on the implementation of phonological and phonemic awareness activities</p> <p>Tasks: Principals, instructional coaches and preschool supervisors will receive professional development on</p>

	Action Step 1	Action Step 2	Action Step 3
	<p>Teachers will receive professional development to implement strategies and resources supporting phonological awareness</p> <p>Certified tutors and educational assistants will be provided professional development on strategies and resources to support Tier 2 targeted and Tier 3 intensive interventions with regard to phonological awareness</p>	<p>Tasks: Professional development will be provided on how to administer and utilize screening and diagnostic assessments</p> <p>Professional development will be provided on how to administer and utilize progress monitoring assessments and data</p> <p>Decision Rules for K-3 will be utilized to prescribe interventions</p> <p>Educational assistants will be provided professional development on strategies and resources to support Tier 2 targeted and Tier 3 intensive interventions with regard to phonological awareness</p>	<p>phonemic awareness focused on classroom look- fors</p> <p>Calibration among principals, instructional coaches and preschool supervisors on look-fors and effective feedback will be provided</p> <p>A common monitoring tool to track implementation and feedback will be created and utilized</p>
Timeline	August 2019 - May 2022	August 2019 - May 2022	August 2020 - May 2022
Lead Person(s)	<p>Chief of Academics</p> <p>Chief of Student Support Services</p> <p>Principals</p> <p>Chief & Deputy Chief of Core Curriculum</p> <p>Instructional Coaches</p> <p>Preschool Supervisors</p>	<p>Chief of Academics</p> <p>Chief of Student Support Services</p> <p>Principals</p> <p>Special Education Supervisors</p> <p>Chief & Deputy Chief of Core Curriculum</p> <p>Instructional Coaches</p> <p>Preschool Supervisors</p>	<p>Chief of Academics</p> <p>Chief of Schools</p> <p>Chief of Student Support Services</p>
Resources Needed	<p>Heggerty curriculum</p> <p>ParaReading books</p> <p>Literacy Block guidelines</p> <p>Pacing guide with aligned standards</p> <p>Substitute teachers</p>	<p>Heggerty curriculum</p> <p>Decision Rules for K-3</p> <p>Professional development training schedule</p> <p>Trainer</p> <p>Substitute teachers and educational assistants</p> <p>Assessments: diagnostic, screener, progress monitoring</p> <p>Literacy Block guidelines for intervention</p>	<p>Trainer Look-for tool</p> <p>Feedback tool</p> <p>Allocated time for principal, instructional coaches and preschool supervisor training</p>
Specifics of Implementation	10-15 minutes of explicit instruction	<p>Small group intervention for 1-5 students (Tier 2 and Tier 3)</p> <p>During the ELA intervention blocks 45-60 minutes per day/3 days per week</p>	Principal, instructional coach and preschool supervisor professional development and coaching
Measure of Success	Adult: Classroom visits will indicate 80% fidelity of implementation by spring 2020 and 100% fidelity of implementation by spring of	Adult: Classroom visits will indicate that interventions being implemented are aligned to the Decision Rules for K-3	Consistency of principal, instructional coaches and preschool supervisors' observations and feedback as measured by the monitoring tools

	Action Step 1	Action Step 2	Action Step 3
	<p>2021</p> <p>Student: DIBELS benchmark, progress monitoring and Pathways of Progress (BOY, MOY, EOY)</p> <p>Heggerty Assessment (PreK- BOY, MOY, EOY)</p>	<p>Student: DIBELS benchmark, progress monitoring and Pathways of Progress (BOY, MOY, EOY)</p>	
Check-in/Review Date	<p>Principals and instructional coaches weekly</p> <p>Monthly by Literacy Team</p> <p>BLT and DLT will review after the BOY, MOY, and EOY assessments</p> <p>Principal will create a quarterly newsletter for staff and families highlighting literacy efforts within the school as well as ideas and strategies promoting literacy in the home</p> <p>Monthly <i>Parents Realizing Involvement Determines Education (P.R.I.D.E)</i> meetings</p>	<p>Principals and instructional coaches weekly</p> <p>Monthly by Literacy Team</p> <p>BLT and DLT will review after the BOY, MOY, and EOY assessments</p> <p>Principal will create a quarterly newsletter for staff and families highlighting literacy efforts within the school as well as ideas and strategies promoting literacy in the home</p> <p>Monthly <i>Parents Realizing Involvement Determines Education (P.R.I.D.E)</i> meetings</p>	<p>Academic Chiefs review data quarterly</p> <p>On Pace principal meetings</p> <p>Principal will create a quarterly newsletter for staff and families highlighting literacy efforts within the school as well as ideas and strategies promoting literacy in the home</p> <p>Monthly <i>Parents Realizing Involvement Determines Education (P.R.I.D.E)</i> meetings</p>

	Action Step 4	Action Step 5	Action Step 6
Implementation Components	<p>Tiered coaching (PreK-12) will be provided based on implementation data</p> <p>Tasks:</p> <p>More intensive professional development will be provided to instructional coaches to ensure they are equipped with skills</p> <p>In collaboration with building leaders, instructional coaches will prioritize supports based on adult implementation and student performance data</p> <p>Coaching delivery plan for instructional support and professional development will be reviewed and revised based on district professional development content /schedule</p> <p>Instructional coaches will receive ongoing feedback from central office and the Urban Literacy Specialist</p>	<p>The onboarding process for new staff members and long term substitute teachers will include a plan of how they will receive necessary professional development to support the implementation of phonological awareness</p> <p>Tasks:</p> <p>The professional development plan scope and sequence will be shared and reviewed during onboarding</p> <p>Instructional coaches will follow the onboarding plan for new staff to plan and provide necessary professional development for teachers. If the instructional coaches cannot provide the training, administrators will seek assistance from the SSTR5 RELS or Urban Literacy Specialist for additional professional development for new staff</p> <p>Expectations of required training will be shared and monitored</p>	

	Action Step 4	Action Step 5	Action Step 6
Timeline	August 2019 – May 2022	August 2020 – May 2022	
Lead Person(s)	Chief of Academics Chief of Schools Chief & Deputy Chief of Core Curriculum Principals Instructional Coaches Preschool Supervisors	Chief of Academics Chief of Schools Chief of Human Capital Chief & Deputy Chief of Core Curriculum Principals Instructional Coaches	
Resources Needed	Train-the - trainer Instructional coaching delivery plan Allocated time with building leaders for analyzing data and planning tiered teacher support	The professional development plan scope and sequence for substitute teachers/new staff The training material for substitute teachers/new staff	
Specifics of Implementation	Instructional coaches will receive intensive professional development	Onboarding staff	
Measure of Success	Adult: Observation and feedback on coaching will indicate increased effectiveness Increased implementation of phonemic awareness Student: DIBELS benchmark, progress monitoring and Pathways of Progress (BOY, MOY, EOY) Heggerty Assessment (PreK- BOY, MOY, EOY)	Adult: Observation and feedback will demonstrate growth of individual baseline Student: DIBELS benchmark, progress monitoring and Pathways of Progress (BOY, MOY, EOY) Heggerty Assessment (PreK- BOY, MOY, EOY)	
Check-in/Review Date	Monthly meetings with instructional coaches to review data	Instructional coaches will check in bi-weekly with new staff	

Phonics- Goal 1.B and 1.C Action Map

District Goal: By the publication of the 2021-2022 state report card data, Youngstown City Schools will demonstrate expected progress at or above in English Language Arts as measured by the “Current Year Value-Added” for each grade level 4-8 and ELA 2, earning a B or above on Improving K-3 Literacy.

*The appropriate sub goal is highlighted below.

- A. Birth-5: By May 2021, 75% of 4 and 5-year-old preschool scholars will meet the on-track target as measured by the Heggerty Assessment from the 2018-2019 baseline data of 60.23%.
- B. Grades K-1: By May 2021, 70% of scholars in grades K-1 will meet their expected growth as measured by the DIBELS assessment data from the 2018-2019 baseline data of 55%.
- C. Grades 2-3: By May 2021, 70% of scholars in grades 2-3 will meet their expected growth as measured by the DIBELS assessment data from the 2018-2019 baseline data of 58%.
- D. Grades 2-5: By May 2021, 65% of scholars in grades 2-5 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment from the 2018-2019 baseline data of 50%.
- E. Grades 6-10: By May 2021, 75% of scholars in grades 6-10 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment from the 2018-2019 baseline data of 63%.

Evidence-Based Strategy or Strategies: Implement explicit and systematic phonics instruction with connected decodable text (Really Great Reading and ParaReading Strategies) to support Tier 1 core instruction, as well as Tier 2 targeted and Tier 3 intensive intervention as documented in scholar’s Reading Improvement and Monitoring Plans (RIMPS).

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	<p>Teachers (K-5) will implement the Really Great Reading curriculum daily as outlined in the district defined Literacy Block for Tier 1 instruction</p> <p>Tasks:</p> <p>Teachers will reference the pacing guide to ensure implementation of the district adopted phonics curriculum</p> <p>Teachers will receive professional development including how to implement the program with fidelity</p> <p>The use of supplemental resources, such as decodable texts and spelling lists will be included</p> <p>Time will be built into the ELA Literacy Block to incorporate supplemental resources, such as decodable texts and the skill-aligned spelling words</p> <p>Align the standards-based report card to the Change in Emphasis</p>	<p>Teachers (K-2) will provide explicit instruction on sight words (heart words)/high frequency words in alignment to the Science of Reading and the grade level Really Great Reading curriculum</p> <p>Tasks:</p> <p>Develop grade level lists of sight words (heart words)/high frequency words for each grade level</p> <p>Provide professional development to teachers and tutors on how to teach these words according to the Science of Reading</p> <p>Train teachers and tutors on how to use the supplemental resources available in their Really Great Reading curriculum (Heart Word Magic, Heart Word generator)</p> <p>Provide professional development to teachers and tutors on how to use the Read a Row Routine in Really Great Reading to assess heart word knowledge on an ongoing basis</p>	<p>Teachers (K-8) will implement explicit instruction in phonics for students needing Tier 2 and 3 interventions in this area as identified by screening data which will inform RIMPS</p> <p>Tasks: Professional development on how to administer and utilize screening and diagnostic assessments</p> <p>Professional development on how to administer and utilize progress monitoring assessments/ data</p> <p>Decision Rules will be utilized to prescribe interventions in the following grade bands: K-3 & 4-8</p> <p>Certified tutors and educational assistants will be provided professional development on strategies and resources to support Tier 2 targeted and Tier 3 intensive interventions with regard to phonics instruction</p> <p>Recruit retired teachers for tutoring positions</p>
Timeline	August 2019 – May 2022	January 2020 – May 2022	August 2019 – May 2022

	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	Chief of Academics Chief of Schools Chief & Deputy Chief of Core Curriculum Principals Instructional Coaches	Chief of Academics Chief of Schools Chief & Deputy Chief of Core Curriculum Principals Instructional Coaches	Chief of Academics Chief of Schools Chief & Deputy Chief of Core Curriculum Principals Instructional Coaches
Resources Needed	Really Great Reading curriculum & online resources Literacy Block guidelines adjusted to reflect the use of supplemental resources available in the program's online tool in addition to the scripted lesson Pacing Guide The Changing Emphasis of the Subskills of the Five Components of Reading - VISUAL Substitute teachers will be used during teacher professional development Professional development on how to use the supplemental resources according to the Science of Reading Purchase decodable text sets for grades K-5 (e.g. Power Readers)	Grade level word lists Professional development on teaching sight words according to the Science of Reading Purchase decodable text sets for grades K-5 (e.g. Power Readers)	Really Great Reading trainer Feedback tool <i>The Changing Emphasis of the Subskills of the Five Components of Reading - VISUAL</i> ParaReading training ParaReading books Professional development on how to use Really Great Reading programs effectively in Tiers 2 and 3 Professional development and ongoing support using the Decision Rules for Grades K-3 and the Decision Rules for Grades 4-8
Specifics of Implementation	15 - 20 minutes of explicit instruction (depending on grade level)	Explicit instruction embedded with the ELA Literacy Block for phonics instruction	Small group intervention for 1-5 students (Tier 2 and Tier 3) During the ELA intervention blocks 45-60 minutes per day/3 days per week
Measure of Success	Classroom visits will indicate 80% fidelity of implementation by spring 2020 and 100% fidelity of implementation by spring of 2021	Classroom visits will indicate 80% fidelity of implementation by spring 2020 and 100% fidelity of implementation by spring of 2021	Adult: Classroom visits will indicate that interventions being implemented are aligned to the Decision Rules for K-3 and 4-8 Student: DIBELS benchmark, progress monitoring and Pathways of Progress (BOY, MOY, EOY)
Check-in/Review Date	Principals and instructional coaches weekly Monthly by Literacy Team BLT and DLT will review after the BOY, MOY, and EOY assessments Principal will create a quarterly newsletter for staff and families highlighting literacy efforts within the school as well as ideas and strategies	Principals and instructional coaches weekly Monthly by Literacy Team BLT and DLT will review after the BOY, MOY, and EOY assessments Principal will create a quarterly newsletter for staff and families highlighting literacy efforts within the school as well as ideas and strategies promoting	Principals and instructional coaches weekly Monthly by Literacy Team BLT and DLT will review after the BOY, MOY, and EOY assessments Principal will create a quarterly newsletter for staff and families highlighting literacy efforts within the school as well as ideas and strategies promoting

	Action Step 1	Action Step 2	Action Step 3
	<p>promoting literacy in the home</p> <p>Monthly <i>Parents Realizing Involvement Determines Education (P.R.I.D.E)</i> meetings</p>	<p>literacy in the home</p> <p>Monthly <i>Parents Realizing Involvement Determines Education (P.R.I.D.E)</i> meetings</p>	<p>literacy in the home</p> <p>Monthly <i>Parents Realizing Involvement Determines Education (P.R.I.D.E)</i> meetings</p>

	Action Step 4	Action Step 5	Action Step 6
Implementation Components	<p>Principals and instructional coaches will provide effective feedback to staff on the implementation of the phonics curriculum, including the supplemental resources</p> <p>Tasks: Administrative staff will receive professional development on phonics focused on classroom look-fors</p> <p>Calibration among principals and instructional coaches on look-fors and effective feedback will be provided</p> <p>A common monitoring tool will be created and utilized</p>	<p>Tiered coaching (K-8) will be provided based on implementation data</p> <p>Tasks:</p> <p>More intensive professional development will be provided to instructional coaches to ensure they are equipped with skills</p> <p>In collaboration with building leaders, instructional coaches will prioritize support(s) based on adult implementation and student performance data</p> <p>Coaching delivery plan for instructional support will be reviewed and revised</p> <p>Instructional coaches will receive ongoing feedback from central office and the Urban Literacy Specialist</p>	<p>The onboarding process for new staff members and long term substitute teachers will include a plan of how they will receive necessary professional development to support implementation of phonics</p> <p>Tasks:</p> <p>The professional development plan scope and sequence will be shared and reviewed during onboarding</p> <p>Instructional coaches will follow the onboarding plan for new staff to plan and provide necessary professional development for teachers. If the instructional coaches cannot provide the training, administrators will seek assistance from the SSTR5 RELS or Urban Literacy Specialist for additional professional development for new staff</p> <p>Expectations of required professional development will be shared and monitored</p>
Timeline	August 2020 – May 2022	August 2019 – May 2022	August 2020 – May 2022
Lead Person(s)	<p>Chief of Academics</p> <p>Chief of Schools</p> <p>Chief & Deputy Chief of Core Curriculum</p>	<p>Chief of Academics</p> <p>Chief of Schools</p> <p>Chief & Deputy Chief of Core Curriculum</p> <p>Principals</p> <p>Instructional Coaches</p>	<p>Chief of Academics</p> <p>Chief of Schools</p> <p>Chief of Human Capital</p> <p>Chief & Deputy Chief of Core Curriculum</p> <p>Principals</p> <p>Instructional Coaches</p>
Resources Needed	<p>Trainer Look-for tool</p> <p>Feedback tool</p> <p>Allocated time for principal and instructional coaches training</p>	<p>Train-the - trainer</p> <p>Instructional coaching delivery plan</p> <p>Allocated time with building leaders for analyzing data and planning tiered teacher support</p>	<p>The professional development plan scope and sequence for substitute teachers/new staff</p> <p>The training material for substitute teachers</p> <p>/new staff</p>
Specifics of Implementation	Principal and instructional coaches training and coaching	Instructional coaches will receive intensive professional development	Onboarding staff

	Action Step 4	Action Step 5	Action Step 6
Measure of Success	Consistency of principal and instructional coaches' observations and feedback as measured by tools	Adult: Observation and feedback on coaching will indicate increased effectiveness Increased implementation of phonics Student: DIBELS benchmark, progress monitoring and Pathways of Progress (BOY, MOY, EOY) Heggerty Assessment (PreK- BOY, MOY, EOY)	Adult: Observation and feedback will demonstrate growth of individual baseline Student: DIBELS benchmark, progress monitoring and Pathways of Progress (BOY, MOY, EOY) Heggerty Assessment (PreK- BOY, MOY, EOY)
Check-in/Review Date	Academic Chiefs will review data quarterly On PACE principal meetings Monthly principals' meetings Monthly instructional coaches' meetings Principal will create a quarterly newsletter for staff and families highlighting literacy efforts within the school as well as ideas and strategies promoting literacy in the home Monthly <i>Parents Realizing Involvement Determines Education (P.R.I.D.E)</i> meetings	Monthly meetings with instructional coaches to review data	Instructional coaches will check in bi-weekly with new staff

Vocabulary- Goal 1.D and 1.E Action Map

District Goal: By the publication of the 2021-2022 state report card data, Youngstown City Schools will demonstrate expected progress at or above in English Language Arts as measured by the “Current Year Value-Added” for each grade level 4-8 and ELA 2, earning a B or above on Improving K-3 Literacy.

*The appropriate sub goal is highlighted below.

- A. Birth-5: By May 2021, 75% of 4 and 5-year-old preschool scholars will meet the on-track target as measured by the Heggerty Assessment from the 2018-2019 baseline data of 60.23%.
- B. Grades K-1: By May 2021, 70% of scholars in grades K-1 will meet their expected growth as measured by the DIBELS assessment data from the 2018-2019 baseline data of 55%.
- C. Grades 2-3: By May 2021, 70% of scholars in grades 2-3 will meet their expected growth as measured by the DIBELS assessment data from the 2018-2019 baseline data of 58%.
- D. Grades 2-5: By May 2021, 65% of scholars in grades 2-5 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment from the 2018-2019 baseline data of 50%.

- E. Grades 6-10: By May 2021, 75% of scholars in grades 6-10 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment from the 2018-2019 baseline data of 63%.

Evidence-Based Strategy or Strategies: Implement Explicit Vocabulary Instruction (ParaReading, Explicit Instruction, Keys to Literacy, National Geographic’s Panorama Science and Panorama Social Studies, Pearson My Perspectives).

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	<p>Utilizing explicit vocabulary instruction strategies, we will build a deeper understanding of vocabulary and its importance to comprehension according to the Science of Reading for all content and specialist teachers</p> <p>Teachers will implement components of explicit vocabulary instruction in grades K-5 for Tier 1 instruction</p> <p>Tasks:</p> <p>Teachers will receive professional development to implement and use vocabulary strategies and resources</p> <p>Professional development for vocabulary will be within an explicit instructional framework</p> <p>The work will look different based upon the grade level and will be aligned with the district adopted curricula and state standards</p> <p>Certified tutors and educational assistants will be provided professional development on strategies and resources to support Tier 2 targeted and Tier 3 intensive interventions with regard to explicit vocabulary instruction</p>	<p>Utilizing Keys to Literacy routines, we will build a deeper understanding of vocabulary and its importance to comprehension according to the Science of Reading for all content and specialist teachers</p> <p>Teachers will implement Keys to Literacy Vocabulary strategies in grades 6-12 for</p> <p>Tier 1 core instruction</p> <p>Tasks: Teachers will receive professional development within an explicit instructional framework to implement and use vocabulary strategies and resources</p> <p>Vocabulary instruction will be defined based upon the grade level and will be aligned with the district adopted curricula and state standards</p> <p>Certified tutors and educational assistants will be provided professional development on strategies and resources to support Tier 2 targeted and Tier 3 intensive interventions with regard to explicit vocabulary instruction</p>	<p>Implementation and fidelity measures to be implemented daily by staff</p> <p>Principals and Central Office staff will provide effective feedback (both written and oral) on the discrete concepts of a high-quality vocabulary lesson</p> <p>Principals and Central Office staff will monitor the impact of the feedback on the discrete concepts of a high-quality vocabulary lesson over time</p> <p>Tasks:</p> <p>List discrete concepts of an effective vocabulary lesson for all principals to use broken down by grades K-5 (Explicit Instruction) and grades 6-12 (Keys to Literacy)</p>
Timeline	August 2019-May 2022	August 2019-May2022	August 2019-May 2022
Lead Person(s)	<p>Chief of Academics</p> <p>Chief & Deputy Chief of Core Curriculum</p> <p>Principals</p> <p>Instructional Coaches</p>	<p>Chief of Academics</p> <p>Chief & Deputy Chief of Core Curriculum</p> <p>Principals Supervisors</p> <p>Instructional Coaches</p> <p>Internal District Facilitators</p>	<p>Chief of Academics</p> <p>Chief of Schools</p> <p>Chief & Deputy Chief of Core Curriculum</p> <p>Principals Supervisors</p> <p>Instructional Coaches</p>
Resources Needed	Training	<p>Training</p> <p>Professional development for new</p>	<p>Training</p> <p>Professional development for</p>

	Action Step 1	Action Step 2	Action Step 3
	<p>Professional development for new staff (on-line /blended)</p> <p>Explicit vocabulary instruction</p> <p>Scope and sequence of professional development (individualized and/or small group)</p> <p>Substitute teachers</p>	<p>staff (on-line /blended)</p> <p>Keys to Literacy Vocabulary manuals</p> <p>Scope and sequence of professional development (individualized and/or small group)</p> <p>Substitute teachers</p>	<p>new staff (on-line /blended)</p> <p>Common tools to be created and shared</p> <p>Calibration among principals and Central Office staff on look-fors and effective feedback will be created</p> <p>Common monitoring tool with a list of the discrete concepts will be created and utilized</p> <p>Scope and sequence of professional learning (individualized and/or small group) to be done before and after training</p>
Specifics of Implementation	Explicit instruction during the Literacy Block	Explicit instruction during the literacy class period	<p>Calibration for administration and/or those providing feedback</p> <p>Identification of the essential components of an explicit vocabulary lesson</p> <p>A deeper dive into specific strategies to address the needs of all learners</p> <p>Identification of evidence-based instructional strategies based upon the results of the feedback and student outcomes and adult implementation indicators</p>
Measure of Success	<p>Adult: Based upon the discrete concepts of vocabulary instruction, progress will be evaluated and observed during learning tours and walkthroughs</p> <p>Adult: Classroom visits will indicate 80% fidelity of implementation by spring 2020 and 100% fidelity of implementation by spring of 2021</p>	<p>Adult: Based upon the discrete concepts of vocabulary instruction, progress will be evaluated and observed during learning tours and walkthroughs</p> <p>Adult: Classroom visits will indicate 80% fidelity of implementation by spring 2020 and 100% fidelity of implementation by spring of 2021</p>	Learning Tour data will demonstrate the implementation and understanding of the discrete concepts over time
Check-in/Review Date	<p>Principals and instructional coaches' weekly learning tour and walkthrough data</p> <p>Monthly by Literacy Team</p> <p>BLT and DLT will review after the BOY, MOY, and EOY assessments</p> <p>TBT</p> <p>conversations (minutes)</p>	<p>Principals and instructional coaches' weekly learning tour and walkthrough data</p> <p>Monthly by Literacy team</p> <p>BLT and DLT will review after the BOY, MOY, and EOY assessments</p> <p>TBT</p>	<p>Principals weekly</p> <p>On Pace Principal Meetings</p> <p>Monthly principals' meetings</p> <p>Monthly instructional coaches' meetings</p> <p>Monthly by Literacy Team</p> <p>Quarterly review by BLT and DLT</p>

	Action Step 1	Action Step 2	Action Step 3
	Principal will create a quarterly newsletter for staff and families highlighting literacy efforts within the school as well as ideas and strategies promoting literacy in the home Monthly Parents Realizing Involvement Determines Education (P.R.I.D.E) meetings	conversations (minutes) Principal will create a quarterly newsletter for staff and families highlighting literacy efforts within the school as well as ideas and strategies promoting literacy in the home Monthly Parents Realizing Involvement Determines Education (P.R.I.D.E) meetings	TBT conversations (minutes) Principal will create a quarterly newsletter for staff and families highlighting literacy efforts within the school as well as ideas and strategies promoting literacy in the home Monthly Parents Realizing Involvement Determines Education (P.R.I.D.E) meetings

	Action Step 4	Action Step 5	Action Step 6
Implementation Components	Tiered coaching (K-12) will be provided based on implementation data Tasks: More intensive professional development will be provided to coaches to ensure they are equipped with skills In collaboration with building leaders, coaches will prioritize supports based on adult implementation and student performance data Coaching delivery plan for instructional support will be reviewed and revised Coaches will receive ongoing feedback from central office and the Urban Literacy Specialist	The onboarding process for new staff members and long term substitute teachers will include a plan of how they will receive the necessary professional development to support the implementation of explicit vocabulary instruction Tasks: The professional development plan scope and sequence will be shared and reviewed during onboarding Instructional coaches will follow the onboarding plan for new staff to plan and provide necessary professional development for teachers. If the coaches cannot provide the professional development, administrators will seek assistance from the SSTR5 RELS or Urban Literacy Specialist for additional professional development for new staff Expectations of required training will be shared and monitored	
Timeline	August 2019-May 2022	August 2020-May2022	
Lead Person(s)	Chief of Academics Chief of Schools Chief & Deputy Chief of Core Curriculum Principals Instructional Coaches	Chief of Academics Chief of Schools Chief of Human Capital Chief & Deputy Chief of Core Curriculum Principals Instructional Coaches	
Resources Needed	Train-the- trainer Instructional coaching delivery plan	The professional development plan scope and sequence for substitute teachers/new staff The training material for	

	Action Step 4	Action Step 5	Action Step 6
	Allocated time with building leaders for analyzing data and planning tiered teacher support	substitute teachers/new staff	
Specifics of Implementation	Instructional coaches will receive intensive professional development	Onboarding staff	
Measure of Success	Adult: Observation and feedback on coaching will indicate increased effectiveness Increased implementation of vocabulary strategies Student: NWEA Reading MAP growth from BOY to MOY to EOY	Adult: Observation and feedback will demonstrate growth of individual baseline Student: NWEA MAP Reading growth from BOY to MOY to EOY	
Check-in/Review Date	Monthly meetings with instructional coaches to review data	Instructional coaches will check in bi-weekly with new staff	

Background Knowledge & Comprehension- Goal 1.C, 1.D, and 1.E Action Map

District Goal: By the publication of the 2021-2022 state report card data, Youngstown City Schools will demonstrate expected progress at or above in English Language Arts as measured by the “Current Year Value-Added” for each grade level 4-8 and ELA 2, earning a B or above on Improving K-3 Literacy.

*The appropriate sub goal is highlighted below.

- Birth-5: By May 2021, 75% of 4 and 5-year-old preschool scholars will meet the on-track target as measured by the Heggerty Assessment from the 2018-2019 baseline data of 60.23%.
- Grades K-1: By May 2021, 70% of scholars in grades K-1 will meet their expected growth as measured by the DIBELS assessment data from the 2018-2019 baseline data of 55%.
- Grades 2-3: By May 2021, 70% of scholars in grades 2-3 will meet their expected growth as measured by the DIBELS assessment data from the 2018-2019 baseline data of 58%.
- Grades 2-5: By May 2021, 65% of scholars in grades 2-5 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment from the 2018-2019 baseline data of 50%.
- Grades 6-10: By May 2021, 75% of scholars in grades 6-10 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment from the 2018-2019 baseline data of 63%.

Evidence-Based Strategy or Strategies: Build Background knowledge and comprehension through the use of thematic, grade level and higher text sets (Rich text from National Geographic’s Panorama Science and Panorama Social Studies, Pearson My Perspectives).

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	<p>Grades PreK-5 teachers will implement a daily read aloud as outlined in the Literacy Block for Tier 1 instruction</p> <p>Tasks:</p> <p>PreK-5 teachers will receive professional development on effectively using the read aloud to build scholars' background knowledge and vocabulary</p>	<p>Teachers (grades K-5) will implement National Geographic <i>Panorama Science and Panorama Social Studies</i> resources daily as outlined in the district defined Literacy Block for Tier 1 instruction</p> <p>Tasks: Teachers will receive professional development on the implementation of the National Geographic <i>Panorama Science and Panorama Social Studies</i> curriculum to build the background knowledge and use of vocabulary by scholars in reading, writing and speaking</p>	<p>Teachers (grades 6-12) will implement Pearson <i>My Perspectives</i> resource daily as outlined in the literacy period for Tier 1 instruction</p> <p>Tasks:</p> <p>Scope and sequence will be aligned to ensure alignment with the reading, writing and speaking & listening standards Deconstructed standards will guide lesson delivery to support teachers' understanding of the Ohio Learning Standards</p> <p>Teachers will receive professional learning to implement the resources and strategies supporting the program to build scholars' background knowledge</p> <p>Certified tutors and educational assistants will be provided professional development on strategies and resources to support individual and small group intervention with regard to background knowledge</p>
Timeline	August 2019 – May 2022	August 2019 – May 2022	August 2019 – May 2022
Lead Person(s)	<p>Chief of Academics</p> <p>Chief & Deputy Chief of Core Curriculum</p> <p>Principals</p> <p>Instructional Coaches</p>	<p>Chief of Academics</p> <p>Chief & Deputy Chief of Core Curriculum</p> <p>Principals</p> <p>Instructional Coaches</p>	<p>Chief of Academics</p> <p>Chief & Deputy Chief of Core Curriculum</p> <p>Principals</p> <p>Instructional Coaches</p>
Resources Needed	<p>National Geographic <i>Panorama Science and Panorama Social Studies</i> read aloud texts (K-5)</p> <p>Read aloud texts with rich vocabulary (PreK)</p>	<p>National Geographic <i>Panorama Science and Panorama Social Studies</i> texts and student workbooks</p> <p>Media connected to the thematic sets</p> <p>Literacy Block guidelines</p> <p>Explicit instruction professional development</p>	<p>Pearson <i>My Perspectives</i> anthology and student workbooks</p> <p>Media connected to the thematic sets</p> <p>Keys to Literacy professional development (Keys to Vocabulary, Keys to Writing, Keys to Comprehension)</p>
Specifics of Implementation	<p>Use of the explicit vocabulary routine in grades PreK-5</p> <p>Refresher professional development for PreK teachers in choosing Tier 2 vocabulary and providing explicit vocabulary instruction</p>	<p>Explicit instruction in the Literacy Block</p> <p>Revise the literacy block to align with the National Geographic <i>Panorama Science and Panorama Social Studies</i> curriculum implementation</p>	<p>Professional development in Keys to Vocabulary</p> <p>Professional development in Keys to Writing, and Keys to Comprehension to provide explicit instructional routines to be used across all content areas</p>

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	Adult: Classroom visits will indicate 60% fidelity of implementation by spring 2020 and 100% fidelity of implementation by spring of 2021	Adult: Classroom visits will indicate 80% fidelity of implementation by spring 2020 and 100% fidelity of implementation by spring of 2021	Adult: Classroom visits will indicate 80% fidelity of implementation by spring 2020 and 100% implementation by spring of 2021
Check-in/Review Date	Principals and instructional coaches weekly Monthly by Literacy Team BLT and DLT will review after the BOY, MOY, and EOY assessments Principal will create a quarterly newsletter for staff and families highlighting literacy efforts within the school as well as ideas and strategies promoting literacy in the home Monthly Parents Realizing Involvement <i>Determines Education (P.R.I.D.E)</i> meetings	Principals and instructional coaches weekly Monthly by Literacy Team BLT and DLT will review after the BOY, MOY, and EOY assessments Principal will create a quarterly newsletter for staff and families highlighting literacy efforts within the school as well as ideas and strategies promoting literacy in the home Monthly <i>Parents Realizing Involvement Determines Education (P.R.I.D.E)</i> meetings	Principals and instructional coaches weekly Monthly by Literacy Team BLT and DLT will review after the BOY, MOY, and EOY assessments Principal will create a quarterly newsletter for staff and families highlighting literacy efforts within the school as well as ideas and strategies promoting literacy in the home Monthly Parents Realizing Involvement <i>Determines Education (P.R.I.D.E)</i> meetings

	Action Step 4	Action Step 5	Action Step 6
Implementation Components	Principals and instructional coaches will provide effective feedback to staff on the implementation of the National Geographic <i>Panorama Science and Panorama Social Studies</i> , and Pearson <i>My Perspectives</i> resources Tasks: Principals and instructional coaches will receive professional development on the resources and classroom look-fors Calibration among principals and instructional coaches on look-fors and effective feedback will be provided A common monitoring tool to track implementation and feedback will be created and used	Tiered coaching (PreK-12) will be provided based on implementation data Tasks: More intensive professional development will be provided to coaches to ensure they are equipped with skills In collaboration with building leaders, instructional coaches will prioritize support(s) based on adult implementation data Coaching delivery plan for instructional support will be reviewed and revised Instructional coaches will receive ongoing feedback from Central Office and the Urban Literacy Specialist	The onboarding process for new staff members and long term substitute teachers will include a plan of how they will receive the necessary professional development to support the implementation and use of daily read alouds, National Geographic <i>Panorama</i> and Pearson <i>My Perspectives</i> resources Tasks: The professional development plan scope and sequence will be shared and reviewed during onboarding Coaches to follow the onboarding plan for new staff to plan and provide necessary professional development for teachers. If the coaches can not provide the professional development, administrators will seek assistance from the SSTR5 RELS or Urban Literacy Specialist for additional professional development for new staff Expectations of required training will be shared and

	Action Step 4	Action Step 5	Action Step 6
			monitored
Timeline	August 2019 – May 2022	August 2019 – May 2022	August 2020 – May 2022
Lead Person(s)	Chief of Academics Chief of Schools	Chief of Academics Chief of Schools Chief & Deputy Chief of Core Curriculum Principals Instructional Coaches	Chief of Academics Chief of Schools Chief of Human Capital Chief & Deputy Chief of Core Curriculum Principals Instructional Coaches
Resources Needed	Trainer Look-for tool Feedback tool Allocated time for principal and instructional coaches' training	Train-the- trainer Instructional coaching delivery plan Allocated time with building leaders for analyzing data and planning tiered teacher support	The professional development plan scope and sequence for substitute teachers/new staff The training material for substitute teachers/new staff
Specifics of Implementation	Principal training and coaching Instructional coach training and coaching	Instructional coaches will receive intensive professional development	Onboarding staff
Measure of Success	Consistency of principal and instructional coaches' observations and feedback as measured by the monitoring tools	Adult: Observation and feedback on coaching will indicate increased effectiveness Increased implementation and use of read alouds, National Geographic <i>Panorama Science and Panorama Social Studies</i> , and Pearson <i>My Perspectives</i> resources	Adult: Weekly observation data to ensure fidelity of implementation and use of National Geographic <i>Panorama Science and Panorama Social Studies</i> and Pearson <i>My Perspectives</i> resources Student: Use of National Geographic <i>Panorama Science and Panorama Social Studies</i> and Pearson <i>My Perspectives</i> resources on a daily basis
Check-in/Review Date	Academic Chiefs review data quarterly On Pace principal meetings Monthly principals' meetings Monthly instructional coaches' meetings	Monthly meetings with instructional coaches to review data	Instructional coaches will check in bi-weekly with new staff

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

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

Subgoal One:

By May 2021, 75% of 4 and 5-year-old preschool scholars will meet the on-track target as measured by the Heggerty Assessment from the 2018-2019 baseline data of 60.23%.

1. Student Performance Data
 - a. Scholars' phonemic awareness skills data will be collected 3 times, at the beginning, middle and end of the school year (BOY, MOY, EOY) utilizing the Heggerty PreK Baseline Phonemic Awareness Assessment to identify and monitor progress in all skill areas of strength and weakness.
 - b. Teacher Based Teams (TBTs) will analyze benchmark data to inform Tier 1 core instruction, Tier 2 targeted interventions and Tier 3 intensive interventions.
 - c. Formative assessment used by classroom teachers will be used to monitor scholar progress on targeted skill deficits between benchmarking periods to further identify necessary Tier 2 targeted interventions and Tier 3 intensive interventions.
2. Adult Implementation Data
 - a. Daily phonemic awareness instruction will be monitored weekly by principals, instructional coaches, and preschool supervisors.
 - b. Preschool supervisors, instructional coaches, and school administrators will support the implementation of TBTs as they monitor the effectiveness of core instruction and Tier 2 targeted interventions and Tier 3 intensive interventions.
3. Monitoring Systems
 - a. Building benchmarking data will be analyzed by the Building Leadership Teams (BLTs) after each of the three benchmark assessments.
 - b. District benchmarking data will be analyzed by the District Leadership Team (DLT) after each of the three benchmark assessments.
 - c. The District Literacy Team will develop the resources and tools needed to support the implementation and monitoring of the Action Plan Maps (Section 6a).
 - d. Action Plan Maps (Section 6a) implementation, adult implementation (cause) data and aligned student progress (effect) data gained from monitoring tools will be reviewed monthly by the District Literacy Team.
4. Communication
 - a. An intentional communication loop has been established through the collaborative structures of district, building and teacher based team agenda items to share the information needed to employ evidence-based strategies, monitor adult implementation, and review student progress data.

Subgoal Two:

By May 2021, 70% of scholars in grades K-1 will meet their expected growth as measured by the DIBELS assessment data from the 2018-2019 baseline data of 55%.

1. Student Performance Data
 - a. Data on scholars' acquisition of literacy skills will be assessed at the beginning, middle and end of the school year utilizing the DIBELS.
 - b. Progress monitoring, as outlined in the district's DIBELS Progress Monitoring Calendar, will occur between each benchmark to increase scholar performance at the next benchmarking assessment. Scholars who score below the grade-level benchmark will be progress monitored bi-weekly. Scholars at and above the grade-level benchmark will be progress monitored every three to four weeks. Progress monitoring data will inform Tier 2 targeted interventions and Tier 3 intensive interventions.
 - c. TBTs will analyze benchmark data to inform Tier 1 core instruction, Tier 2 targeted interventions and Tier 3 intensive interventions.
2. Adult Implementation Data
 - a. Daily reading instruction as defined by the ELA Literacy Block will be monitored weekly by principals and instructional coaches.
 - b. The Youngstown City School Decision Rules K-3 will be used to help teachers determine appropriate data-based interventions in the domains of word recognition and language comprehension.
 - c. The Pathways of Progress DIBELS Growth Report will be used to help TBTs and school leaders to identify scholars' growth from the beginning-of-the-year assessment to the middle-of-the year assessment, and then to the end-of-the-year assessment. Instructional coaches and administrators will

use the growth data to identify the appropriate instructional support necessary for the teacher to implement.

- d. Tier 2 targeted interventions and Tier 3 intensive interventions will be monitored in scholar's Reading Improvement Monitoring Plans (RIMPS) for those scholars that are below grade-level and considered off track.
 - e. Instructional coaches and school administrators will support the implementation of TBTs as they monitor the effectiveness of core instruction and Tier 2 and 3 interventions.
3. Monitoring Systems
- a. Building benchmarking data will be analyzed by the BLTs after each of the three benchmark assessments.
 - b. District benchmarking data will be analyzed by the DLT after each of the three benchmark assessments.
 - c. The District Literacy Team will develop the resources and tools needed to support the implementation and monitoring of the Action Plan Maps (Section 6a).
 - d. Action Plan Maps (Section 6a) implementation, adult implementation (cause) data and aligned student progress (effect) data gained from monitoring tools will be reviewed monthly by the District Literacy Team.
4. Communication
- a. An intentional communication loop has been established through the collaborative structures of district, building and teacher based team agenda items to share the information needed to employ evidence-based strategies, monitor adult implementation, and review student progress data.

Subgoal Three:

By May 2021, 70% of scholars in grades 2-3 will meet their expected growth as measured by the DIBELS assessment data from the 2018-2019 baseline data of 58%.

- 1. Student Performance Data
 - a. Data on scholars' acquisition of literacy skills will be assessed at the beginning, middle and end of the school year utilizing the DIBELS.
 - b. Progress monitoring, as outlined in the district's DIBELS Progress Monitoring Calendar, will occur between each benchmark to increase scholars performance at the next benchmarking assessment. Scholars who score below the grade-level benchmark will be progress monitored bi-weekly. Scholars at and above the grade-level benchmark will be progress monitored every three to four weeks. Progress monitoring data will inform Tier 2 targeted interventions and Tier 3 intensive interventions.
 - c. TBTs will analyze benchmark data to inform Tier 1 core instruction, Tier 2 targeted interventions and Tier 3 intensive interventions.
- 2. Adult Implementation Data
 - a. Daily reading instruction as defined by the ELA Literacy Block will be monitored weekly by principals and instructional coaches.
 - b. The Youngstown City School Decision Rules K-3 will be used to help teachers determine appropriate data-based interventions in the domains of word recognition and language comprehension.
 - c. The Pathways of Progress DIBELS Growth Report will be used to help TBTs and school leaders to identify scholars' growth from three benchmark assessments.
 - d. Instructional coaches and administrators will use this growth data to identify any instructional supports the teacher may need to positively affect scholar growth.
 - e. Instructional coaches and school administrators will support the implementation of TBTs as they monitor the effectiveness of core instruction and Tier 2 and 3 interventions
- 3. Monitoring Systems
 - a. Building benchmarking data will be analyzed by the BLTs after each of the three benchmark assessments.
 - b. District benchmarking data will be analyzed by the DLT after each of the three benchmark assessments.
 - c. The District Literacy Team will develop the resources and tools needed to support the implementation and monitoring of the Action Plan Maps (Section 6a).
 - d. Action Plan Maps (Section 6a) implementation, adult implementation (cause) data and aligned student progress (effect) data gained from monitoring tools will be reviewed monthly by the District Literacy Team.
- 4. Communication
 - a. An intentional communication loop has been established through the collaborative structures of district, building and teacher based team agenda items to share the information needed to employ evidence-based strategies, monitor adult implementation, and review student progress data.

Subgoal Four:

By May 2021, 65% of scholars in grades 2-5 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment from the 2018-2019 baseline data of 50%.

1. Student Performance Data
 - a. Data on scholars' literacy skills will be assessed at the beginning, middle, and end of the school year utilizing the NWEA Map Reading assessment.
 - b. TBTs will analyze benchmark data to inform Tier 1 core instruction, Tier 2 targeted interventions and Tier 3 intensive interventions.
 - c. TBTs will utilize the NWEA Learning Continuum to translate MAP scores into learning statements in order to set individual scholar performance goals and inform core instruction and Tier 2 targeted interventions and Tier 3 intensive interventions.
 - d. Formative assessment data will occur between each benchmark through the use of daily exit slips and classroom assessments to prepare for scholar performance at the next benchmarking period.
 - e. Scholars well below grade level will be further assessed using the PAST, a phonological screening test, or other phonemic awareness screeners, to evaluate scholars' phonological awareness and inform any needed Tier 2 targeted interventions and Tier 3 intensive interventions.
2. Adult Implementation
 - a. Daily reading instruction as defined by the ELA Literacy Block will be monitored weekly by principals and instructional coaches.
 - b. Instructional coaches and school administrators will support the implementation of TBTs as they monitor the effectiveness of core instruction and Tier 2 and 3 interventions.
3. Monitoring Systems
 - a. Building benchmarking data will be analyzed by the BLTs after each of the three benchmark assessments.
 - b. District benchmarking data will be analyzed by the DLT after each of the three benchmark assessments.
 - c. The District Literacy Team will develop the resources and tools needed to support the implementation and monitoring of the Action Plan Maps (Section 6a).
 - d. Action Plan Maps (Section 6a) implementation, adult implementation (cause) data and aligned student progress (effect) data gained from monitoring tools will be reviewed monthly by the District Literacy Team.
4. Communication
 - a. An intentional communication loop has been established through the collaborative structures of district, building and teacher based team agenda items to share the information needed to employ evidence-based strategies, monitor adult implementation, and review student progress data.

Subgoal Five:

By May 2021, 75% of scholars in grades 6-10 will meet their individual expected growth goal as measured by the NWEA MAP reading (informational text, literary text, and vocabulary) assessment from the 2018-2019 baseline data of 63%.

1. Student Performance Data
 - a. Data on scholars' literacy skills will be assessed at the beginning, middle, and end of the school year utilizing the NWEA Map Reading assessment.
 - b. TBTs, along with the instructional coach and school administrators, will analyze the data after each benchmark to inform core instruction and Tier 2 targeted interventions and Tier 3 intensive interventions.
 - c. TBTs will utilize the NWEA Learning Continuum to translate MAP scores into learning statements in order to set individual scholar performance goals and inform core instruction and Tier 2 targeted interventions and Tier 3 intensive interventions.
 - d. Formative assessment will be used to monitor scholar progress on targeted skill deficits between benchmarking periods to ensure growth.
 - e. Scholars well-below grade level will be further assessed using the PAST, a phonological screening test, to evaluate scholars' phonological awareness and inform any needed Tier 2 targeted interventions and Tier 3 intensive interventions.
2. Adult Implementation Data
 - a. Daily literacy skills instruction will be monitored weekly by principals and instructional coaches through observation and lesson plan document review.
 - b. Instructional coaches, and school administrators will support the implementation of TBTs as they monitor the effectiveness of core instruction and Tier 2 and 3 interventions.
3. Monitoring Systems
 - a. Building benchmarking data will be analyzed by the BLTs after each of the three benchmark assessments.

- b. District benchmarking data will be analyzed by the DLT after each of the three benchmark assessments.
 - c. The District Literacy Team will develop the resources and tools needed to support the implementation and monitoring of the Action Plan Maps (Section 6a).
 - d. Action Plan Maps (Section 6a) implementation, adult implementation (cause) data and aligned student progress (effect) data gained from monitoring tools will be reviewed monthly by the District Literacy Team.
4. Communication
- a. An intentional communication loop has been established through the collaborative structures of district, building and teacher based team agenda items to share the information needed to employ evidence based strategies, monitor adult implementation, and review student progress data.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

SECTION 8, PART A: STRATEGIES TO SUPPORT LEARNERS

Describe the evidence-based strategies identified in Section 6 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans.

Evidence-based strategies will be implemented to support Tier 1 core instruction, as well as Tier 2 targeted and Tier 3 intensive interventions. Tiered interventions using evidence-based strategies will be documented in students' Reading Improvement and Monitoring Plans (RIMPS), and may also be documented through the MTSS process. The District Literacy Team has inventoried current strategies used during instruction and their effectiveness when addressing the critical reading needs of our scholars as identified in our data. Our new learning of the Science of Reading and The Simple View of Reading prompted us to continue our research of evidence-based strategies that will support our scholars. The following evidence-based strategies are woven throughout the goals and action steps of the district's Reading Achievement Plan:

Explicit and Systematic Phonological Awareness Instruction According to the National Reading Panel Report (2000), the level of phonemic awareness that children possess when first beginning reading instruction and their knowledge of letters are the two best predictors of how well they will learn to read during the first two years of formal reading instruction. Research shows that phonemic awareness is a foundational skill and as scholars learn to identify sounds through oral and auditory activities, they become phonemically aware. Engaging in phonemic awareness instruction develops scholars' understanding of sounds, and that knowledge is directly reflected in their spelling and writing. "Phonemic awareness instruction, when linked to systematic decoding and spelling instruction, is a key to preventing reading failure in children who come to school without these prerequisite skills" (Moats, 2012). In the Educator's Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, What Works Clearinghouse (WWC) identified seventeen studies that examined interventions to help scholars develop an awareness of segments of sound and letter-sound correspondence to meet WWC group design standards and include a relevant outcome. All 17 studies found positive effects in letter names and sounds and/or phonology outcomes" (21).

By implementing a systematic scope and sequence of skills developed through each level that focuses on the eight phonemic awareness skills, along with two additional activities to develop letter and sound recognition (alphabetic principle) and language awareness, we will begin to build stronger foundational skills in emergent and early literacy. This daily, targeted instruction is explicit, systematic, and teacher-driven with frequent opportunities for scholarly interaction and practice. By implementing this systematic instruction, the district will have an increase in the number of scholars proficient in reading by third grade (Gough and Tunmer, 1986). Building scholars' phonological awareness skills will allow them to grow and thrive in their use of both oral and written language. The district adopted curricula supporting this evidenced-based strategy include: Heggerty Phonemic Awareness for grades PreK-2, ParaReading instructional strategies in phonemic awareness for grades K-5, and Teaching Sight Words for grades K-1.

Explicit and Systematic Phonics Instruction with Connected Decodable Text One way to help children become successful readers and to make meaning of text is to help them achieve automaticity in decoding words (Gaskins et al, 1988). Skilled readers recognize the majority of words they encounter in text quickly and accurately, independent of context. Research establishes that systematic phonics is an essential part of instruction and that all children can benefit from instruction in the most common sound-spelling relationships and syllable patterns in English. Explicit instruction helps children decode words that follow predictable sound-spelling relationships and syllable spelling patterns. The early ability to sound out words successfully is a strong predictor of future growth in decoding (Lundberg, 1984) and comprehension (Lesgold and Resnick, 1982) while weak decoding skills are characteristic of poor readers (Carnine, Carnine, and Gertsen, 1984; Lesgold and Curtis, 1981). Readers who are skilled at decoding usually comprehend text better than those who are poor decoders as this skill has a significant impact on scholar understanding.

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

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

Many of these strategies are new to the whole school this year. Teachers have been using these and similar strategies in isolation, but never implemented with fidelity. The success of these activities is what has enabled us to implement these strategies building wide. Adult implementation will be closely monitored and analyzed in walk-through data, observations, and one-on-one meetings. The Community School Leadership Team will also analyze the data during monthly meetings. Classroom teachers, Title I Teachers, and Intervention Specialists will be required to monitor student progress and report progress to their teaching peers and administration at TBT meetings and during grade level meetings. Progress will also be monitored with weekly RIMP progress monitoring and checked by the intervention lead. Through curriculum mapping, work sessions, and increased focus and quality of professional development, as well as full implementation of the OIP 5 step process and Teacher Based Team structures, YAE hopes to raise our Performance Index to 70 or higher by May 2019. We see our forward momentum continuing and accelerating by improving our team structures with strong Teacher Based Teams and the use of data rich assessment systems like NWEA and short cycle assessments. We also provide teachers with additional resources through NWEA Maps, additional books for students to use, and the scholastic library.

Multiple empirical studies validate the use of explicit phonics instruction, providing strong support for the use of this instructional practice. The National Reading Panel (2000) reviewed 38 studies that found that explicit and systematic phonics instruction improved overall reading achievement. Furthermore, the National Early Literacy Panel reviewed 83 studies, finding that a combination of phonemic awareness and phonics instruction had a profound impact on all areas of reading. In addition, the use of instruction in orthographic mapping (connecting phonemes to graphemes) has been proven to develop automaticity in sight word recognition (Kilpatrick, 2016). The Educator's Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, What Works Clearinghouse (WWC) found strong evidence for teaching scholars to decode words, analyze word parts, and write and recognize words through explicit phonics instruction. The multitude of studies on this topic validate the use of both phonemic awareness and phonics skills as critical components of sight word recognition (Kilpatrick, 2016).

The use of "decodable texts to practice phonics skills with connected texts has been a debated topic, with only a handful of empirical studies to support the practice" (Shanahan, 2018). A study by Juel and Roper-Schneider (1985) found an increase in decoding skills by the end of grade 1 when decodable texts were used as a component of phonics instruction. In the Educator's Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, What Works Clearinghouse (WWC) indicated moderate evidence for ensuring that scholars read connected text daily to support accuracy, fluency, and comprehension.

By implementing a systematic scope and sequence of skills and a comprehensive set of tools to diagnose and teach scholars with weaknesses in their foundational reading skills, we will improve scholars' decoding and fluency skills which will lead to better reading comprehension (Gough and Tunmer, 1986). Complementing their background knowledge and vocabulary through read-alouds and a series of rich, grade-level text within a unit will also build a ramp for better comprehension. As with phonological awareness instruction, this daily, targeted instruction is explicit, systematic, and teacher-driven with frequent opportunities for scholars interaction and practice. By implementing this systematic instruction, more scholars will be proficient in reading by third grade. By supporting our scholars' phonics skills, our scholars will grow and thrive in their use of both oral and written language. The district adopted curricula supporting this evidence-based strategy include: Really Great Reading Phonics for grades K-5, ParaReading instructional strategies for grades K-5, and Teaching Sight Words in grades K-1.

Explicit Vocabulary Instruction Vocabulary knowledge is essential to comprehending text (NRP, 2000). Successful reading requires being able to identify written words and understand what those words mean (Biemiller, 2006). When scholars do not understand at least 90% of the words in a text, they do not adequately understand what they read (Hirsch, 2003; Sedita, 2005). Biemiller (2006) states that this is why vocabulary is often described as the "missing link" between reading mechanics and reading comprehension. "Vocabulary accounts for approximately 50-60% of the variance in reading comprehension." (Stahl & Nagy, 2006).

In the study *Meaningful Differences*, Hart and Risley found that children who grow up in homes where more oral language and vocabulary are used are able to acquire new vocabulary more rapidly (1995). Conversely, children who have not been given enough exposure to oral language and vocabulary from birth, often children of poverty, require more explicit vocabulary instruction daily to close the oral language gap. This language gap is often referred to as the 30 Million Word Gap. Graves' research suggests that scholars acquire 2,000 to 3,500 new words a year and know the meaning of approximately 50,000 words by the time they graduate from high school (2006). While the research studies on the 30 million word gap have come under fire recently, the sheer volume of conversation directed at children, not just spoken in their presence, is fundamental to language learning and later success in school. A verbally impoverished eighth grade student probably knows as many word meanings as an average fourth grade student (Biemiller, 2005).

Consistent with research findings, there is no one way to teach vocabulary but rather experts recommend a multi-component approach. Research shows vocabulary routines emphasizing the integration of vocabulary instruction using existing content materials and multiple exposures to new words taught by teachers in all subject areas leads to improved competence in reading comprehension (Sedita 2005; Gough and Tunmer 1986).

The Educator's Practice Guide *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*, What Works Clearinghouse (WWC), found minimal evidence for the instruction of academic vocabulary. The Educator's Practice Guide *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*, What Works Clearinghouse (WWC), found strong evidence for the use of explicit vocabulary routines to teach academic language (Tier 2 vocabulary) and content specific vocabulary (Tier 3 vocabulary).

By implementing explicit vocabulary instruction through vertical alignment, scholars will benefit from the continuity of a consistent set of strategies that are passed from grade to grade and subject to subject. Included in the consistent set of strategies are graphic organizers, semantic mapping, word walls, teaching word parts and creating word rich classrooms. Through explicit instruction and modeling, learners move through stages requiring scaffolding and differentiated instruction in order to build their ability to use the words independently and in context. By increasing scholars' vocabulary skills, they will grow and thrive in their use of both oral and written language. The district adopted curriculum supporting this evidenced-based strategy include: ParaReading instructional strategies and Explicit Instruction strategies for grades K-5, Keys to Literacy Keys to Vocabulary Routine for grades 6-12, the National Geographic's Panorama Science and Panorama Social Studies curriculum for grades K-5, and Pearson My Perspectives for grades 6-12.

Background knowledge and comprehension through the use of thematic, grade level (and higher) text sets connecting language/speaking, reading, and writing Many students in poverty have a limited amount of experiences, and their schema has not developed enough for educators to truly build upon their prior knowledge (Tileston & Darling, 2008). To comprehend a text, readers need background knowledge about the topic to connect to any new information. The more scholars know about a topic, the more they learn about the topic. Research often refers to this as the Matthew Effect, in reference to a line in the Bible that describes the rich getting richer and the poor getting poorer. In reading, it means that when a scholar knows a little about a topic before reading a text, the new text adds new knowledge, deepening their understanding and building connections to existing knowledge. Reading comprehension is a dynamic interaction between the reader and the meaning of the text (Rosenblatt, 1972). Most texts cannot be understood without contributions from the reader, including background and world knowledge. What scholars already know about the content is one of the strongest indicators of how well they will learn new information relative to the content (Marzano 2004). The National Research Council states, "All learning involves transfer from previous experiences. Even initial learning involves transfer that is based on previous experiences and prior knowledge" (2000).

Research shows that the best way to boost scholars' reading comprehension is to expand their background knowledge and vocabulary by teaching them history, science, literature, and the arts (Willingham 2006; Hirsh 2003). According to Willingham (2006), "Whether or not readers understand a text depends far more on how much background knowledge and vocabulary they have relating to the topic than on how much they've practiced comprehension skills."

The Educator's Practice Guide *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*, What Works Clearinghouse (WWC), found strong evidence for providing extended discussion of text meaning and interpretation. The K-5 curriculum, National Geographic's Panorama Science and Panorama Social Studies, uses rich text

sets with tier 2 and tier 3 vocabulary to provide background knowledge for rich discussions of texts. Through use of text sets, scholars can dig deeper into the content to make generalizations, interpretations, and conclusions.

The Educator's Practice Guide *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*, What Works Clearinghouse (WWC), also found moderate evidence for increasing scholar motivation and engagement in literacy learning by learning from content area texts and making literacy experiences relevant to everyday life, current events, and scholarly interests. The use of rich text sets provide the background knowledge to build interest and motivation. These text sets offer a variety of texts on different topics, making them more engaging for all scholars.

By using rigorous, grade-level texts and above grade level read alouds that align with science and social studies standards as well as bringing the content into the reading through authentic fiction and nonfiction, our scholars are able to make direct connections to prior learning and previous experiences (Wexler, 2019). Building scholars' language awareness which includes background knowledge and vocabulary leads to better reading comprehension (Gough and Tunmer, 1986) ensuring that scholars will be on track and proficient in reading by third grade. By building scholars' background knowledge and supporting their ability to use that knowledge to make connections to text, our scholars will grow and thrive in their use of both oral and written language. National Geographic's *Panorama Science* and *Panorama Social Studies* and Pearson's *My Perspectives* have been adopted to build students' background knowledge and comprehension.

The Youngstown City School District is committed to the implementation of the Reading Achievement Plan, including the implementation of the evidence-based strategies based on the *Science of Reading* and aligned with *The Simple View of Reading* (Gough and Tunmer 1986) to ensure success for all learners. We will ensure the effective use of evidence-based strategies through professional learning and our existing infrastructure of walkthroughs and learning tours. In addition, we will utilize the Ohio Improvement Process and MIBLSI's Reading Tiered Fidelity inventory (R-TFI) data to drive building, grade, and classroom level improvement efforts. The Ohio Improvement Process, R-TFI, and walkthrough data will enable leaders to engage with teachers in discourse, provide feedback, examine scholar achievement, and provide support for ongoing improvement. The data collected through these efforts will help to inform instruction and will also inform future decision making at the district and building levels relative to the need for and design of future professional development.

Professional Learning - Teachers need to know and practice how to provide explicit, systematic instruction in all components across the Language and Literacy Continuum, and principals and instructional coaches need to know how to monitor and provide meaningful feedback based on the instruction. Anita Archer and Charles Hughes (2011) state that "explicit instruction is absolutely necessary in teaching content that students could not otherwise discover." Research on effective classroom instruction points to the need for explicit, systematic teaching that engages learners in unambiguous, often direct instruction. One study found that when instruction is explicit and systematic, students will gain an additional six to nine months of academic progress each year. (Williams, 2011). This explicit and systematic instruction model will be used to support scholars' phonemic and phonological awareness, and their vocabulary acquisition.

Professional learning opportunities along the educational cascade will be provided to administrators, coaches, teacher leaders and teachers in order to support the implementation of evidence-based instructional strategies and the delivery of instruction. Professional learning will include specific emphasis on foundational and extended literacy practices that are grounded in evidence-based reading instruction including *The Simple View of Reading* (Gough & Tunmer, 1986), *Scarborough's Rope*, (Scarborough & Brady, 2002) and the *Four-Part Processor* for word recognition (Seidenburg & McClelland, 1989). Continued professional development will also be provided for curricula adopted based on the *Science of Reading*, including Heggerty Phonemic Awareness, Really Great Reading Phonics, Keys to Literacy Vocabulary Routine, National Geographic *Panorama Science* and National Geographic *Panorama Social Studies*, content-based text sets with read-alouds for grades K-5, and the Pearson *MyPerspectives* literacy program for grades 6-12. Both adoptions for rich, grade-level text (Pearson and *Panorama* products) integrate writing activities to be used within the context of the readings.

A growing body of evidence underscores the importance of teachers using highly rated instructional materials. The What Works Clearinghouse (WWC) identified several curricula that produce major positive effects on scholars' reading. High-quality education materials provide teachers with guidance as well as offer built-in support for learners. This is especially

important when reading practices are shifted to align to the Science of Reading and there is a gap between how teachers have been teaching and how they are expected to teach. Professional learning is essential for bridging that gap and supporting that shift in teaching. Matthew Chingos and Grover Whitehurst found “strong evidence that the choice of instructional materials has large effects on student learning—effects that rival in size those that are associated with differences in teacher effectiveness” (Chingos & Whitehurst, 2012). The research on the use of high-quality instructional resources and the Science of Reading was the impetus for conducting an audit of the district’s resources. A lack of high-quality resources addressing scholars’ lack of language awareness was identified, and informed the adoption for rich, grade-level text (Pearson and Panorama products) to support scholars’ background knowledge and vocabulary.

Coaching - Research supports the use of coaching as an effective way to improve the instructional skills of teachers and learner outcomes (Cantrell & Hughes, 2008; Carlisle & Berebitsky, 2011; Shidler, 2009). To support the Reading Achievement Plan, instructional coaches and building leaders will support the implementation of evidence-based instructional strategies and delivery of instruction through the use of such strategies such as modeling, co-planning and collaborative conversations. Building leaders, district leaders and instructional coaches will continue to participate in ongoing professional development provided by the Ohio Literacy Lead, the State Support Team Region 5, national literacy experts and the district’s Department of Core Curriculum to ensure that they have solid background knowledge in the Science of Reading, above and beyond that of the teachers, to better support implementation of the evidence-based strategies. Establishing a new cadre of teacher leaders as vocabulary coaches credentialed by Keys to Literacy, book studies and other job-embedded practices will layer this support.

Monitoring - The purpose of classroom observations and monitoring should be the enhancement of teachers’ pedagogical skills, with the ultimate goal of enhancing scholar achievement (Marzano, 2011). Utilizing the R-TFI, the building is able to establish a baseline for planned and intentional growth. To support the implementation of the evidence-based literacy strategies, classroom practices will be monitored weekly, monthly, and quarterly. Through the Ohio Improvement Process, TBTs, BLTs, and the DLT will monitor implementation of the strategies and delivery of instruction. Each building implements an MTSS framework intended to provide targeted support to struggling scholars (Tiers 2 and 3) in conjunction with a PBIS framework supporting climate and culture at the district, building and classroom levels.

Weekly classroom visits conducted by principals and instructional coaches will indicate that Tier 1 instruction is aligned to the scope and sequences for the systematic and explicit instruction of the Five Essential Components of Literacy, and to the rigor and expectations of the Ohio Learning Standards. Weekly classroom visits will also indicate that Tier 2 and 3 interventions stem from scholar data and are aligned to the Decision Rules for Grades K-3 created by the district with guidance from Michelle Elia, an Ohio Literacy Lead. Scholars in grades K-3 will be progress monitored based on the district’s tiered monitoring plan, scholar’s growth and the effectiveness of the interventions utilized. A walkthrough form aligned to the Science of Reading will be developed for principals to use. A coaching document will also be developed for principals and instructional coaches. It will include look-fors and suggestions for coaching conversations. Monitoring of the implementation of the evidence-based strategies and scholar growth will also occur through benchmark assessments.

Scholars will be assessed three times throughout the year via the Heggerty phonemic awareness assessment, DIBELS/TRC, and the NWEA Map Reading assessment. Data from the benchmarks will be used to inform and guide supports needed in Tier 1 core instruction and Tier 2 targeted interventions and Tier 3 intensive interventions.

Feedback - Hattie’s (2009) research showed that supporting teachers through regular classroom visits and providing formative and summative feedback to teachers has a .74 effect size. Utilizing the KickUp analytic platform, classroom teachers will receive immediate feedback on the implementation of the strategies and delivery of instruction observed through weekly classroom visits. A district focus on coaching, rather than compliance, will help stakeholders accept the feedback and genuinely see input as a pathway to growth and progress. Principals and classroom teachers will also receive monthly feedback from the District Literacy Team and quarterly feedback from the BLTs and DLT. District leadership and the District Literacy Team will continue to work closely with the State Support Team Region 5 and the Early Literacy Specialists to provide monitoring and feedback on the implementation of the Reading Achievement Plan.

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Districts may choose to use the professional development template developed for the Striving Readers Comprehensive Literacy Grant.

District Goal 1: By the publication of the 2021-2022 state report card data, Youngstown City Schools will demonstrate expected progress at or above in English Language Arts as measured by the “Current Year Value-Added” for each grade level 4-8 and ELA 2, earning a B or above on Improving K-3 Literacy.

A. Birth-5: By May 2021, 75% of 4 and 5-year-old preschool scholars will meet the on-track targets as measured by the Heggerty Assessment from the 2018-2019 baseline data of 60.23%.

Evidence-Based Practice or Intervention:

- Implementation of explicit and systematic phonological awareness instruction (Heggerty)
- Selection of academic language from read aloud texts and explicit, systematic vocabulary routines

PD Description	Begin/End Dates
1. Completed Heggerty training <ul style="list-style-type: none"> • PreK teachers trained 2016 • Instructional coaches trained in 2017 • Instructional coaches trained building teams in fall 2017 • Central office leaders trained Fall 2019 • PreK cadre of educational assistants trained 2019 Heggerty Professional Development to Be Scheduled • Remaining educational assistants • Principals and assistant principals • Onboarding new staff Heggerty - Ongoing Professional Development <ul style="list-style-type: none"> • Refresher training • Onboarding new staff Embedded PD and classroom coaching from instructional coaches	October 2016 - October 2019 Fall 2020 Fall 2020 - May 2022
2. Vocabulary <ul style="list-style-type: none"> • PreK teachers and educational assistants will receive professional development on building vocabulary through the use of read alouds as well as through the teacher/assistant use of sophisticated vocabulary 	September 2019 - May 2022
3. Training on screening (Ages and Stages Questionnaire) and Diagnostic Assessments/Curriculum-Based Measurement (Heggerty Phonemic Awareness Assessment) <ul style="list-style-type: none"> • Teachers • Instructional coaches • PreK supervisors • Principals & assistant principals • Educational assistants • Onboarding new staff 	Fall 2017- May 2022
4. Phonological Awareness Monitoring <ul style="list-style-type: none"> • Principals, assistant principals, instructional coaches and PreK supervisors will receive professional development on how to provide effective feedback using classroom look-fors specific to phonological awareness • Professional development will include calibration amongst all groups 	January 2020 - May 2022

PD Description	Begin/End Dates
5. Tim Shanahan Pathways and components of Voyager Sopris: A Principal's Primer for Raising Literacy Achievement <ul style="list-style-type: none"> Principals and instructional coaches will receive professional development 	June 2020 Principal Academy
6. Building Early Language and Literacy Skills (Lucy Hart Paulson) <ul style="list-style-type: none"> Ongoing professional development will be provided by SSTR5 consultants and YCSD PreK supervisors to teachers and educational assistants utilizing Building Early Language and Literacy Skills- 5 days will be scheduled throughout the year 	September 2019 - June 2020
7. Instructional coaches will work directly with teachers utilizing look-fors as determined by the principal <ul style="list-style-type: none"> Embedded classroom coaching and professional development from instructional coaches for PK teachers 	Ongoing throughout each year
8. Principals and assistant principals will be trained on look-fors and monitoring tools to promote district wide calibration. This will ensure fidelity of district wide implementation and target where additional support is needed.	June 2020 & August 2020
Resources Required	Outcomes/Evaluation
<ol style="list-style-type: none"> Heggerty curriculum Ages and Stages Questionnaires Tim Shanahan literacy resources Voyager Sopris: A Principal's Primer for Raising Literacy Achievement Professional development calendar with training dates Monitoring tools Rich texts for read alouds Building Early Language and Literacy Skills books 	<p>Professional development surveys will be completed at the end of each session.</p> <p>Principals, assistant principals, instructional coaches and supervisors will collect adult implementation data using monitoring tools.</p> <p>Teachers will receive written feedback following an observation with expected next steps.</p>

Professional Development Plan: K-5 Template Part A

District Goal 1: By the publication of the 2021-2022 state report card data, Youngstown City Schools will demonstrate expected progress at or above in English Language Arts as measured by the “Current Year Value-Added” for each grade level 4-8 and ELA 2, earning a B or above on Improving K-3 Literacy.

Grades K-1: By May 2021, 70% of scholars in grades K-1 will meet their expected growth as measured by the DIBELS assessment data from the 2018-2019 baseline data of 55%.

Grades 2-3: By May 2021, 70% of scholars in grades 2-3 will meet their expected growth as measured by the DIBELS assessment data from the 2018-2019 baseline data of 58%.

Grades 2-5: By May 2021, 65% of scholars in grades 2-5 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment from the 2018-2019 baseline data of 50%.

Evidence-Based Practice or Intervention:

Implementation of explicit and systematic phonological awareness instruction (Heggerty; Really Great Reading; ParaReading)

Selection of academic language from read aloud texts and explicit, systematic vocabulary

Build background knowledge and comprehension through the use of thematic, grade level and higher text sets (rich text from Panorama)

PD Description	Begin/End Dates
<p>1. Completed Heggerty Training</p> <ul style="list-style-type: none"> ● Teachers, grades K-2, trained 2017 ● Instructional coaches trained in 2017 ● Instructional coaches trained teachers, grades K-2, in fall 2017 ● Central office leaders trained Fall 2019 <p>Heggerty Professional Development to be scheduled</p> <ul style="list-style-type: none"> ● Educational assistants ● Principal and assistant principals ● Onboarding new staff <p>Heggerty - Ongoing Professional Development</p> <ul style="list-style-type: none"> ● Refresher professional development ● Onboarding new staff ● Embedded professional development and classroom coaching from instructional coaches 	<p>October 2017- October 2019</p> <p>Fall 2020</p> <p>Fall 2020 - May 2022</p>
<p>2. Really Great Reading Phonics</p> <ul style="list-style-type: none"> ● Professional development offered to staff outside of school hours with a stipend provided for attendance ● Instructional coaches provide embedded support to staff 	<p>Fall 2019 - June 2020</p>

PD Description	Begin/End Dates
<p>3. Really Great Reading Phonics</p> <ul style="list-style-type: none"> All administrators, instructional coaches, teachers, and tutors will attend a waiver day professional development session led by Really Great Reading The literacy team/instructional coaches will make suggestions regarding the content of the day and/or professional development A professional development refresher on sight words will be provided based on a previous professional development session led by Michelle Elia, Ohio Literacy Lead Teachers will receive professional development on how to utilize all resources available within the Really Great Reading program 	September 2020 - May 2022
<p>4. Really Great Reading Embedded Professional Development</p> <ul style="list-style-type: none"> Instructional coaches will meet with ELA teachers, grades K- 5, during planning periods on the Really Great Reading curriculum specific to their grade level during one planning meeting per month and will provide co-planning opportunities Teachers will receive coaching on implementation of lessons, supplementals, assessments and view instructional videos Instructional coaches will determine the topic of the monthly meeting based on grade level need as determined by the results of the current feedback measure Instructional coaches will model, observe and provide feedback on Really Great Reading lessons 	September 2020 - May 2022
<p>5. Phonological Awareness Pacing Guide</p> <ul style="list-style-type: none"> The district's pacing guide will be aligned with the phonological awareness district adopted curricula Teachers will receive professional development to implement strategies and resources supporting phonological awareness 	Summer 2020
<p>6. Training on Screening and Diagnostic Assessments</p> <ul style="list-style-type: none"> Principals Instructional coaches Teachers Educational assistants Onboarding new staff 	June 2020 Principal Academy September 2020 - May 2022
<p>7. Decision Rules for Grades K-3</p> <ul style="list-style-type: none"> Principals, assistant principals, instructional coaches, district administrators, and teachers received an overview of the Decision Rules for Grades K-3 Instructional coaches will support the implementation of the Decision Rules for Grades K-3 through the TBT process 	August 2019 - May 2020

PD Description	Begin/End Dates
<p>8. ParaReading: A Training Guide for Tutors (A LETRS Supplemental Module, Trainer's Workbook & Powerpoint Presentation)</p> <ul style="list-style-type: none"> Targeted principals, assistant principals, and instructional coaches received professional development and the book Targeted central office staff attended the professional development and received the book <p>Professional Development to Be Scheduled</p> <ul style="list-style-type: none"> K-5 teachers and educational assistants will receive professional development on strategies and the book Remainder of principals and assistant principals will receive professional development and the book Onboarding new staff Embedded professional development and classroom coaching from instructional coaches 	September 2019 - May 2020 Year 1
<p>9. Read Aloud</p> <ul style="list-style-type: none"> Using the district's Read Aloud Planning Guide, K-5 teachers and educational assistants will receive professional development on building scholar's background knowledge and vocabulary through the use of read alouds 	February 2020 - May 2020
<p>10. National Geographic Panorama Science and Panorama Social Studies</p> <ul style="list-style-type: none"> Principals, assistant principals, and instructional coaches received professional development from the national trainer Teachers, grades K-5, attended a voluntary professional development and live webinar with the national trainer A train-the-trainer professional development scheduled for principals/assistant principals, instructional coaches and targeted district leaders Embedded professional development and classroom coaching from instructional coaches for teachers 	September 2019 - May 2020 Continued ongoing PD August 2020 - May 2021
<p>11. Explicit Instruction Using Resources</p> <ul style="list-style-type: none"> Targeted principals, assistant principals, and instructional coaches were trained Targeted central office staff attended a series of professional development sessions led by SSTR5 consultants <p>Explicit Instruction Professional Development to Be Scheduled</p> <ul style="list-style-type: none"> K-5 teachers and educational assistants will receive professional development on strategies Remaining educational assistants Remaining principals and assistant principals Onboarding new staff <p>Explicit Instruction - Ongoing Professional Development</p> <ul style="list-style-type: none"> Refresher professional development Onboarding new staff Embedded professional development and classroom coaching from instructional coaches 	September 2019 - May 2020 Year 1

PD Description	Begin/End Dates
<p>12. Keys to Literacy Vocabulary</p> <ul style="list-style-type: none"> Principals, assistant principals, instructional coaches, teachers, and tutors will attend professional development sessions led by national trainers from Keys to Literacy for the Key Vocabulary Routine specific to select elementary grades Literacy team/instructional coaches will collaborate with the Keys to Literacy lead trainer regarding the content of these days and/or the follow up professional development Vocabulary coaching will occur within each building during the month following Day 2 in the series of professional development 	<p>August 2020 - July 2021 Year 2</p>
<p>13. Keys to Literacy for Comprehension</p> <ul style="list-style-type: none"> Principals, assistant principals, instructional coaches, teachers, and tutors will attend professional development sessions led by national trainers from Keys to Literacy for Comprehension specific to grades 2-3 and 4-5 The literacy team/instructional coaches will collaborate with the Keys to Literacy lead trainer regarding the content of these days and/or the follow up professional development and coaching that is to occur within each building Comprehension coaching will occur within each building during the month following Day 2 in the series of professional development 	<p>August 2021 - July 2022 Year 3</p>
<p>14. Keys to Literacy for Writing</p> <ul style="list-style-type: none"> Principals, assistant principals, instructional coaches, teachers, and tutors will attend professional development sessions led by national trainers from Keys to Literacy for Writing specific to grades 2-3 and 4-5 The literacy team/instructional coaches will collaborate with the Keys to Literacy lead trainer regarding the content of these days and/or the follow up professional development and coaching that is to occur within buildings Writing coaching will occur within each building during the month following Day 2 in the series of professional development 	<p>August 2022 - July 2023 Year 4</p>
<p>15. Phonological Awareness Monitoring</p> <ul style="list-style-type: none"> Principal, assistant principals, and instructional coaches will receive professional development on how to provide effective feedback using classroom look-fors specific to phonological awareness 	<p>June 2020, Principal Academy</p>
<p>16. Tim Shanahan Pathways and components of Voyager Sopris: A Primer for Raising Literacy Achievement</p> <ul style="list-style-type: none"> Principals, assistant principals and instructional coaches will receive professional development 	<p>June 2020, Principal Academy</p>
<p>17. Instructional coaches will work directly with teachers utilizing look-fors as determined by the principal</p> <ul style="list-style-type: none"> Embedded classroom coaching and professional development from instructional coaches for grades K-5 	<p>Ongoing throughout each year</p>
<p>18. Principals and assistant principals will all be trained on look-fors and monitoring tools to promote district wide calibration. This will ensure fidelity of district wide implementation and target where additional support is needed.</p>	<p>June 2020 & August 2020</p>

PD Description	Begin/End Dates
Resources Required	Outcomes/Evaluation
<ol style="list-style-type: none"> 1. Heggerty curriculum 2. Really Great Reading curriculum 3. Professional development with Really Great Reading trainers for YCSD staff 4. Additional training for instructional coaches if needed with Really Great Reading trainers 5. ParaReading book for all staff 6. Keys to Literacy resource books (for vocabulary, comprehension and writing, exclusively) 7. Tim Shanahan literacy resources 8. Voyager Sopris: A Principal's Primer for Raising Literacy Achievement 9. Professional development calendar with training dates 10. Fiscal support needed <ul style="list-style-type: none"> • vendor contracts • substitute costs 11. Other staffing needs <ul style="list-style-type: none"> • tutors • non-instructional support 	<p>Professional development surveys will be completed at the end of each session.</p> <p>Principals, assistant principals, instructional coaches and supervisors will collect adult implementation data using monitoring tools.</p> <p>Teachers will receive written feedback following an observation with expected next steps.</p>

Professional Development Plan: 6-12 Template Part A

<p>District Goal: District Goal: By the publication of the 2021-2022 state report card data, Youngstown City Schools will demonstrate expected progress at or above in English Language Arts as measured by the “Current Year Value-Added” for each grade level 4-8 and ELA 2, earning a B or above on Improving K-3 Literacy.</p> <p>E. Grades 6-10: By May 2021, 75% of scholars in grades 6-10 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment from the 2018-2019 baseline data of 63%.</p> <p>Evidence-Based Practice or Intervention:</p> <ul style="list-style-type: none"> • Implement explicit vocabulary instruction (Keys to Literacy) • Build background knowledge and comprehension through the use of thematic, grade level and higher text sets (Rich text from Pearson <i>My Perspectives</i>) 	
PD Description	Begin/End Dates
<ol style="list-style-type: none"> 1. Decision Rules for Grades 4-8 <ul style="list-style-type: none"> • District administrators, principals, assistant principals, instructional coaches, and teachers will receive an overview of the Decision Rules for Grades 4-8 • Instructional coaches will support the implementation of the Decision Rules for Grades 4-8 through the TBT process 	February 2020 - June 2020
<ol style="list-style-type: none"> 2. Keys to Literacy Vocabulary <ul style="list-style-type: none"> • Administrators, instructional coaches, teachers, and tutors will attend professional development sessions led by national trainers from Keys to Literacy for the Key Vocabulary Routine specific to grades 6-12 • A core team of teachers, building leaders and instructional coaches (internal facilitators) will receive more intensive training on Keys to Literacy- Vocabulary enabling them to become credentialed district coaches leading to sustainability and scalability • Follow-up coaching and support will be provided by national presenters and local staff at the Building and Teacher Based Team levels to support fidelity of implementation of Keys to Literacy- Vocabulary 	September 2019 - March 2020 Year 1 October 2019 - November 2019 December 2019 - May 2020
<ol style="list-style-type: none"> 3. Keys to Literacy Comprehension & Vocabulary <ul style="list-style-type: none"> • Administrators, instructional coaches, teachers, and tutors will attend professional development with sessions led by national trainers from Keys to Literacy for Comprehension specific to all content areas in grades 6-12 	August 2020 - July 2021 Year 2

<p>with the exception of mathematics</p> <ul style="list-style-type: none"> • The literacy team/instructional coaches will collaborate with the Keys to Literacy lead trainer regarding the content of these days and/or the follow up professional development and comprehension coaching that is to occur within each building • Comprehension coaching will occur within each building during the month following Day 2 in the series of professional development • All Mathematics teachers and tutors will attend professional development sessions led by national trainers from Keys to Literacy for Vocabulary specific to grades 6-12 • The literacy team/instructional coaches will collaborate with the Keys to Literacy lead trainer regarding the content of these days and/or the follow up professional development and vocabulary coaching that is to occur for Mathematics teachers within each building • Vocabulary coaching will occur within each building during the month following Day 2 in the series of professional development 	
<p>4. Keys to Literacy Writing & Comprehension</p> <ul style="list-style-type: none"> • Administrators, instructional coaches, teachers, and tutors will attend professional development sessions led by national trainers from Keys to Literacy for Writing specific to all content areas in grades 6-12 with the exception of Mathematics • The literacy team/instructional coaches will collaborate with the Keys to Literacy lead trainer regarding the content of these days and/or the follow up professional development and coaching on writing that is to occur within each building • Writing coaching will occur within each building during the month following Day 2 in the series of professional development • Mathematics teachers and tutors will attend professional development sessions led by national trainers from Keys to Literacy for Comprehension specific to grades 6-12 • The literacy team/instructional coaches will collaborate with the Keys to Literacy lead trainer regarding the content of these days and/or the follow up professional development and comprehension coaching that is to occur for Mathematics teachers within each building • Comprehension coaching will occur within each building during the month following Day 2 in the series of professional development 	<p>August 2021- July 2022 Year 3</p>
<p>5. Tier 2 Targeted Intervention and Tier 3 Intensive Intervention</p> <ul style="list-style-type: none"> • Principals, instructional coaches, and teachers will be provided professional development on phonemic awareness including Heggerty and ParaReading training • Professional development with Really Great Reading trainers for YCSD staff will occur • Embedded classroom coaching and professional development from instructional coaches for grades 6-8 will occur 	<p>August 2020</p>
<p>6. Instructional coaches will work directly with teachers utilizing look-fors as determined by the principal</p> <ul style="list-style-type: none"> • Embedded classroom coaching and professional development from instructional coaches for grades 6-8 teachers 	<p>Ongoing throughout each year</p>
<p>7. Principals and assistant principals will all be trained on look-fors and monitoring tools to promote district wide calibration. This will ensure fidelity of district wide implementation and target where additional support is needed.</p>	<p>June 2020 & August 2020</p>
<p>8. Build Background Knowledge and Comprehension</p> <ul style="list-style-type: none"> • Grades 6-12 ELA teachers will receive professional development on the Pearson My Perspectives reading program • Instructional coaches will receive additional training on Pearson My Perspectives in order to support continuous and sustained professional development for the district 	<p>August 2020 - May 2021 June 2020 - May 2021</p>

<p>9. Tim Shanahan Pathways and components of Voyager Sopris: A Principal's Primer for Raising Literacy Achievement</p> <ul style="list-style-type: none"> Principals, assistant principals and instructional coaches will receive professional development 	<p>June 2020, Principal Academy</p>
<p>Resources Required</p>	<p>Outcomes/Evaluation</p>
<ol style="list-style-type: none"> Look-for tool - collaborative planning with several principals and the District Literacy Team to develop a tool to share with colleagues Professional development calendar with training dates Keys to Literacy resource books (for vocabulary, comprehension and writing, exclusively) Tim Shanahan literacy resources Voyager Sopris: A Principal's Primer for Raising Literacy Achievement Fiscal support needed <ul style="list-style-type: none"> vendor contracts substitute costs Other staffing needs <ul style="list-style-type: none"> tutors non-instructional support 	<p>Professional development surveys will be completed at the end of each session.</p> <p>Principals, assistant principals, instructional coaches and supervisors will collect adult implementation data using monitoring tools.</p> <p>Teachers will receive written feedback following an observation with expected next steps.</p>

Professional Development Plan Template Part B

<p>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.</p>
<p>Sustained: Taking place over an extended period; longer than one day or a one-time workshop.</p> <p>The district intends to provide consistent training and engagement opportunities for their chosen literacy initiatives and has an intentional reading professional development calendar that spans several years. The concepts provided in the trainings will be visited on a daily basis as defined in the district Literacy Block. In addition, due to consistent monitoring through the Ohio Improvement Process, there will be a regular cycle of monitoring and revision. As indicated in the district's action steps, all literacy initiatives are taking place over a three year span. Professional development opportunities involve expert to group, expert to individual, and peer to peer trainings. The number of trainings will be based on scholar and staff identified need. This commitment to high quality professional learning for principals, central office, instructional coaches, teachers, tutors and, in many cases, educational assistants solidifies the core beliefs and vision of the Youngstown City School District.</p>

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

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

The district intends to provide participants opportunities to learn and engage in activities for each discrete concept to ensure a thorough, working understanding of each concept.

Examples of how the various training sessions and concepts are intentionally broken down are listed below.

Keys to Literacy: The professional learning sessions are broken down by the following concepts to provide intensive professional development. The face-to-face sessions, onsite coaching, and teacher based team learning allows for far greater than the recommended 49 hours.

- Vocabulary (Year 1)
- Comprehension (Year 2)
- Writing (Year 3)

ParaReading:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

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.

Intentional professional development across all grade levels and content areas centered around literacy demonstrates, once again, the commitment of all staff to the growth of readers, writers, and speakers. The district vision promotes the empowerment of all educators as well as all other community stakeholders to be teachers of reading. Building a district/school/classroom/home community around readers, models for our scholars the importance of being life-long readers and learners. There will also be time for teachers to observe each other, and develop a mutual understanding of teaching strategies.

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.

The district intends to provide job-embedded professional learning into daily practice through Youngstown City Schools staff and not a third party professional. Through the work of the instructional coaches who are embedded in the district, staff will have opportunities for direct one on one classroom guidance and modeling. The teachers will also have the opportunity to work with, plan, and receive feedback and training from the coaches at least monthly.

Data-Driven: Based upon and responsive to real-time information about the needs of participants and their students.

The district conducted an extensive needs assessment using multiple forms of data to determine priorities to make organizational improvements. The district intends to continue monitoring student and adult implementation data to identify gaps at the district, building and classroom levels.

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

The district understands that a focus on evidence-based instructional practices, professional learning and Ohio's Learning Standards are a few of the key indicators required to produce positive outcomes of classroom-focused, professional learning. The district is intentional about combining these aspects through the deconstructing of Ohio's Learning Standards. Although the work is not complete, we are committed to continuing this work.

APPENDICES

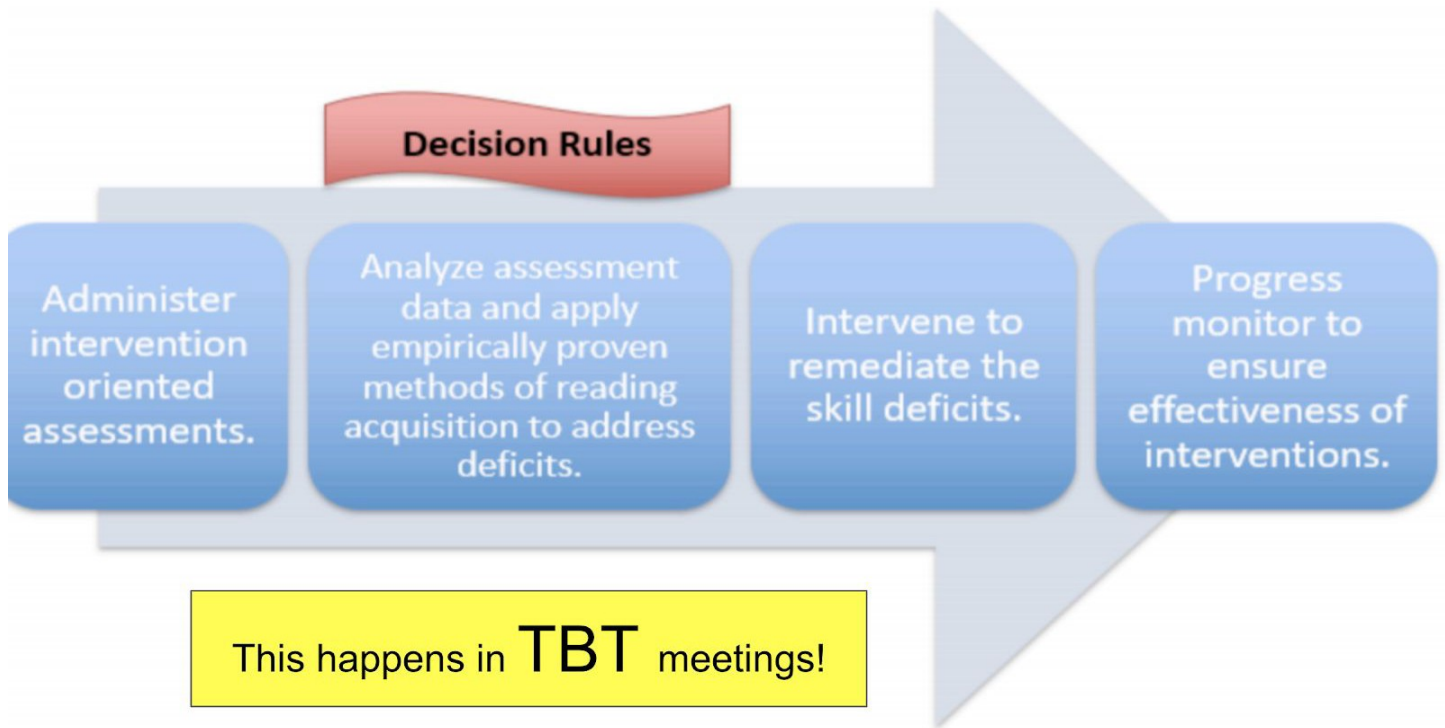
You might include a glossary of terms, data summary, key messages, description of program elements, etc., as needed.

YCSD READING ACHIEVEMENT PLAN

Youngstown City School District

Decision Rules for K-3 Literacy Instructional Planning and Interventions

The Literacy Decision Rules Flowchart is an instructional tool to help determine appropriate data-based interventions in the domains of word recognition and language comprehension in grades K-3



The Why of Development?

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.24 Grade-Level Teams use a process for data-based decision-making .	Each Grade-Level Team uses a process to engage in data-based decision-making at <u>least</u> three times a year. -AND- The process for using data includes: <ul style="list-style-type: none"> Analysis of all new reading data (e.g., grade-level universal screening reports, grade-level progress over time, instructional grouping) resulting in a summary of celebrations and precise problem statements. Generation of hypotheses as to the factors contributing to the problem. Analysis of data to validate hypotheses or generate new hypotheses. Refinement of the grade-level instructional plan (goals, activities, groupings) that will address the problem. 	Each Grade-Level Team uses a process to engage in data-based decision-making <u>less than</u> three times a year. -OR- The process for using data includes: <ul style="list-style-type: none"> Analysis of all new reading data (e.g., grade-level universal screening reports, grade-level progress over time, instructional grouping) resulting in a summary of celebrations and precise problem statements. 	Grade-Level Teams use a process to engage in data-based decision making that does not meet the conditions of the 2- or 1-point response.	Evidence that data-based decision-making resulted in refinement of the grade-level instructional plans Visual display of problem-solving cycle

The Why of Development?

Decision Rules

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.1</p> <p>The School Leadership Team defines a process to be used by Grade-Level Teams for supporting students with reading skill deficits.</p>	<p>The process outlines:</p> <ul style="list-style-type: none"> How students will be identified and matched to interventions based on needs. How student progress will be monitored. Decision rules for determining students' response to intervention supports and next steps. How school-wide resources will be identified and allocated to support reading intervention needs. <p>-AND-</p> <p>The School Leadership Team helps all staff to learn and consistently use the process for supporting students with reading skill deficits.</p>	<p>The process outlines:</p> <ul style="list-style-type: none"> How students will be identified and matched to interventions based on needs. How student progress will be monitored. Decision rules for determining students' response to intervention supports and next steps. How school-wide resources will be identified and allocated to support reading intervention needs. 	<p>The process for supporting students with reading skill deficits does not meet the conditions of the 2- or 1-point response.</p>	<p>Decision Rules</p> <p>School Leadership Team meeting minutes</p>

The Why of Development?

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.4</p> <p>The school uses a data-based process for matching student needs to specific reading interventions.</p>	<p><u>All grades</u> use a data-based process of matching student needs to reading interventions that includes all of the following:</p> <ul style="list-style-type: none"> Analysis of data to identify students across all grade levels that are in need of reading interventions. Identification of specific Big Ideas of Reading in need of remediation. Intervention placement tests are used to appropriately place students into intervention programs. 	<p>Only <u>some</u> grade levels use a data-based process of matching student needs to reading interventions that includes <u>all three of the criteria</u> outlined in the 2-point response.</p> <p>-OR-</p> <p><u>All grades</u> use a data-based process of matching student needs to reading interventions that includes only one or two of the criteria outlined in the 2-point response.</p>	<p>No grades use a data-based process of matching student needs to reading interventions.</p>	<p>Grade-level instructional plans</p> <p>Intervention groups and student data</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
2.13 Grade-Level Teams monitor the percent of students who are responding to Tier 2 supports.	Grade-Level Teams monitor the percent of students who are responding to Tier 2 reading intervention supports using <u>all</u> of the following: <ul style="list-style-type: none"> • Pre-identified decision rules to evaluate response to reading intervention supports (e.g., meeting progress monitoring goals). • Progress monitoring or in-program assessment data. 		Grade-Level Teams do not monitor the percent of students responding to Tier 2 supports. -OR- Grade-Level Teams analyze progress monitoring data without the use of pre-identified decision rules.	Grade-Level Team meeting minutes Decision rules
2.14 Grade-Level Teams adjust reading intervention supports based on individual student progress.	Grade-Level Teams use established decision rules to maintain, adapt, modify, and improve support for students receiving Tier 2 reading intervention. -AND- Decisions are made at least monthly (e.g., maintain intervention plan, change student incentives, provide more instructional coaching , change student program placement).	Grade-Level Teams use established decision rules to maintain, adapt, modify, and improve support for students receiving Tier 2 reading intervention. -AND- Decisions are made less than monthly (e.g., maintain intervention plan, change student incentives, provide more instructional coaching, change student program placement).	Grade-Level Teams <u>do not</u> use established decision rules to maintain, adapt, modify, and improve support for students receiving Tier 2 reading intervention.	Progress monitoring of Grade-Level instructional plan Decision rules

Understanding the Decision Rules Flowchart

- The use of the flowchart begins with the DIBELS assessment data at grade level (benchmark / screener data).
- Instructional strategies are color coded relative to an *At or Above Benchmark* or *Below Benchmark* indicator on the assessment. Note: The color of the rectangle correlates with the color coding system on DIBELS (red, yellow, green).
- Also indicated on the decision rules chart are suggestions for further assessments to gather additional data for instructional planning.

Flowchart Key

Green

On Track

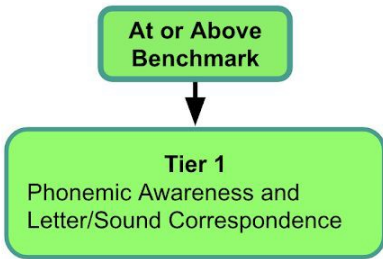
Yellow

Needs Intervention

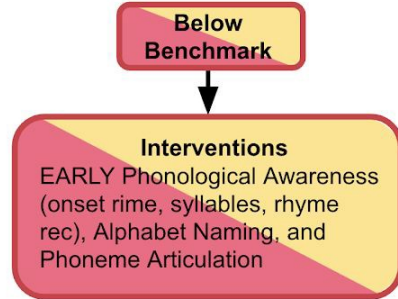
Red

Needs Intensive Intervention

Example Flowchart Items

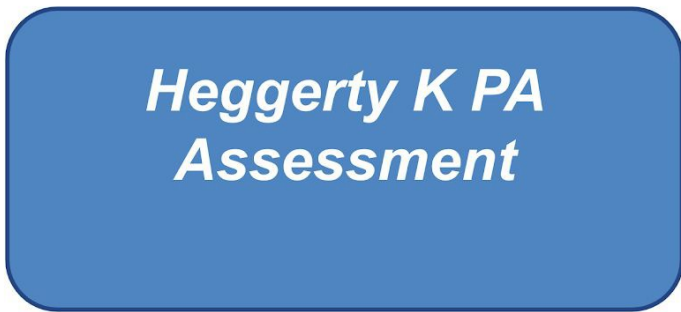


Example Flowchart Items



Flowchart Key

Informal diagnostic assessment items are indicated by darker blue rectangles with white lettering.

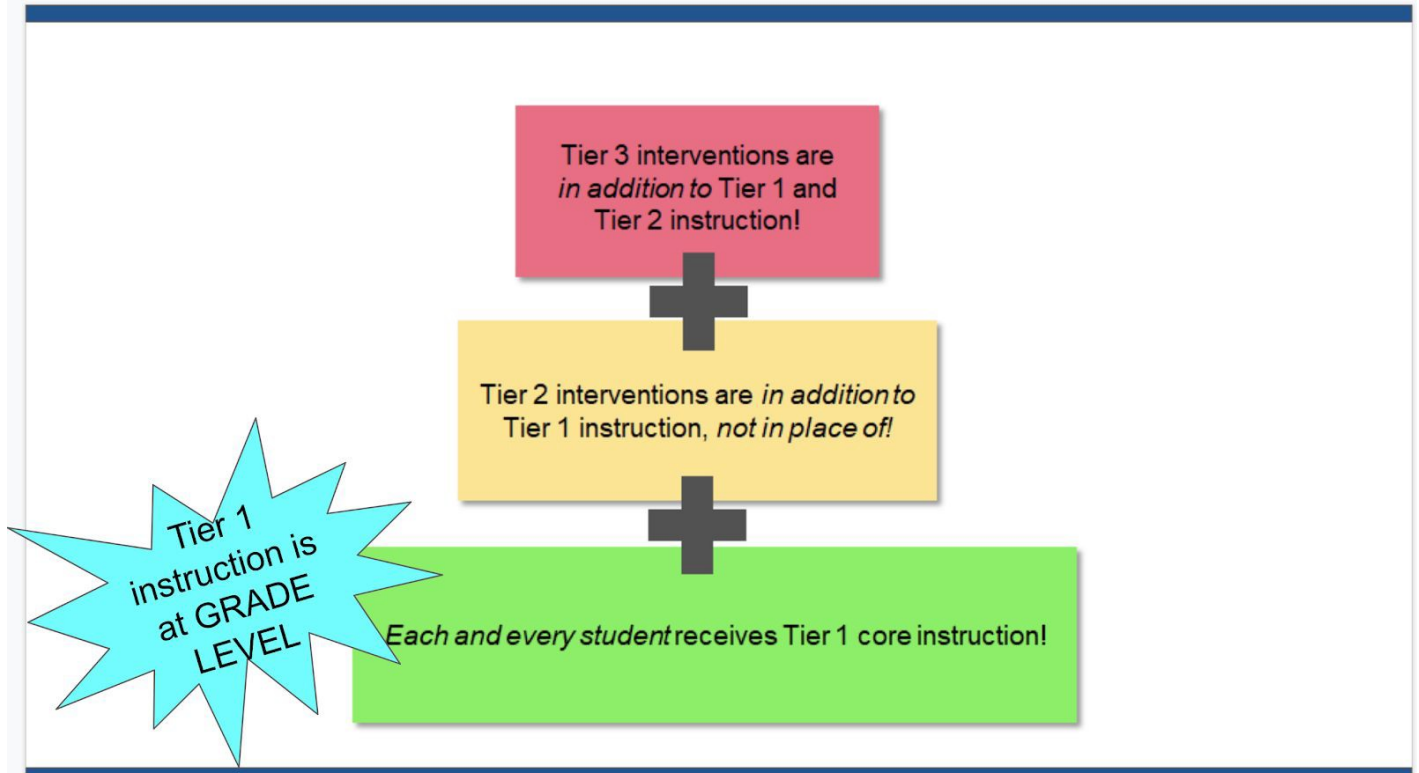


Example Flowchart Assessment Item

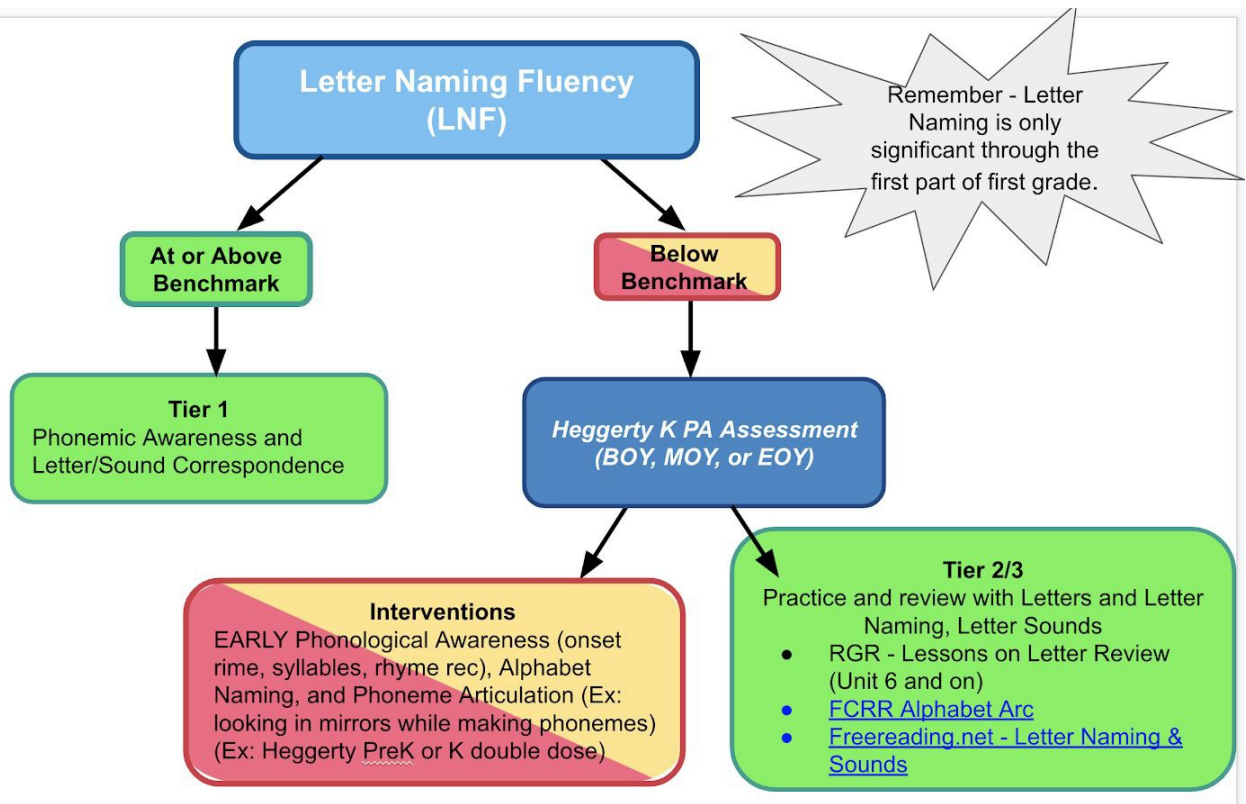
Questions to Ask at a TBT Meeting

Please note: Data on the whole class should be collected from a valid, reliable, and efficient universal screening measure 3 times yearly. This data can be analyzed at the building level (BLT) and at the classroom level (TBTs).

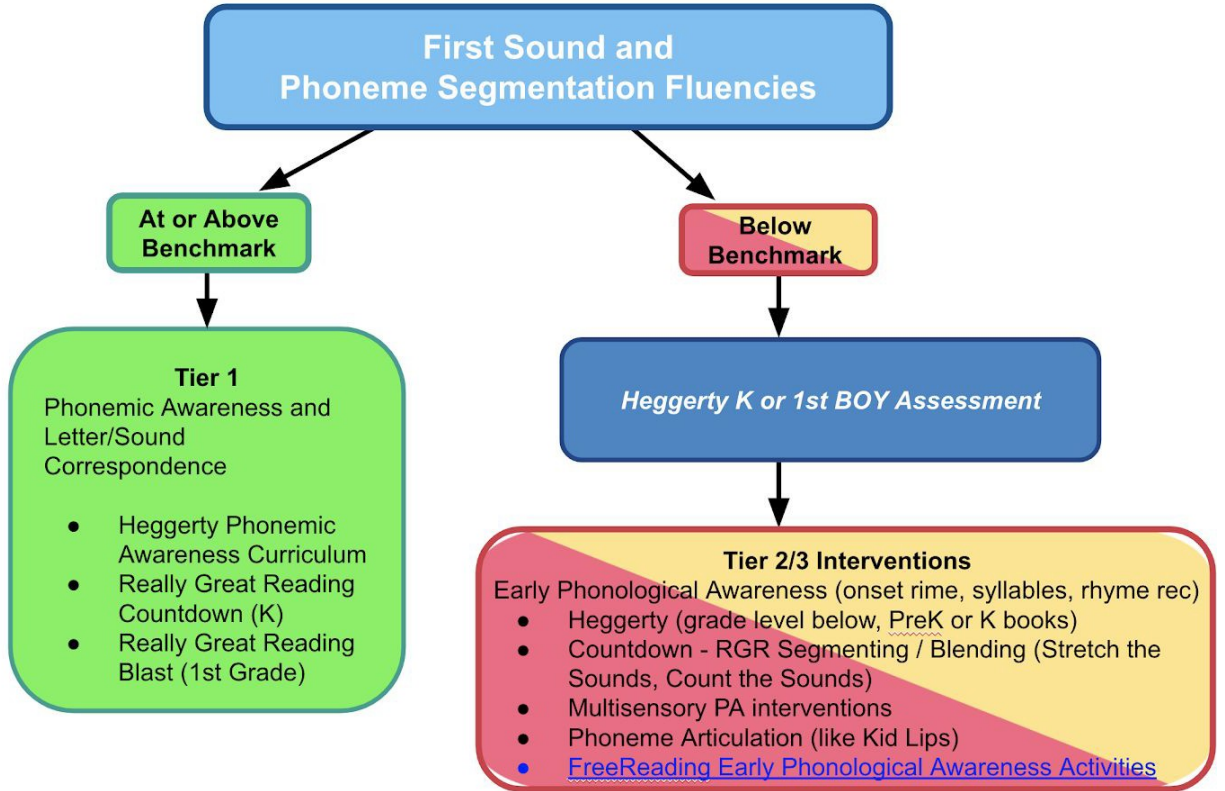
1. If a student is below benchmark on screening, is everything else I know about the student (e.g., history, school records) consistent with that result?
2. If a student is below benchmark on oral reading fluency, do I follow up with a phonics and word-recognition survey to pinpoint skills that the student needs to learn?
3. If a student does struggle with decoding, do I give a Phonological Awareness Screening Test (PAST) to determine the student's needs in the foundational skill of phonological awareness? Has the team considered automaticity and accuracy scores with the PAST?
4. Do I give a spelling screener and compare results to the phonics and word recognition survey and to the student's written expression?
5. If a student is below benchmark on screening but does well in phonic decoding, does he or she have noticeable problems in oral language comprehension?



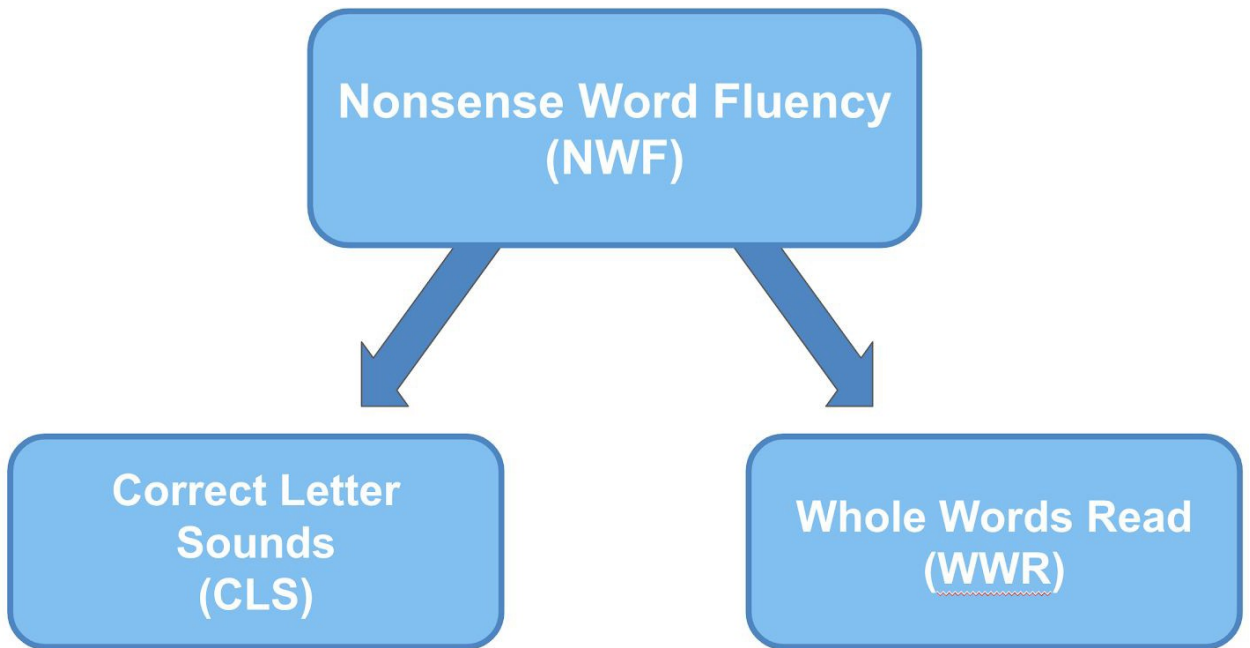
DIBELS



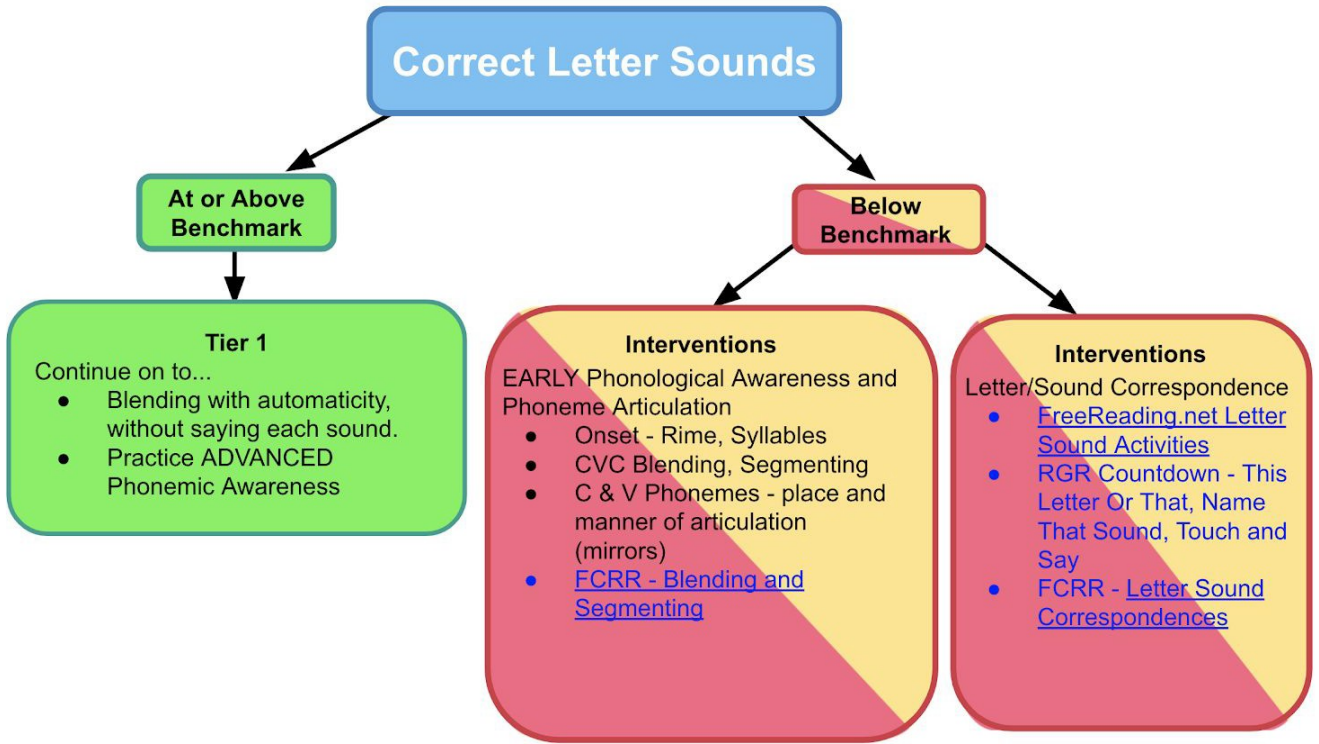
Skill - Phonemic Awareness



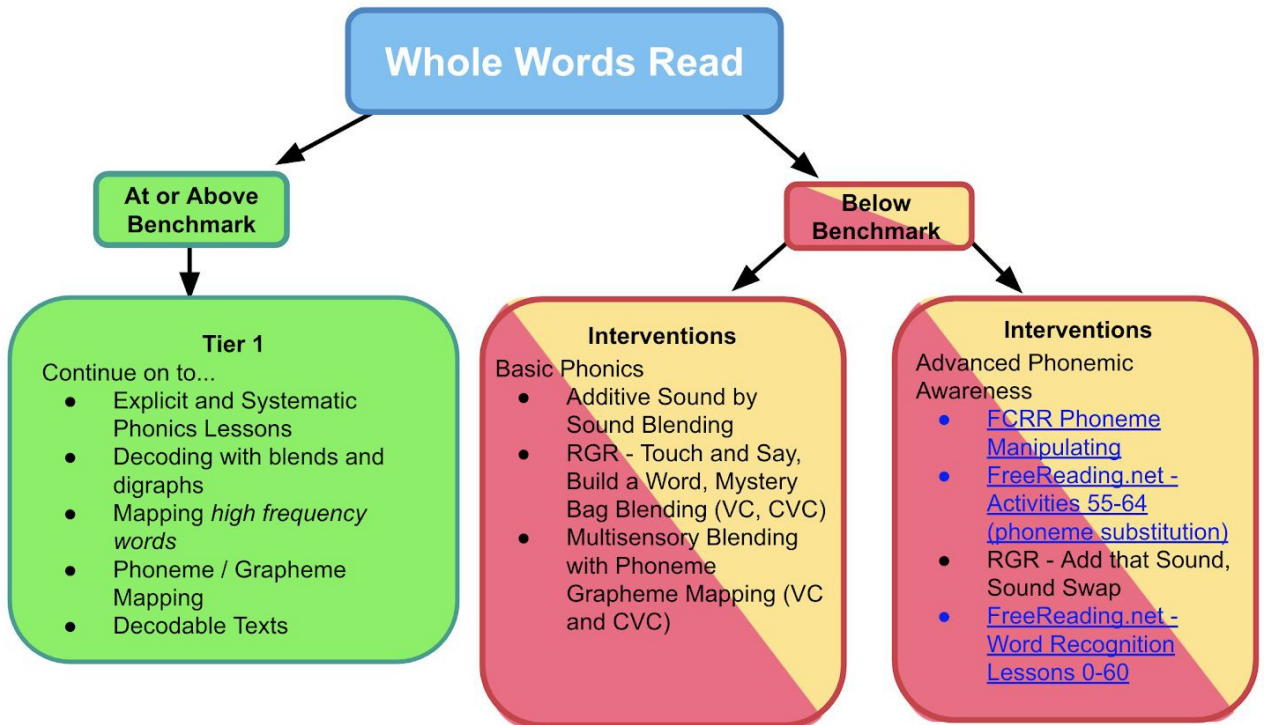
Skill - Phonemic Awareness AND Phonics

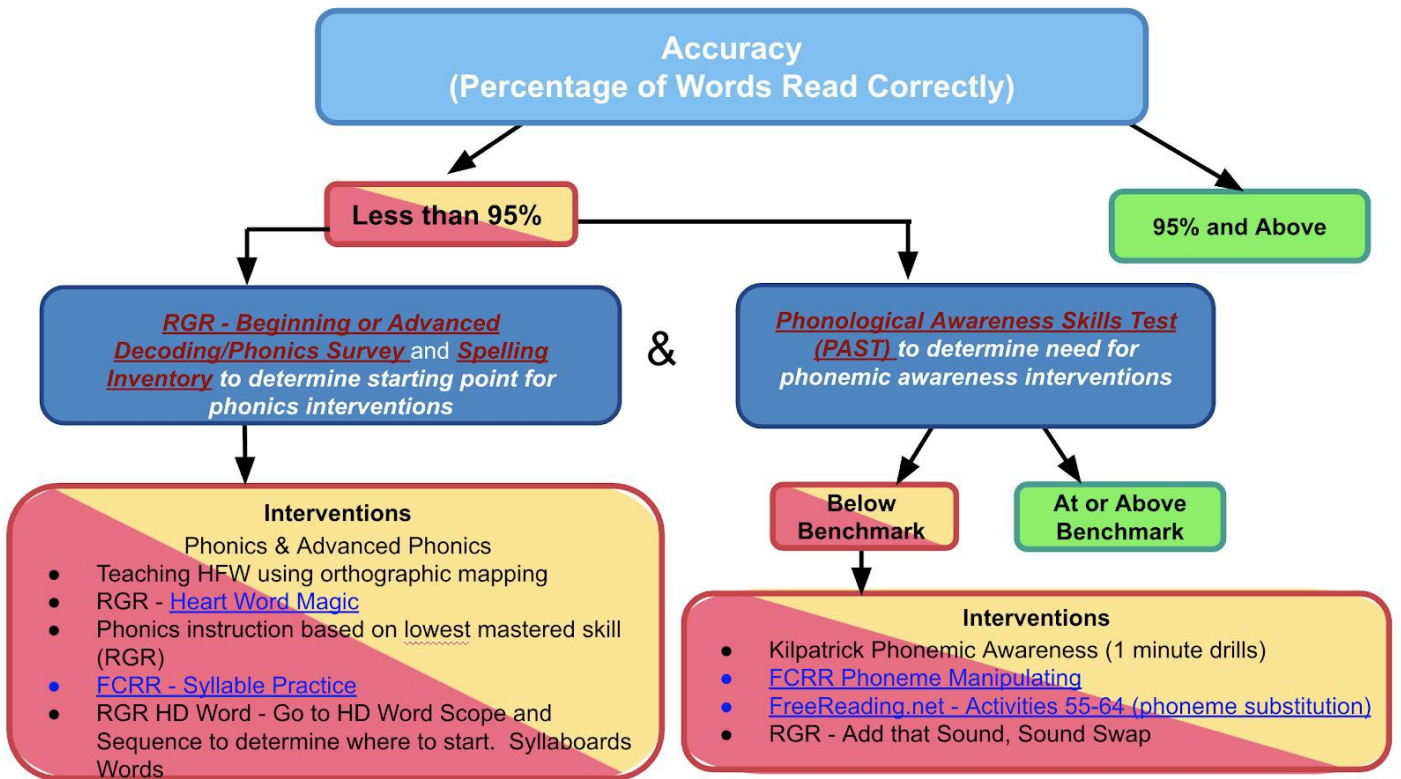
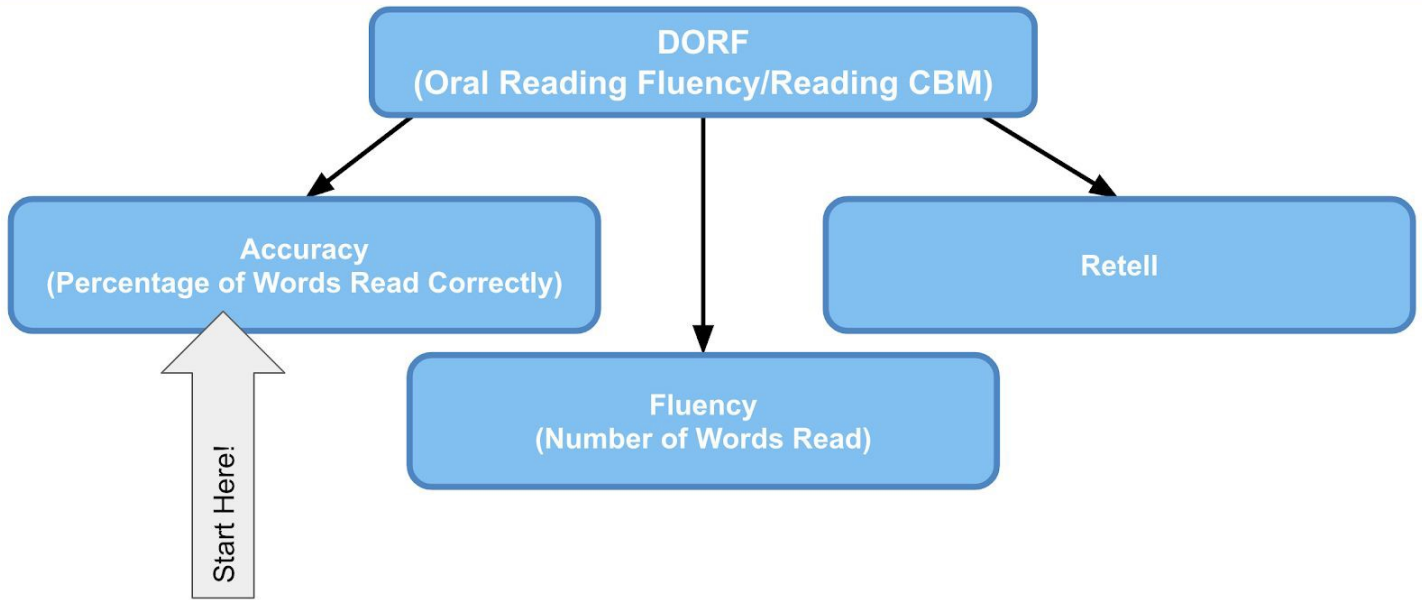


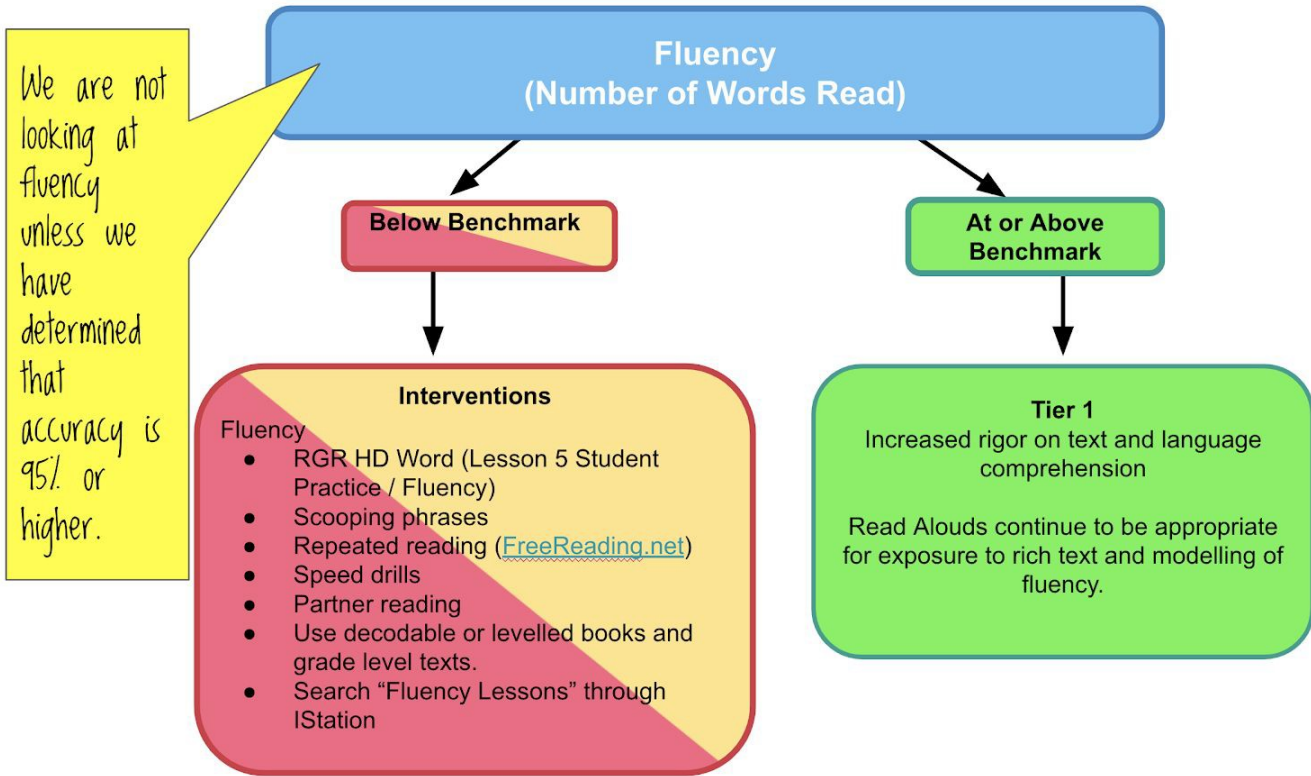
Skill - Phonemic Awareness AND Alphabetic Principle



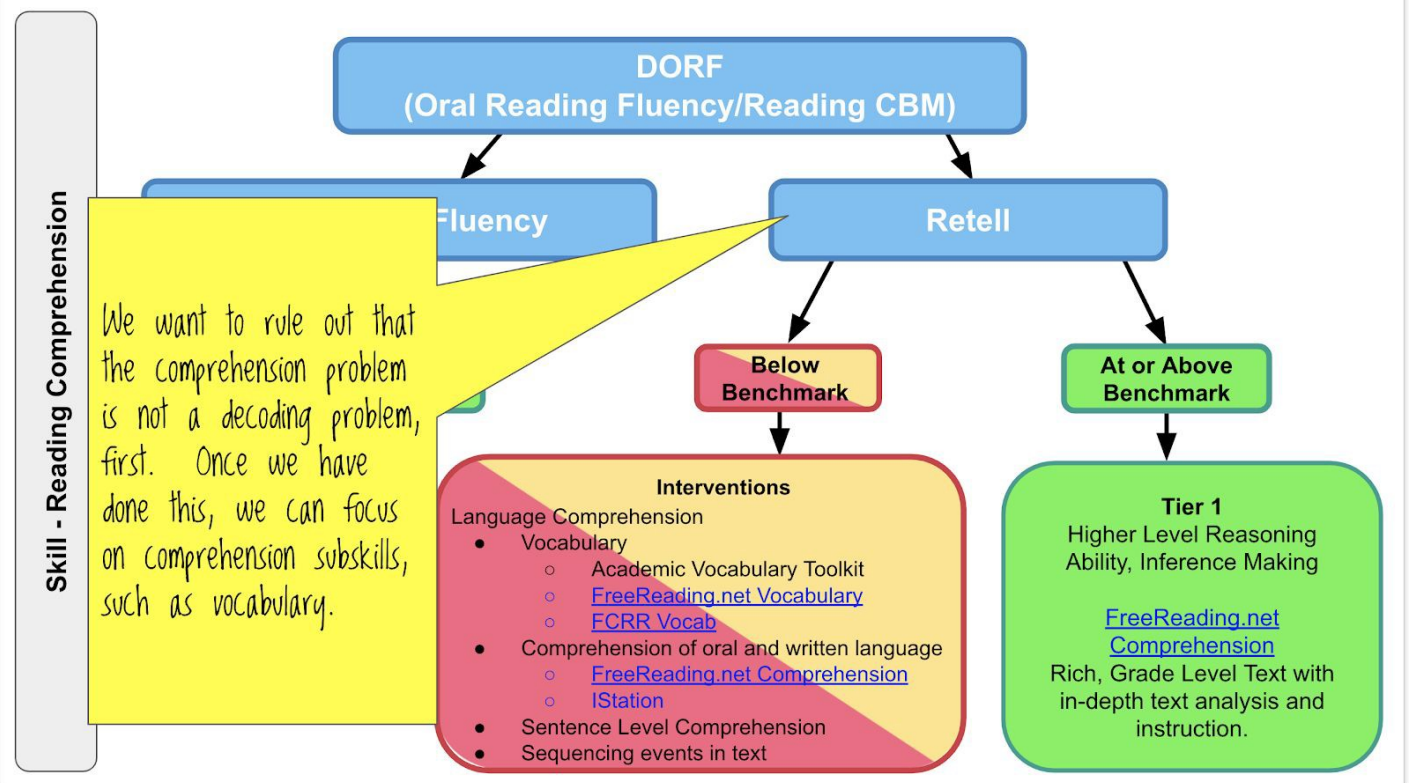
Skill - Phonics and Advanced Phonemic Awareness







We are not looking at fluency unless we have determined that accuracy is 95% or higher.

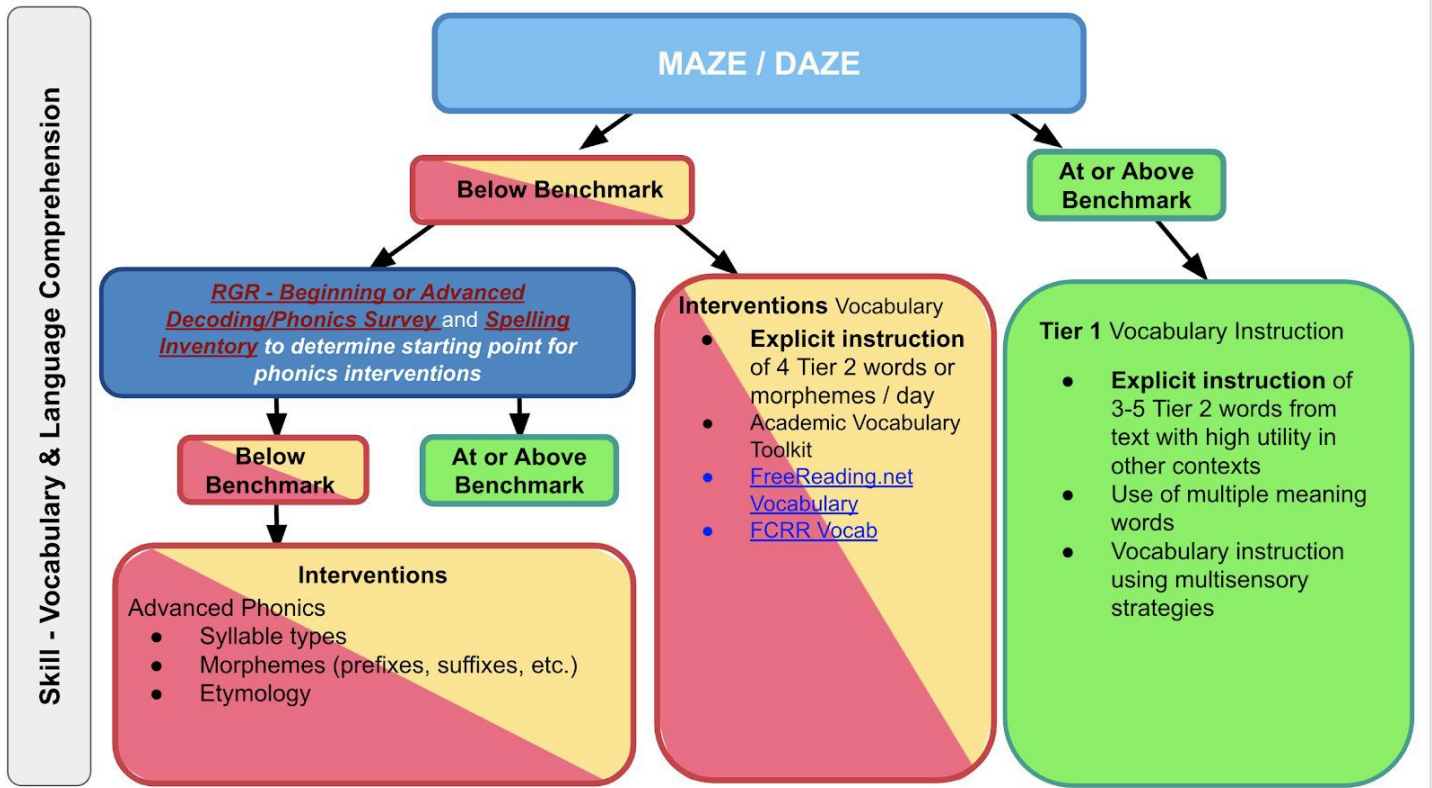


Skill - Reading Comprehension

We want to rule out that the comprehension problem is not a decoding problem, first. Once we have done this, we can focus on comprehension subskills, such as vocabulary.

Informal Strategies for Assessment of Listening Comprehension / Language Comprehension: (LETRS 3rd Ed, Unit 6, pg 90)

- *Retelling from reading and listening:* If the screening measure in use does not have a system for scoring passage retelling, plan to compare the student's ability to retell a passage after reading it with his or her ability to retell after listening to the same (or equivalent) passage read aloud. If the student comprehends substantially better when listening to the passage read aloud, the student likely has a specific problem with decoding and word recognition - not language comprehension
- *Predicting a missing sentence:* The Neuhaus Center in Houston, Texas has posted short passages for teachers to use for this purpose. Several sentences about an event are read aloud. One important sentence in the middle of the passage is omitted. The student must infer (approximately) what the missing sentence says. Materials for the *listening and Reading Comprehension Screening for Grades 2-5* (Neuhaus Education Center), including short passages for prediction tasks, are available at <https://neuhaus.org>
- *Answering Inferential Questions:* With this approach, the teacher reads aloud a short passage and asks questions that cannot be answered with words from the text. For example, if the text is about a pioneer family's preparation for winter, but the season is never named, the student can be asked, "What time of year is it?" or "Why is the family doing these things?" In evaluating a student's reasoning, it is important to consider that background knowledge and vocabulary always have an influence on whether the student can comprehend the passage.
- *Repeating sentences with varying complexity:* Short of giving a formal test of language abilities, teachers can observe whether students can repeat simple, compound, and complex sentences, or how long it takes to learn and recite something like the Pledge of Allegiance, the school song, a favorite rhyme, or sentences in a play. While language repetition may seem to be a rote task, memory for language reflects the student's underlying language competence.
- *Taking unit quizzes:* After students have been through a unit of study on a topic or theme, their performance on unit quizzes will be another indicator of their language comprehension. Can they answer questions? Complete cloze passages? Identify true and false? Recognize main ideas and details? A pattern of low scores on unit tests may reflect significant problems with language comprehension.



Tier 3 interventions are *in addition to* Tier 1 and Tier 2 instruction!

Tier 2 interventions are *in addition to* Tier 1 instruction, *not in place of!*

Each and every student receives Tier 1 core instruction!

The Literacy Decision Rules Flowchart should

help you plan your instruction to include meaningful interventions, based on data!

R-TFI Item	2 Points	1 Point	0 Points	Data Source
2.7 The scheduling of reading interventions is coordinated with Tier 1 reading instruction.	Reading intervention offered through general and special education is scheduled in addition to the 90-minute reading block.	Reading intervention offered through general and special education is scheduled to overlap with <u>no more than</u> 30 minutes of the 90-minute reading block (or 20 minutes of the 60-minute reading block).	Reading intervention offered through general and special education is scheduled to overlap with <u>more than</u> 30 minutes of the 90-minute reading block.	Schedule for supplemental reading instruction /services

1. What questions do you have about the decision rules or their use in TBTs?
2. Will this tool help your TBT, BLT, and intervention team meetings?



Questions?
Comments?
Feedback?

Michelle Elia
Ohio Literacy Lead
Michelle.Elia@sstr5.org

APPENDIX B

Presentation Slides The Science of Reading

(Removed on 3/24/20 per ODE request)

APPENDIX C

Students' Lives Matter Handout

Students' Lives Matter

Dr. Grant A. Chandler, President/CEO

Several years ago, in another role, I penned a short article attempting to define *urgency* and its role in our work. Thinking about my seven years working in accountability and supporting amazing and courageous district leaders, I think we've grown in our understanding of the importance of not only defining urgency but, more importantly, we've encountered a myriad of lessons along the way about the conceptual thinking behind it, how to build it, and how to think about the importance of the work in our everyday interactions with all of our stake holders.

At Students Matter, LLC., we are deeply committed to each student's success, so much so in fact that we renamed our company after what is most important in our work: Students. Students Matter. Their voices matter. Their hopes and dreams matter. Their path to those dreams matter. Their education matters. Their lives matter. We believe that educators have not only the ability, but the responsibility to do all that is possible to assist each student in moving forward on her/his individual path to success, to her/his dreams, and to her/his own productive and happy life. What is the connection between this concept of urgency and the voices, lives, dreams, and hopes of our students?

Let's go back and think about our *urgency* journey.

In 2013, I had the absolute pleasure of spending over a month in the United Kingdom to study how high poverty low performing districts had changed their trajectory and were out performing districts with an economically advantaged population. The obvious question was, *What were those districts and district leaders doing that quickly and dramatically changed their student performance trajectory?*

It was there in the UK that this notion of *urgency* began to take some shape. I met many amazing educators but three that noticeably stand out in this conversation about *urgency*. While none of those leaders used the word directly, there was a passion and fervor underneath their words and actions that left no doubt as to the urgency of their work and the importance of that urgency in their efforts. Each of these leaders was asked, *What is it you are doing that has dramatically improved student learning in your schools?*

- One superintendent of a fine arts academy district simply said, "We make sure that each and every student has a specific plan for what she/he will do when each [graduates] one leaves us and we work with each and every student to ensure that the plan is enacted and is successful. No one leaves here without a working plan in place."
- Another superintendent thoughtfully responded, "What right do we have to stand in front of another mother's child and give him anything but the very best instruction possible?"
- And, finally, the superintendent who forever changed my professional mission said, "This is a matter of life and death. It isn't about just reading, writing, and math. We know what happens to these children when they are unsuccessful here, when we fail them, and they become adults out there in the world. We know what happens to them. They die. They live a shorter life span than those who are successful. Read the longitudinal studies. I didn't make that up. I don't care who likes me or who doesn't. We make every decision, we act in every way in every minute as if it were a matter of life and death. Because it is. No one dies here on my watch."

One year later, in Baltimore, I met Brett Lane, president of the *Institute for Strategic Leadership & Learning* (INSTLL). His company researches the policy conditions necessary for states and districts to scale up and effectively implement district and school turnaround and improvement efforts. In his research and the models and frameworks that emerged from that ongoing work, Lane argues that a catalyst or event results in "an increase in urgency and/or awareness that the current state of affairs is unacceptable and must change" (Lane, 2014).

So thus far, we have two significant ideas about urgency. One is the passionate desire to do whatever it takes to ensure that students are successful because it's simply a matter of life and death for those students we serve. Similarly, Lane captures the emotional decision often associated with the urgency to do something differently in order to realize significant and meaningful change and, hopefully, far better results for students.

How do district leaders go about building urgency without inciting panic? In most cases, educators are doing the very best they know how to do often in conditions that are challenging to say the very least. There are so many barriers to success: crippling teacher shortages, intense teacher and leader mobility, political agendas, adult agendas, the ongoing debates about school finance, legislative demands that are time and labor consuming but often yield little positive result, and the list goes on subject to your own individual context.

What we've seen is that building urgency without blame and without panic is so delicate that it often implodes before we can benefit from its very existence. Simply looking at our student performance data alone is often not enough to stimulate conversations about the need and desire to do something differently to create different results. In many cases, it only makes adults angry, frustrated, and feeling attacked.

Yet, we cannot forget what the research says happens to the children we fail: many of these children simply live shorter lives as adults. Let's consider some of these life conditions that create that shorter life span: physical illness, mental illness, access to high-quality health care, quality of living conditions, quality of food available, higher level of stress, increased feelings of hopelessness, and the list goes on.

Let's remember what one of our colleagues said from her district across the pond. They approach their work believing that the goal is much deeper than teaching them to read or to multiply, or even to write that ever-present five paragraph essay. They shout from the roof tops with a passion I have never yet seen equaled anywhere in this country that their mission, their very existence as a school and a collective body of educators is about saving their [students'] lives and helping them to strive for a future life that is as meaningful as possible.

I saw a school district that defined urgency as a way of nurturing them, of providing what they called pastoral care to each student in a system that equitably meets all of their needs both academically and non-academically. It was in this school where students were surrounded by caring adults who came to work every day engaged in efforts to tirelessly support their students' academic and non-academic needs. These adults couldn't envision another way of operating their school. The needs were beyond great. The obstacles were frequent and strong. Their students' dreams were evening stronger.

The Quaglia Institute defines aspirations as "the ability to dream and set goals for the future while being inspired in the present to reach those dreams" (www.quagliainstitute.org). In this school I just described, the adults understood and accepted that their role, their purpose was

to guide each student to the fulfillment of those aspirations as part of a collective body of educators who see the urgency of not allowing one more student to perpetuate any longer the cycle of failure and poverty.

Can we commit ourselves to no one dying on our watch? Are we ready to think about that as educators? Are we ready to look at every child as someone with infinite potential, value, and worth if only given the right support with the highest quality instruction and the just right experiences?

Let's be honest. Urgency is a choice. It is a choice we make when we decide what our organization is really all about and for whom it is ready, willing, and able to serve. *Urgency* means that students' lives matter. Plain and simple. Each and every student's life matters. While we seek to understand and embrace each child's unique individual identity, each child's family background, economic status, disability, level of parental support, or any other life circumstance, we also choose whether or not to respond to each student in a manner that exemplifies the idea that each student's life matters. Do our students know that we believe their lives matter? Would we be able to solve so many conflicts if they and their parents could see in our everyday actions that we believe in our heart of hearts that their lives matter? Can they see how we use our training, our intellect, our professional expertise in response to their own individual dreams?

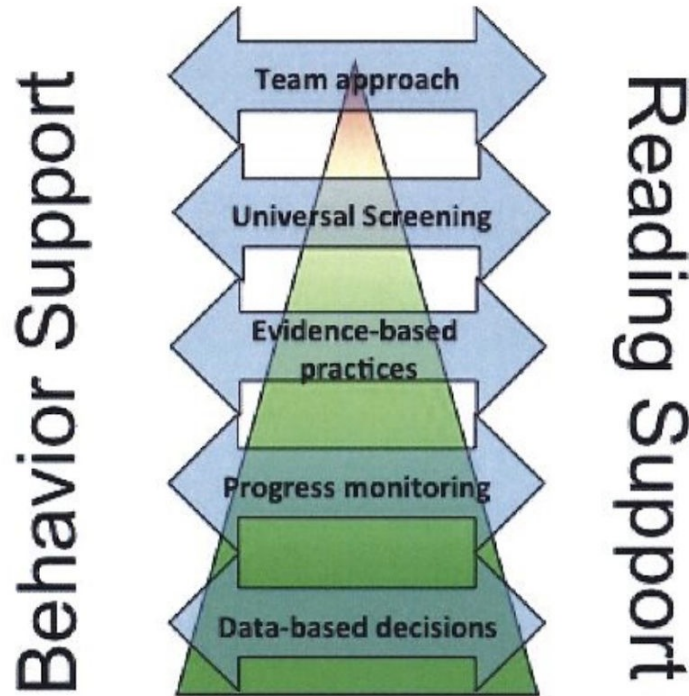
Urgency is not then just about saving lives, it's about our choice as educators and educational leaders to believe and act from the lens that students' lives matter. If we choose to build that collective efficacy to save lives, nothing could stop us from being successful. We have the talent. We would have the relentless or ferocious desire to positively contribute to the world we live in: one precious child at a time.

The choice is ours. Students' lives matter. I choose to spend my professional energy relentlessly supporting students' lives, their aspirations, and the pursuit of those dreams.

Are you ready? Let's do this!

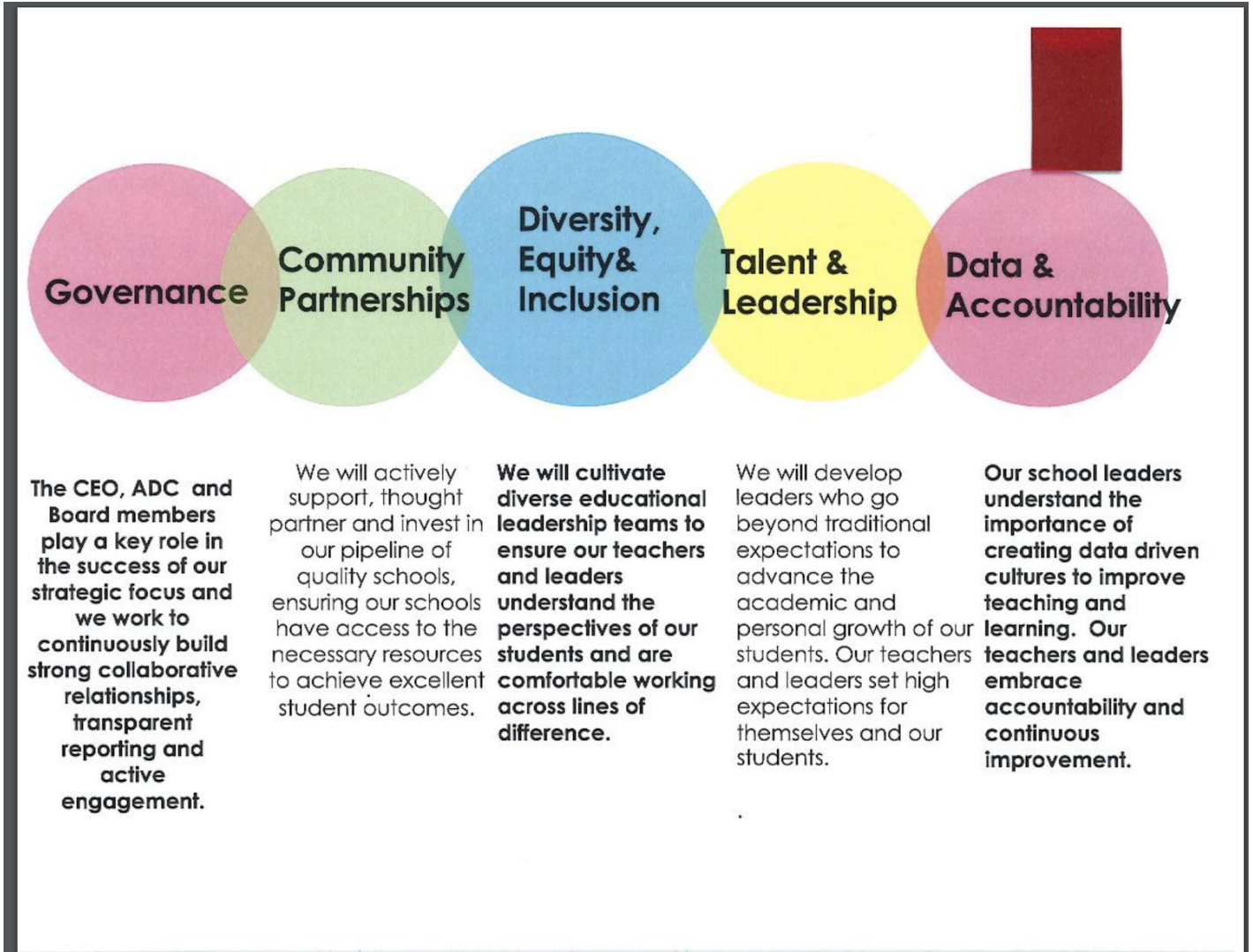
#studentsmatter
#urgencyisourchoice
#savinglives

Integrated Functions Across All Tiers of Support



APPENDIX E

YCSD Strategic Emphasis




APPENDIX F

District Data

APPENDIX F1


District Report Card Data

Report: District Value-Added **Test:** Ohio's State Tests (4-8) 
District: Youngstown City (045161) **Subject:** English Language Arts
Year: 2019 **Type:** Accountable

The OST Tested reports include all students who were tested at the school or district. Reporting that includes only those students who were accountable to that school or district under the OST Accountable test.

The values in the table below are rounded for display purposes. Note that the unrounded gain is divided by the unrounded standard error to obtain a gain index. The gain index before being displayed on the Progress component of the Ohio School Report Card. For this reason, the numbers on the two reports might be very different.

Estimated District Growth Measure							
Grade	3	4	5	6	7	8	Growth Measure Relative to Growth Standard
Growth Standard		0.0	0.0	0.0	0.0	0.0	
2017 Growth Measure		-3.2 R	0.1 Y	-1.3 O	-3.5 R	-3.6 R	
Standard Error		0.8	0.8	0.8	0.7	0.7	
2018 Growth Measure		-2.6 R	0.7 Y	-1.4 O	-0.4 Y	2.1 DG	
Standard Error		0.8	0.7	0.7	0.7	0.7	
2019 Growth Measure		-4.5 R	-2.1 R	-4.9 R	-2.5 R	-1.5 R	
Standard Error		0.7	0.8	0.7	0.7	0.7	
3-Year-Average Growth Measure		-3.5 R	-0.4 O	-2.6 R	-2.2 R	-0.9 R	
Standard Error		0.4	0.4	0.4	0.4	0.4	
Estimated District Average Achievement							
Grade	3	4	5	6	7	8	
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0	
2016 Average Achievement	37.1	35.0	36.1	37.1	34.7	34.7	
2017 Average Achievement	37.8	34.1	35.2	34.3	33.0	31.5	


Report: District Value-Added **Test:** Ohio's State Tests End of Course 
District: Youngstown City (045161) **Subject:** English Language Arts I
Year: 2019 **Type:** Accountable

The OST Tested reports include all students who were tested at the school or district. Reporting that includes only those students who were accountable to that school or district is available under the OST Accountable test.

The values in the table below are rounded for display purposes. Note that the unrounded gain is divided by the unrounded standard error to obtain a gain index. The gain index is rounded before being displayed on the Progress component of the Ohio School Report Card. For this reason, the numbers on the two reports might be very different.

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts I	2017	549	683.8	20	687.0	23	-3.0 R	0.6
	2018	300	690.1	19	694.3	23	-4.0 R	0.8
	2019	358	692.5	21	694.8	24	-2.1 R	0.6
	3-Yr-Avg	1207	688.0	17	691.2	20	-3.0 R	0.4

Report: District Value-Added
District: Youngstown City (045161)
Year: 2019

Test: Ohio's State Tests End of Course 
Subject: English Language Arts II
Type: Accountable

The OST Tested reports include all students who were tested at the school or district. Reporting that includes only those students who were accountable to that school or district is available under the OST Accountable test.

The values in the table below are rounded for display purposes. Note that the unrounded gain is divided by the unrounded standard error to obtain a gain index. The gain index is rounded before being displayed on the Progress component of the Ohio School Report Card. For this reason, the numbers on the two reports might be very different.

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts II	2017	457	677.5	18	681.0	21	-3.3 R	0.7
	2018	279	684.6	18	685.9	19	-1.2 O	0.8
	2019	331	683.5	17	689.4	22	-5.4 R	0.7
	3-Yr-Avg	1067	681.2	17	684.9	19	-3.4 R	0.4

Report Card Comparison		District					
		2017-18		2018-19		% Diff	Pt. Diff
Component	SubComponent	%	points	%	points	% Diff	Pt. Diff
Achievement	Performance Index	47.80%	0.75	46.50%	0.75	-1.30%	0
	Indicators Met	0%	0	0%	0	0%	0
Gap Closing	AMO	42.30%	0.75	46.40%	1	4.10%	0.25
Improving At-Risk K-3 Readers	K-3 Literacy Improvement	15.50%	1.25	15.30%	1.25	-0.20%	0
Progress	Overall	-14.96	0.55	-33.4	0.6325	-18.44	0.0825
	Gifted	4.36	0.75	NR	NR	#VALUE!	#VALUE!
	Lowest 20%	-10.65	0.15	-22.4	0.18375	-11.75	0.03375
	SWD	-8.93	0.15	-16.9	0.18375	-7.97	0.03375
Graduation Rate	4 Year	74.40%	0.6	84.90%	1.35	10.50%	0.75
	5 Year	78.50%	0.4	80.50%	0.5	2.00%	0.1
Prepared for Success	Percent Meeting Prep for Success	8.20%	0	26.10%	0.75	17.90%	0.75

Achievement

% Proficient in Reading							
Grade Level	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Grade 3	52.70%	59.30%	68.40%	56.70%	61.80%	55.20%	27.70%
Grade 4	53.10%	68.40%	68.10%	71.60%	70.50%	57.30%	21.10%
Grade 5	38.50%	46.60%	54.60%	51.90%	54.20%	46.50%	28.50%
Grade 6	59.00%	60.20%	60.00%	52.60%	69.50%	54.10%	24.10%
Grade 7	49.40%	42.50%	44.60%	45.40%	55.20%	28.80%	23.60%
Grade 8	43.80%	56.50%	44.80%	53.50%	58.90%	31.40%	18.70%
OGT Grade 10	61.30%	56.00%	53.9	68.50%	70.00%	68.30%	x
OGT Grade 11	79.70%	83.30%	80.10%	81.70%	80.70%	81.80%	80.30%
English 1						47.90%	21.00%
English 2						72.20%	23.30%

Progress

Grade Level	Value Added Measure - Reading			Progress Score - Reading			
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Grade 4	Below	Above	Above	4.6	3.53	4.62	-1.71
Grade 5	Below	Met	Met	-0.09	-1.34	-0.27	-4.57
Grade 6	Above	Below	Below	-6.7	-4.21	1.43	-2.61
Grade 7	Met	Below	Below	-6.7	-5.48	-13.16	-7.24
Grade 8	Above	Met	Below	-2.2	-3.35	-3.5	4.99
HS						7.28	
English 1							-0.1
English 2							4.62
All Tests	Below	Met	Below	-6.4	-6.19	-4.39	-3.4

K-3 Literacy

Categories:	2013-2014	2014-2015	2015-2016
Grade	C	C	C
Percentage	48.70%	64.20%	57.80%
Not on Track	499	575	351
Improving to On Track	243	369	203
Third Grade Reading Guarantee	87.50%	95%	93.20%
Proficient on State Reading Test	61.80%	55.20%	27.70%
Diagnostic On Track	K	30%	48.70%
	1	70.30%	89.50%
	2	54.10%	74.90%
	3	49.90%	71.20%

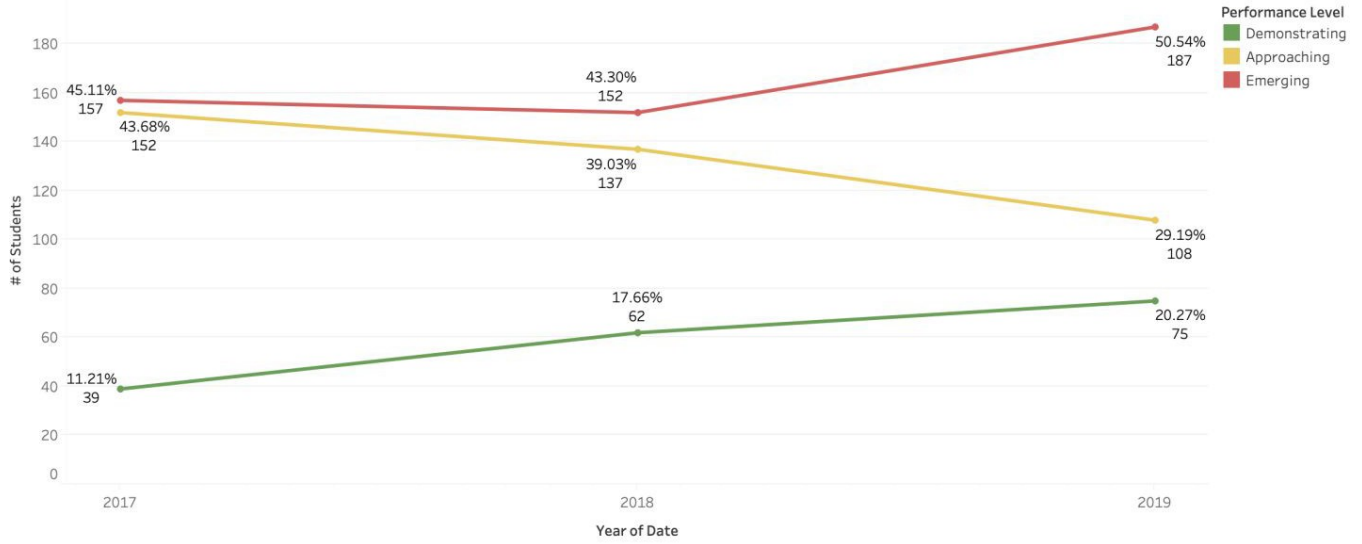
*2012-2013 is the first full year of Literacy Collaborative Implementation

**2014-2015 is the first year of PARCC Testing in ELA

***2015-2016 is the first year of AIR Testing in ELA

APPENDIX F2
KRA/ELA Data

KRA district trend



The trend of sum of # of Students for Date Year. Color shows details about Performance Level. The marks are labeled by % of Total # of Students and sum of # of Students.

Success by Six - Get It, Got it, Go assessment								
PRE-Aliteration	POST-Aliteration	gain/loss	PRE-Rhyming	POST-Rhyming	gain/loss	PRE- Picture Naming	POST Picture Naming	gain/loss
2	2	even	3	5	increase 2 points	17	25	increase 8 points
3	3	even	6	5	decrease 1 point	31	28	decrease 3 points
4	N/A	N/A	10	N/A	N/A	29	N/A	N/A
9	4	decrease 5 points	11	10	decrease 1 point	27	32	increase 5 points
5	4	decrease 1 point	7	3	decrease 4 points	17	13	decrease 4 points
2	5	increase 3 points	7	12	increase 5 points	29	32	increase 2 points
4	3	decrease 1 point	7	7	even	21	33	increase 3 points
1	1	even	4	3	decrease 1 point	32	29	decrease 3 points
6	7	increase 1 point	6	7	increase 1 point	34	33	decrease 1 point
8	7	decrease 1 point	7	17	increase 10 points	17	9	decrease 8 points
5	9	increase 4 points	7	10	increase 3 points	28	24	decrease 4 points

APPENDIX F3
Special Education and EL data

Three Year Special Education Data Review

Profile Indicator	2018-2019 Based on 2017-2018		Comparison between 2017-18 & 2016-17	2017-2018 Based on 2016-2017		Comparison between 2016-17 & 2015-16	2016-2017 Based on 2015-2016		
	Score	Target		Score	Target		Score	Target	
3c Reading Proficiency rate	18.73	24.68	Not Met +6.11	12.62	24.18	Not Met -6.77	19.39	38.56	Not Met
5a LRE>80	58.23	>64.50	Not Met +1.47	56.76	64.0	Not Met + 2.31	54.45	>63.50	Not Met
5b LRE<40	16.80	<10.20	*Not Met -2.70	14.10	<10.50	*Not Met -1.6	12.50	<10.80	Not Met
5c Separate Facility	5.6	<4.0	Not Met +4.86	10.46	< 4.0	Not met +1.3	11.76	<4.10	Not Met
Graduation by Standard Requirement	13.42	TBD	Unable to Calculate	82.86	82.80	Met	82.86	80.50	Met
Reading Alternate Assessment (Per SPED Rating)	3.38	1.0	Not Met +.28	3.10	1.0	Not Met	No data given	No data given	Unable to calculate
3rd Grade Guarantee Proficiency Rating (Per SPED Rating)				14.89	27.30	Not Met +.31	14.58	27.30	Not Met

AIR ELA English Learners Data

18-19 Youngstown City School District

4-year AIR Analysis - Overall and Subscores

By Administration, By Test, By Strand

Overall Performance Level - Choose Test Name in Upper Right to View Subscores



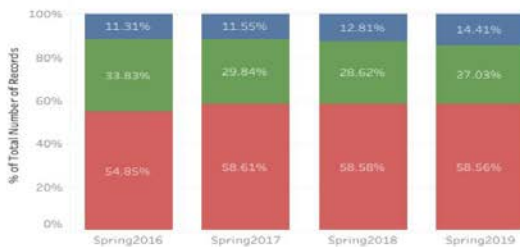
Subscore 1 - Reading - Informational Text



Subscore 2 - Reading - Literary Text



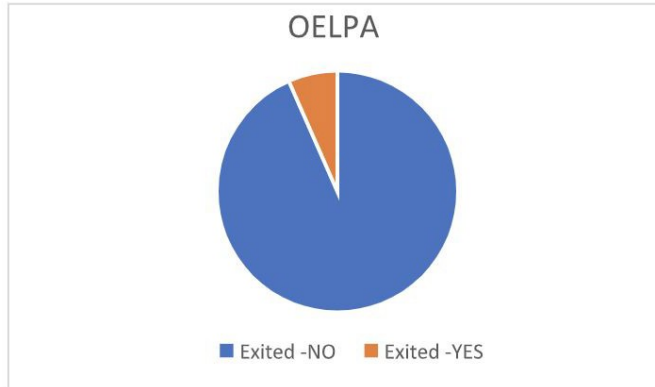
Subscore 3 - Writing



Subscore 4 - N/A



OELPA Data



APPNDIX F4

NWEA, iStation, DIBELS, TRC and Heggerty Data

NWEA MAPS Scores:

	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019
HS (9-12): Literature, Informational Text, Vocabulary Acquisition & Use	205-219 (226)	194-212 (220)	207-216 (226)	192-214 (227)	207-212 (226)
MS (5-8):	176-201	178-207	181-211	198-204	198-204
EL (K-4): Foundational Skills, Language, Literary & informational text, Vocabulary)	150-190 (128)	150-198 (128)	156-197	156-199	161-197

iStation Data Review

Tier 1 = Scholars performing at grade level

Percentage of Scholars who scored in Tier 1 on the iSIP Assessment 2017-2018			
Grade	Sept. 2017 BOY	% proficient or above on 2017-2018 AIR Assessment	May 2018 EOY
K	14%	N/A	24%
1st	10%	N/A	24%
2nd	19%	N/A	29%
3rd	23%	30.7%	27%
4th	42%	35.2%	37%
5th	36%	36.8%	35%
6th	33%	24.4%	37%
7th	21%	30.0%	27%
8th	19%	28.2%	31%

Percentage of Scholars who scored in Tier 1 on the iSIP Assessment 2018-2019			
Grade	Sept. 2018 BOY	% proficient or above on 2018-2019 AIR Assessment	May 2019 EOY
K	14%	N/A	28%
1st	13%	N/A	25%
2nd	22%	N/A	41%
3rd	21%	30.8%	31%
4th	24%	23.9%	26%
5th	32%	35.3%	35%
6th	32%	17.0%	35%
7th	21%	30.6%	28%
8th	22%	26.6%	34%

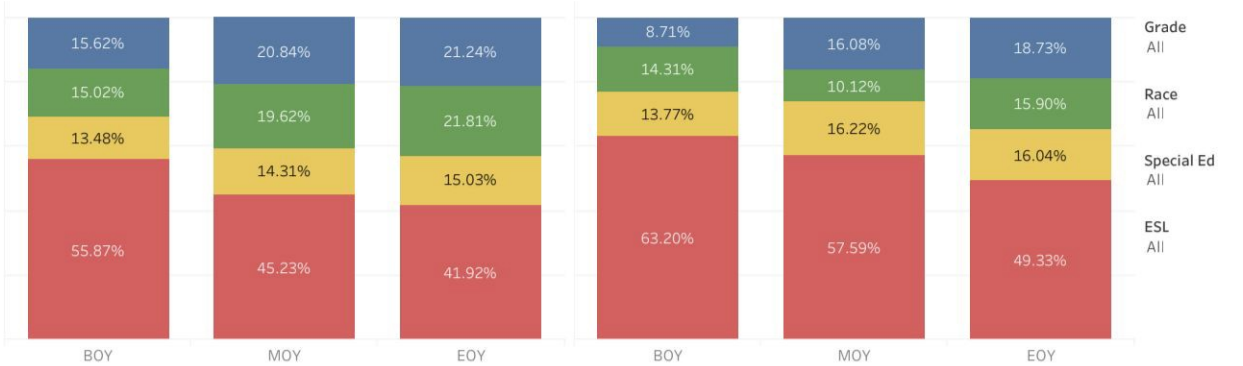
Percentage of Scholars who scored in Tier 1 on the iSIP Assessment Spring 2019 - Fall 2019			
Grade	May 2019 EOY	% proficient or above on 2018-2019 AIR Assessment	Sept. 2019 BOY
K	28%	N/A	14%
1st	25%	N/A	13%
2nd	41%	N/A	25%
3rd	31%	30.8%	26%
4th	26%	23.9%	28%
5th	35%	35.3%	27%
6th	35%	17.0%	36%
7th	28%	30.6%	16%
8th	34%	26.6%	23%

18-19 Youngstown City School District

DIBELS/TRC Dashboard - Key Metrics

District - DIBELS

District - TRC

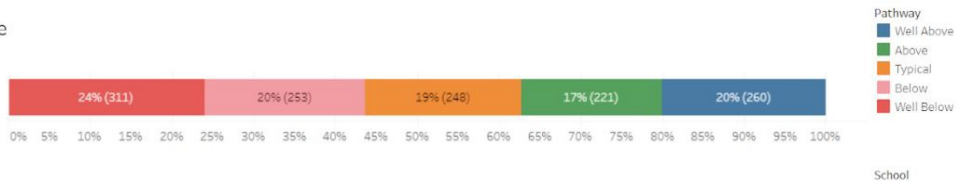


18-19 Youngstown City School District

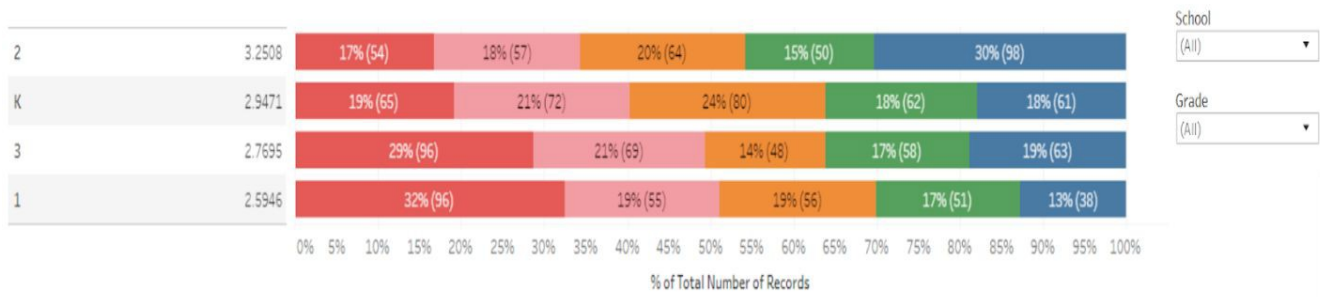
DIBELS EOY Pathways of Progress

District Average Pathway Score

2.896

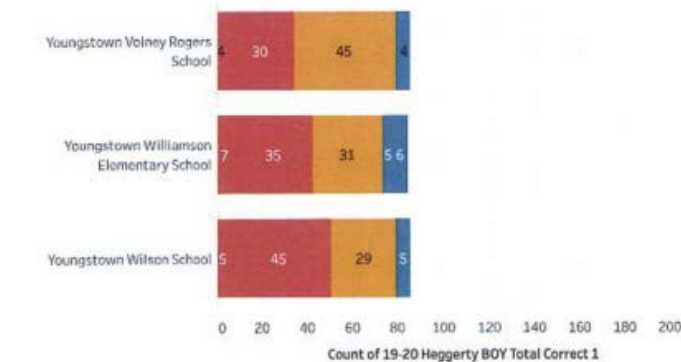
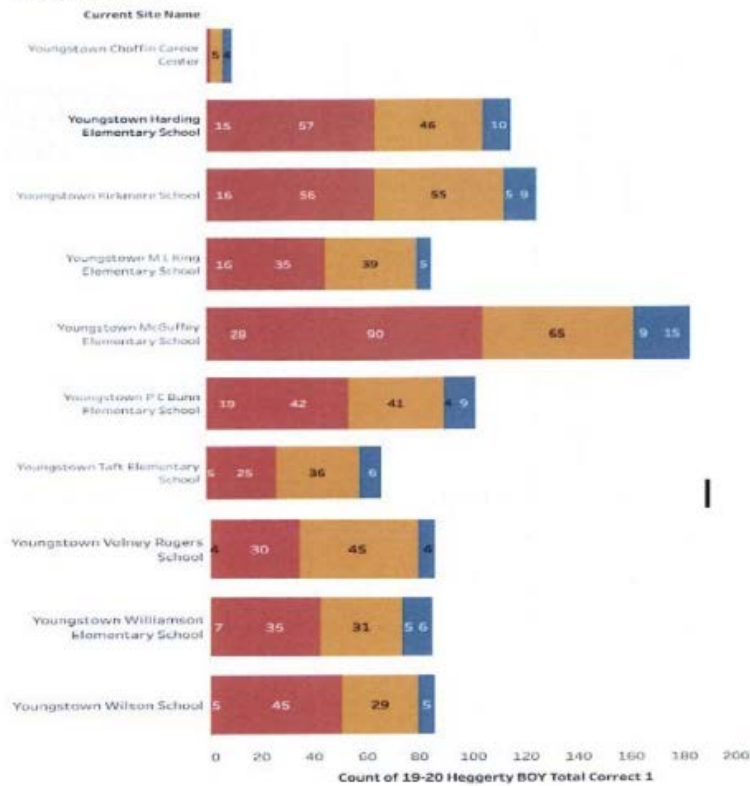


Grade Average Pathway Score



Heggerty PK-1 BOY, 2019
Heggerty BOY Drilldown

Select Building



APPENDIX F5
 City Census Data

Population	Estimated Number of Individuals	Percent
Total	64,958	
Male	32,300	49.7%
Median age (years)	39.6	
Race	Estimated Number of Individuals	Percent
	64,958	
Hispanic or Latino (of any race)	8,152	12.5%
Not Hispanic or Latino	56,806	87.5%
White alone	27,749	42.7%
Black or African American alone	24,205	37.3%
American Indian and Alaska Native alone	217	0.3%
Asian alone	417	0.6%
Native Hawaiian and Other Pacific Islander alone	0	0.0%
Some other race alone	124	0.2%
Education Level	Estimated Number of Individuals	Percent
Population 25 years and over	43,105	
Less than 9th grade	1,226	2.8%
9th to 12th grade (no diploma)	5,203	12.1%
High school graduate (includes equivalent)	17,195	39.9%
Some college, no degree	10,444	24.2%
Associate's degree	2,799	6.5%
Bachelor's degree	4,624	10.7%
Graduate or professional degree	1,614	3.7%
High school graduate or higher	36,676	85.1%

Population	Estimated Number of Individuals	Percent
Bachelor's degree or higher	6,238	14.5%

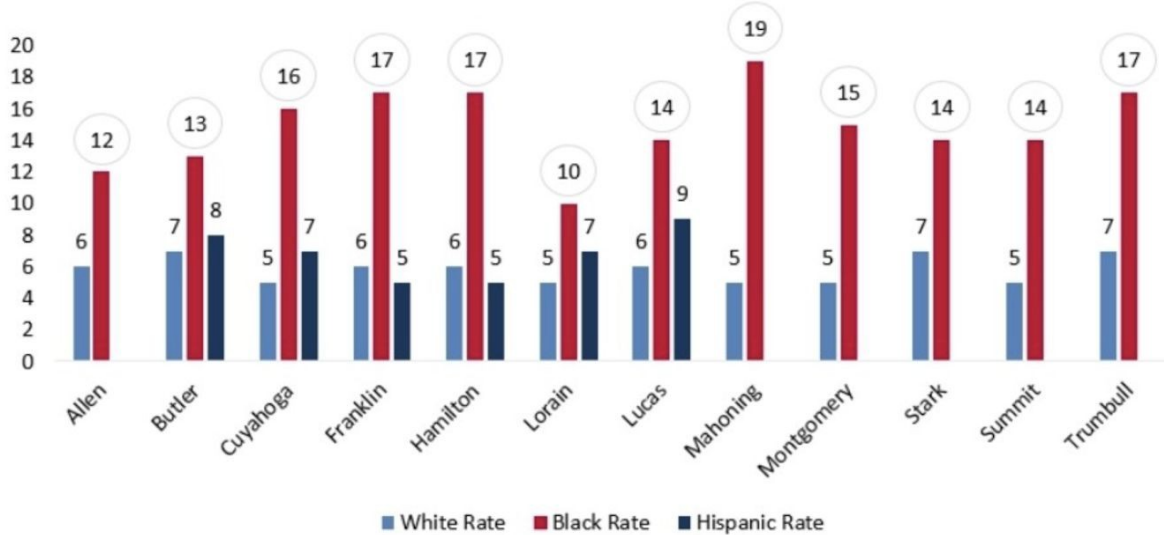
Employment Rates	Estimated Number of Individuals	Percent
16 years and older	53,831	
In labor force	30,283	56.3%
Not in labor force	23,548	43.7%

Household Income and Benefits	Estimated Number of Households	Percent
	27,783	
Less than \$10,000	4,373	15.7%
\$10,000-\$14,999	3,412	12.3%
\$15,000-\$24,999	3,706	13.3%
\$25,000-\$34,999	3,857	13.9%
Median household income \$30,019		
\$35,000-\$49,999	5,655	20.4%
\$50,000-\$74,999	2,842	10.2%
\$75,000-\$99,999	2,115	7.6%
\$100,000-\$149,999	1,261	4.5%
\$150,000-\$199,999	205	0.7%
\$200,000 or more	357	1.3%
% of families and people whose income in the past 12 months is below the poverty level		31.8%

Household Income and Benefits	Estimated Number of Households	Percent
	27,783	
With earnings (mean \$43,981)	18,580	66.9%
Social security (mean \$15,710)	11,663	42.0%
With retirement income	5,729	20.6%

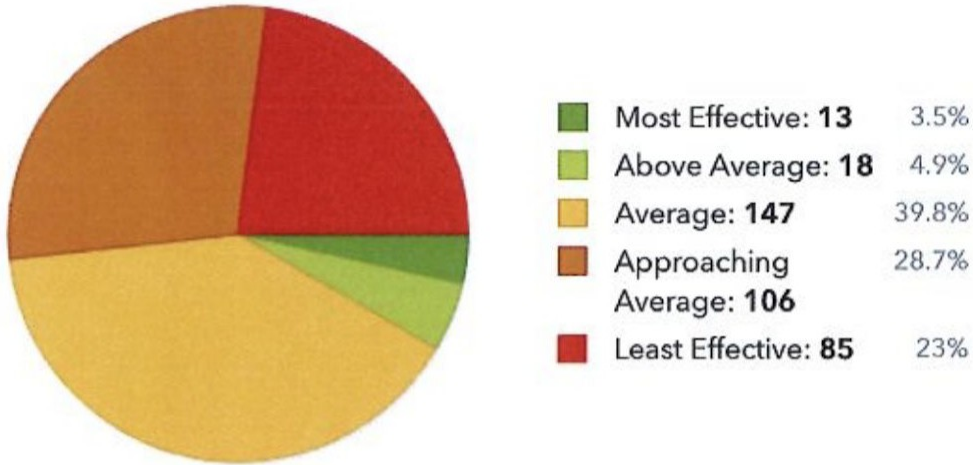
Employment Rates	Estimated Number of Individuals	Percent
w/supplemental social security income (mean \$9,357)	3,200	11.5%
w/cash public assistance income (mean \$3,009)	1,746	6.3%
w/food stamp/SNAP benefit past 12m	9,812	35.3%

Infant Mortality Rate per 1,000 live births
by County, by Race
2011-2017

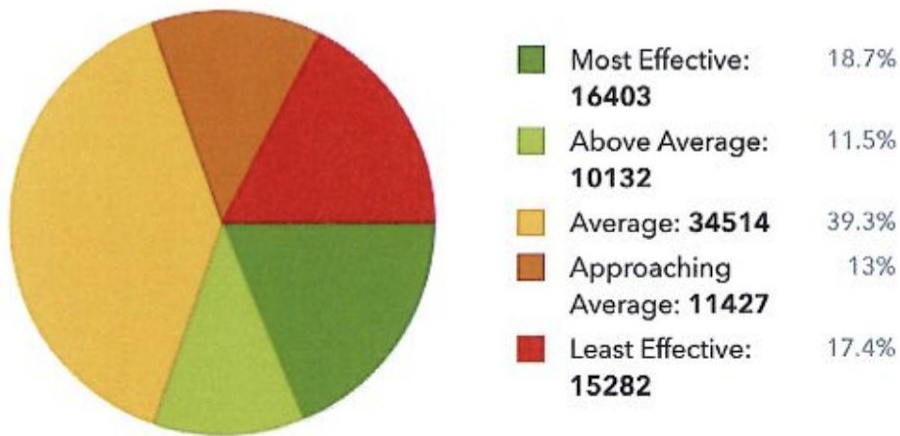


APPENDIX F6
 YCSD Teacher Effectiveness Data

2019 Youngstown Teacher Effectiveness



2019 State Teacher Effectiveness



APPENDIX F7

Contract Between Ohio Department of Education Designation, OTES, and OPES

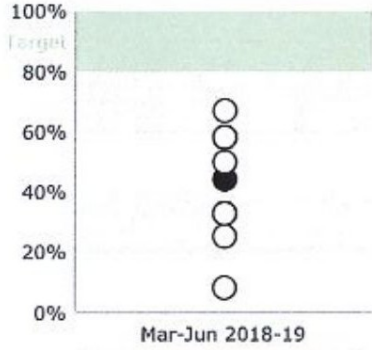
Building	Rating
East	Priority
Kirkmere	Priority
McGuffey	Priority
Taft	Priority
Volney	Priority
Wilson	Priority
Bunn	Focus
Harding	Focus
MLK	Focus
REC	Focus
Chaney	Watch
Williamson	Independent
YREC	Independent

Overall OPES and OTES rating

OPES Rating	Percentage
Accomplished	0%
Skilled	17.2%
Developing	72.4%
Ineffective	10.3%
OTES Rating	Percentage
Accomplished	23.8%
Skilled	61.9%
Developing	4.8%
Ineffective	9.5%

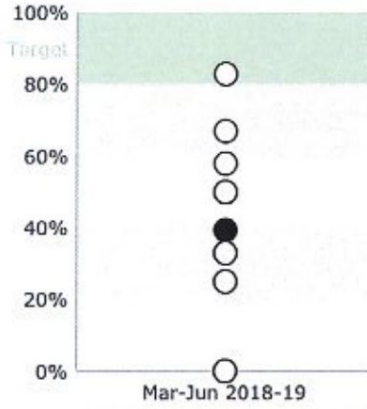
APPENDIX F8
 YCSD Needs as per R-TFI Data

Tier 1: Implementation



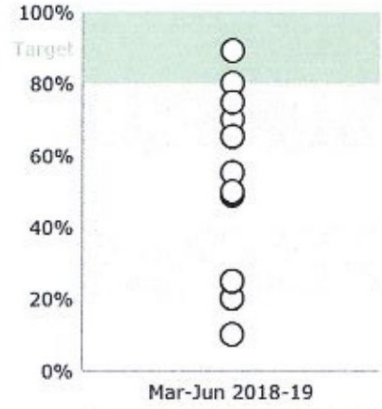
- District
- Chaney High
- East High School
- Harding Elementary School
- Kirkmere School
- M L King Elementary School

Tier 1: Resources



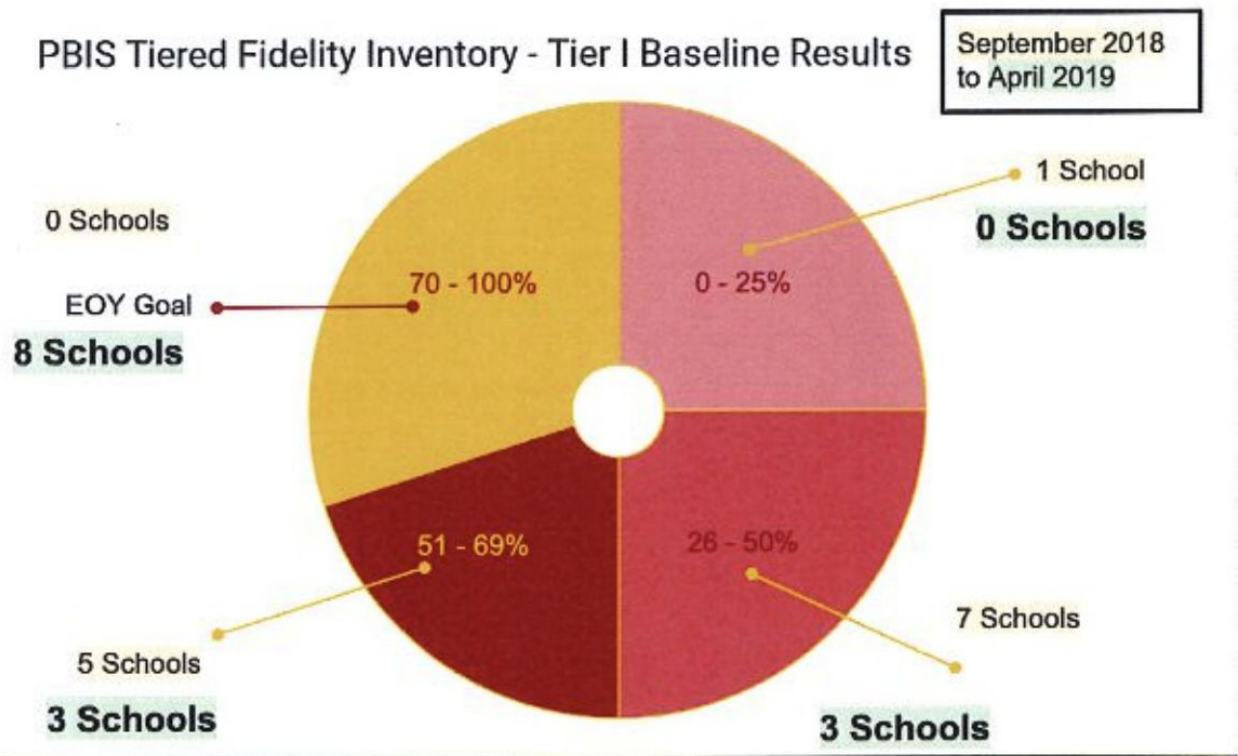
- District
- Chaney High
- East High School
- Harding Elementary School
- Kirkmere School
- M L King Elementary School

Tier 1: Evaluation



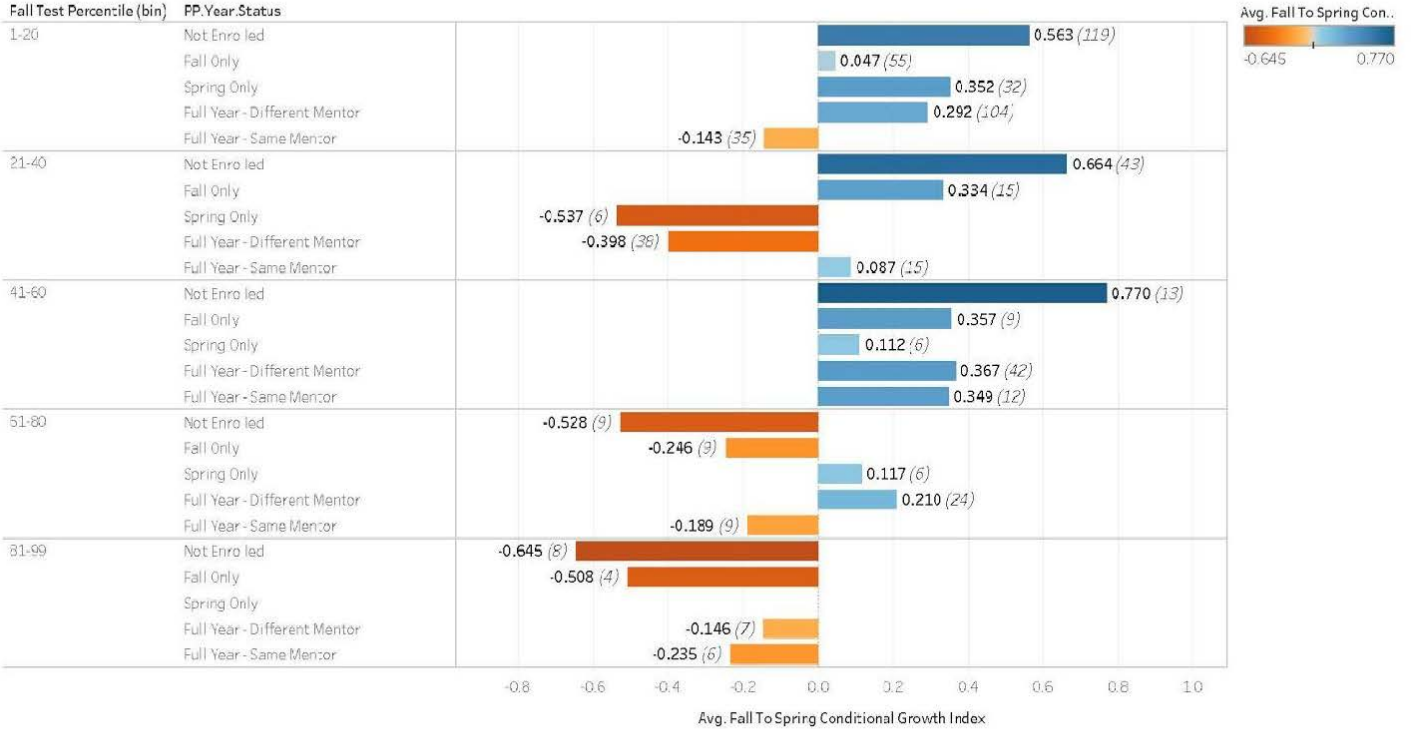
- District
- Chaney High
- East High School
- Harding Elementary School
- Kirkmere School
- M L King Elementary School

APPENDIX F9
YCSD Climate and Culture Data



APPENDIX F10
YCS D Partnership Data

Youngstown City School District - Project PASS
18-19 NWEA Reading Fall-To-Spring Avg Conditional Growth Index
Grades 2 and 3, By Fall Test Percentile, By Enrollment Status

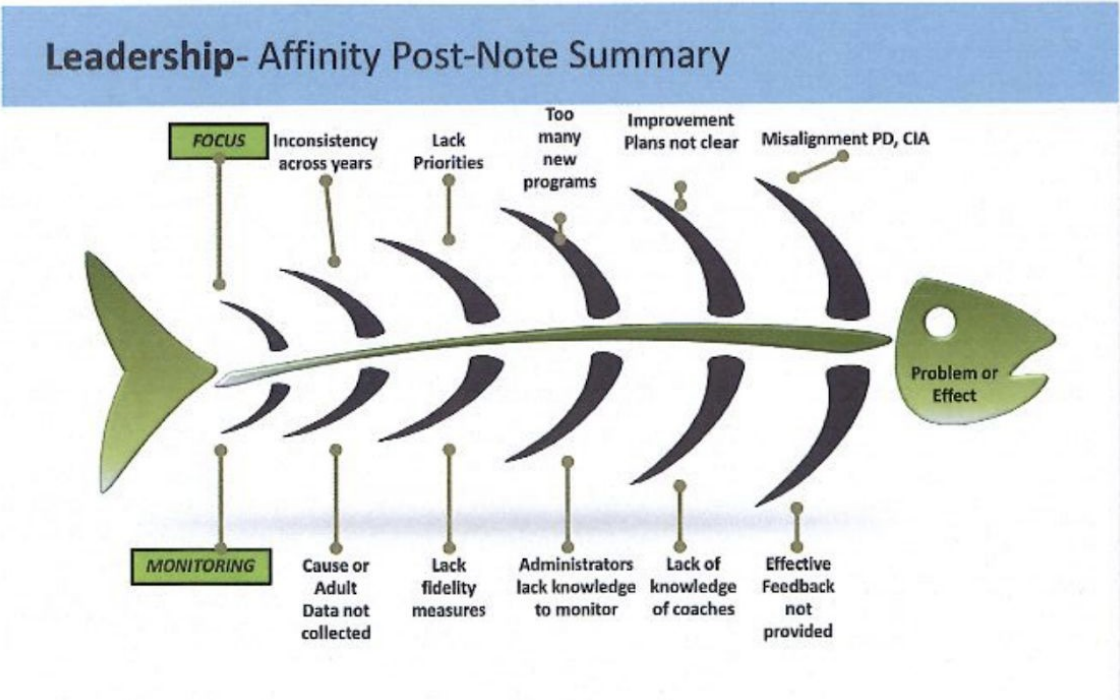
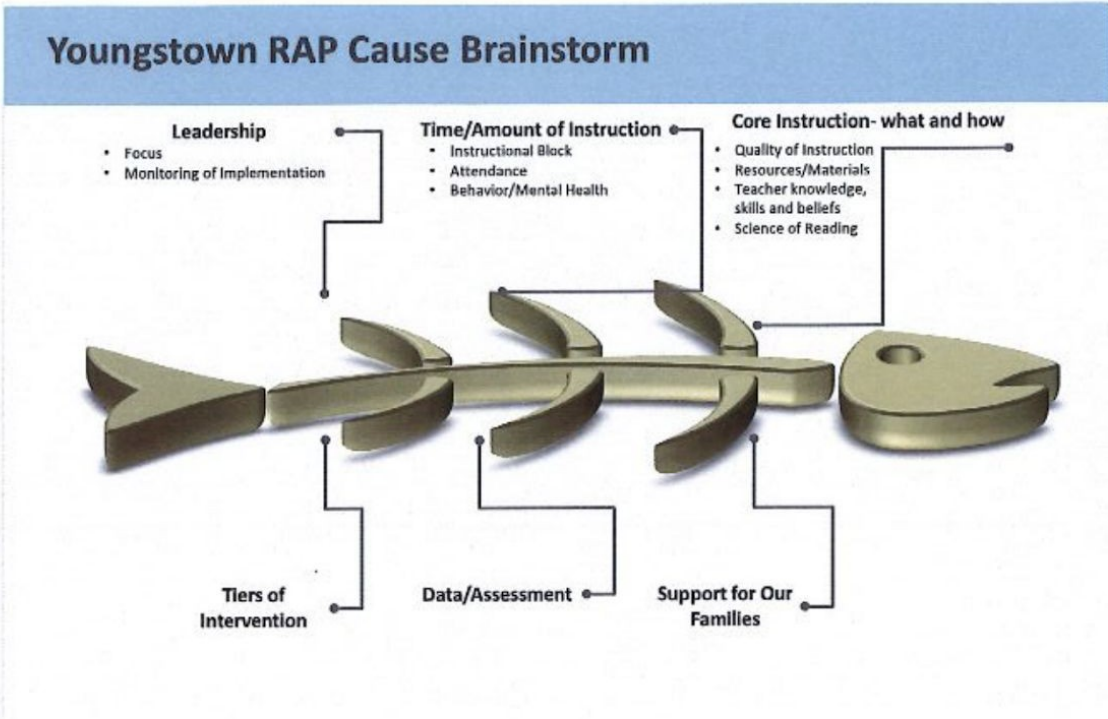


Average of Fall To Spring Conditional Growth Index for each PP-Year.Status broken down by Fall Test Percentile (bin). Color shows average of Fall To Spring Conditional Growth Index. The marks are labeled by average of Fall To Spring Conditional Growth Index and sum of Number of Records. The data is filtered on Grade, which keeps 2 and 3. The view is filtered on Fall Test Percentile (bin), which has multiple members selected.

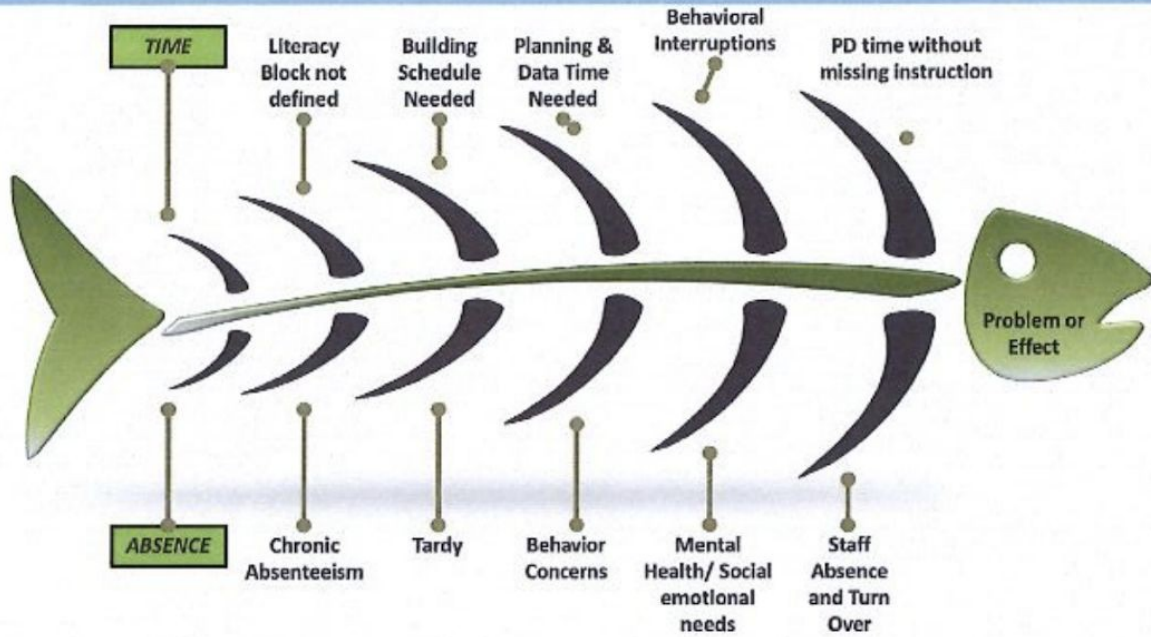
Semester	Number of YSU Teacher Candidate Tutors	Number of YCSD Students	Hours of Tutoring
Spring 2015	267	288	8,640 hours
Summer 2015	79	94	2,880 hours
Fall 2015	290	278	8,340 hours
Spring 2016	345	516	9,450 hours
Summer 2016	29	95	870 hours
Fall 2016	272	555	8,160 hours
Spring 2017	298	526	8,250 hours
Summer 2017	35	70	1,050 hours
Fall 2017	365	720	9,250 hours
Spring 2018	285	519	7,125 hours
Summer 2018	41	82	1,025 hours
Fall 2018	320	640	8,000 hours
Spring 2019	265	530	6,625 hours
Summer 2019	40	80	1,000 hours
Fall 2019 (Current)	285	560	7,125 hours
Total:	2,931 YSU teacher candidates as tutors	5,553 YCSD students tutored	ABOUT 87,000 HOURS OF TUTORING

APPENDIX G

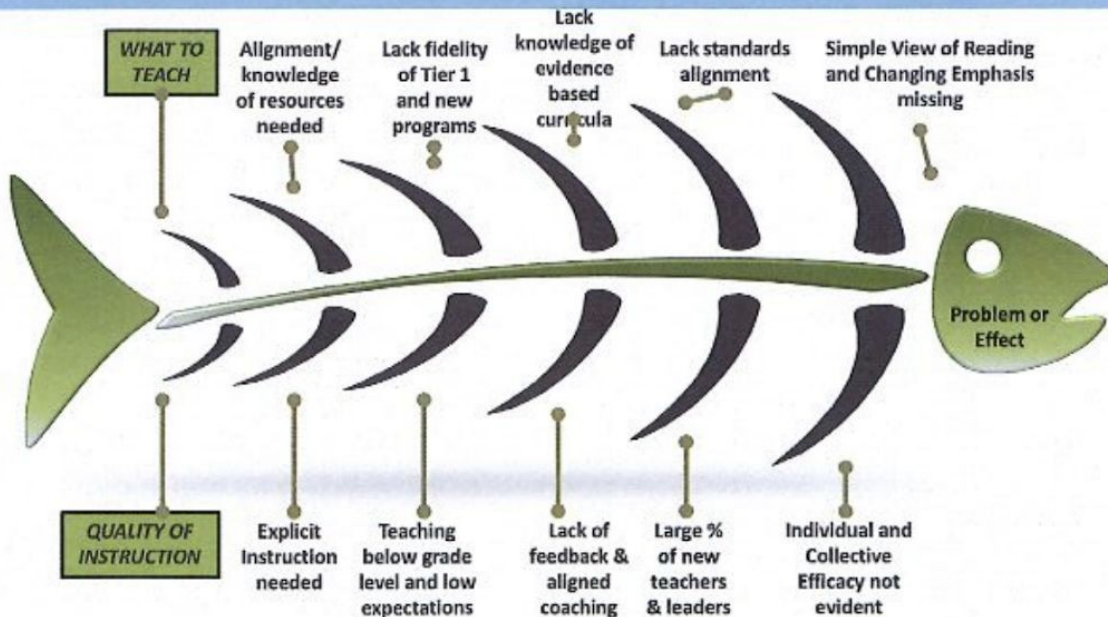
RCSD Root Cause Analysis Data



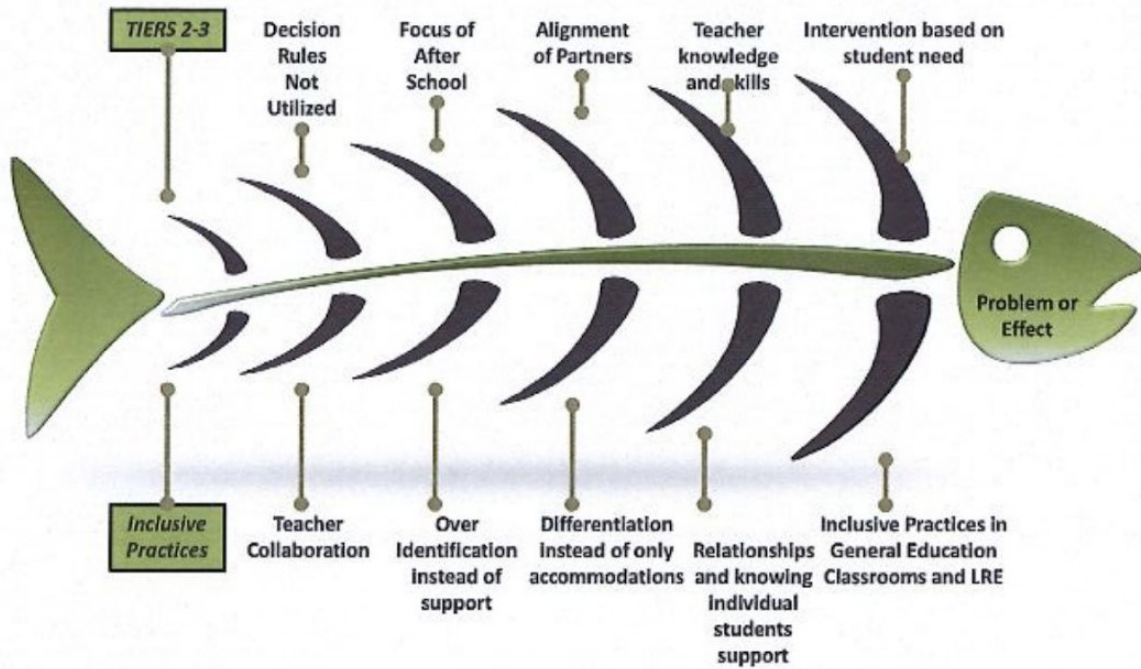
Time/Amount of Instruction- Affinity Post-Note Summary



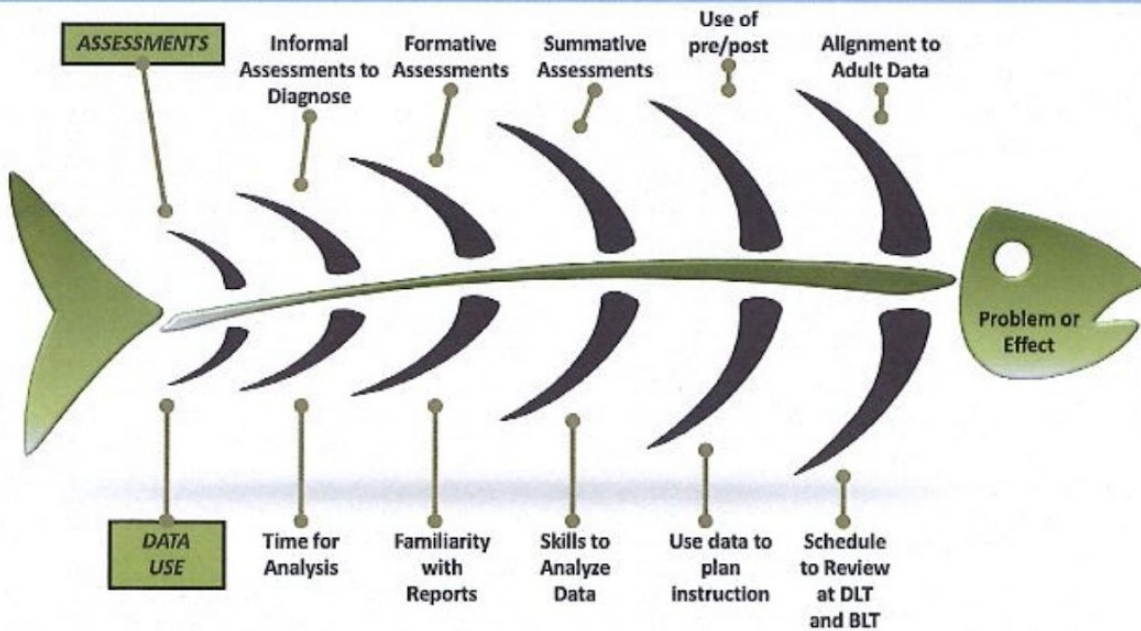
Core Instruction- What and How – Science of Reading Affinity Post-Note Summary



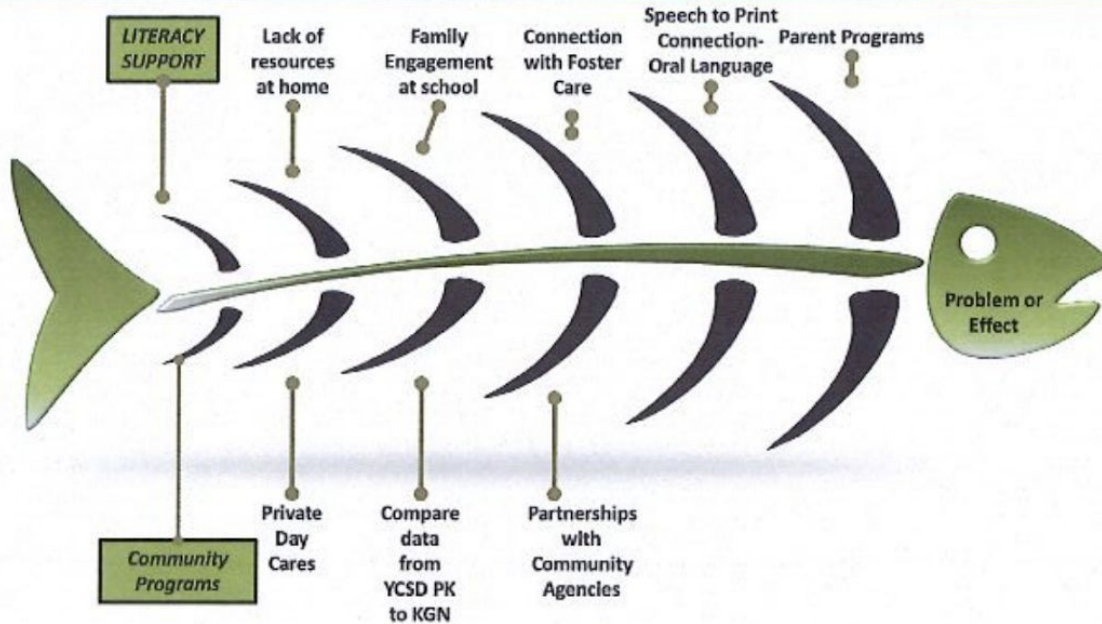
Tiers of Intervention- MTSS- Affinity Post-Note Summary



Data/Assessment- Affinity Post-Note Summary



Support for Our Families- Affinity Post-Note Summary



Journey Checkpoints

Assessment	Targeted Interventions	Families	Motivation
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Professional Development	Instructional Materials
--------------------------	-------------------------

Amount of Instruction	What to Teach	Quality of Instruction
-----------------------	---------------	------------------------

Leadership

Equity – Each and Every Learner Everyday!

EQUITY
is embedded
in every
STOP!

APPENDIX H

Keys to Literacy Job-embedded Professional Development



Literacy Professional Development for K-12 Educators

Keys to Literacy research-based teaching practices improve literacy skills for all students.

Our Approach to Professional Development

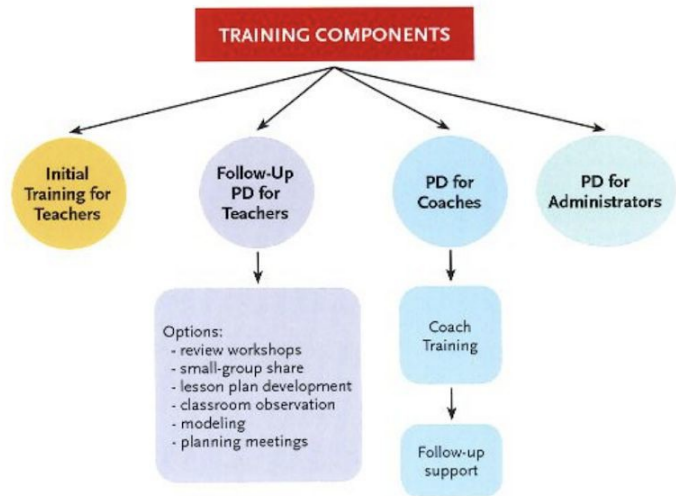
Effective training that leads to real change in teacher practice only happens when professional development is engaging, embedded in the classroom, long-term, and tailored to teacher needs. Keys to Literacy provides the kind of learning experiences that have the greatest impact on teachers' knowledge, practice, and ultimately student learning.

Our model of professional development includes these components: initial training, follow-up coaching, peer coaching, and administrator training. When you choose to work with us, we help you build a professional development plan that is right for your school or district.

Keys to Literacy Options

When it comes to professional development, one size does not fit all, and that's why you have a choice of options for accessing our training, including:

- Full onsite training provided by our trainers
- Online or combined online and face-to-face training
- Train-the-trainer model for large districts
- Self-guided training



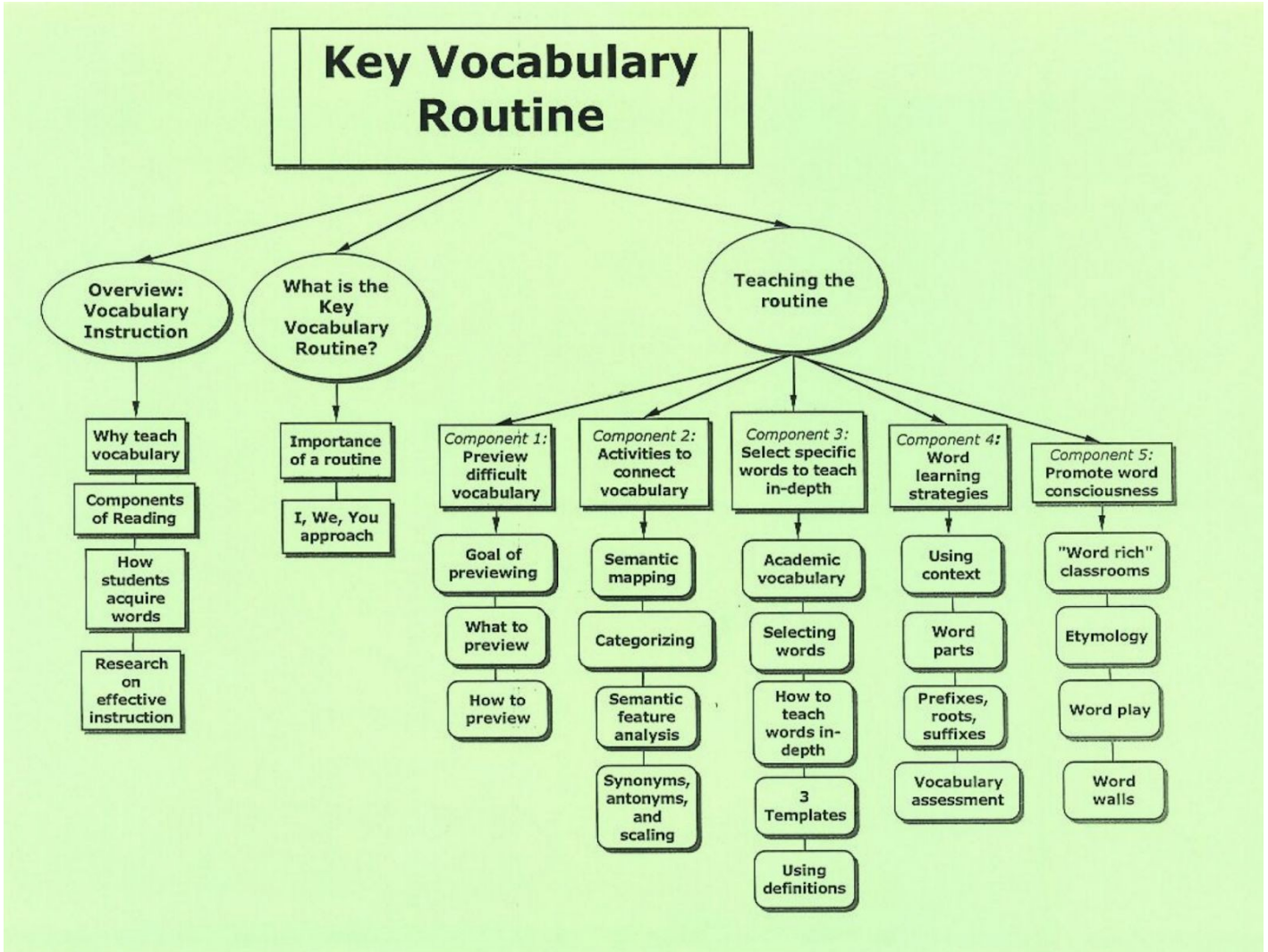
Please visit our website to access our **online courses**, information about **professional development planning**, and our **free literacy resources** that include templates and printables, training videos, archived newsletters, and literacy resources.

Literacy Lines blog: <https://keystoliteracy.com/blog/>
Twitter: @keystoliteracy

Contact us:
Keys to Literacy
www.keystoliteracy.com
 Phone: 978-948-8511
 Email: info@keystoliteracy.com

APPENDIX I

Keys to Literacy, Key Vocabulary Routine



APPENDIX J

Changing Emphasis of the Five Components of Reading

Changing Emphasis of the Subskills of the Five Components of Reading

Component	K	1 st	2 nd	3 rd	4 th	5 th
Phonemic Awareness	Blend & Segment		Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation			
Phonics	Sounds/Basic Phonics		Advanced Phonics & Multisyllabic		Multisyllabic & Word Study	
Fluency	Sounds and Words		Words & Connected Text		Connected Text	
Vocabulary	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	
Comprehension	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	

Adapted from Michigan's Integrated Behavior and Learning Support Initiative, 2017