Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 22, 2020

Dear Superintendent,

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

**Strengths of the Reading Achievement Plan**:
- This plan shows the results of the Reading Tiered Fidelity Inventory as the first step in developing a school-wide reading plan.
- This plan shows evidence of the use of Ohio Improvement Process structures to support system level data analysis.

**This plan will benefit from:**
- Establishing a school-wide assessment plan for Multi-Tiered Systems of Supports.
- Including family engagement opportunities to support literacy engagement at home.

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

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

Sincerely,

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

25 South Front Street  
Columbus, Ohio 43215  
education.ohio.gov

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

# READING ACHIEVEMENT PLAN

DISTRICT NAME: Youngstown Community School

DISTRICT IRN: 134072

DISTRICT ADDRESS: 50 Essex Street

PLAN COMPLETION DATE:

LEAD WRITERS: Rachael Smith, Director; Gregory Dobrowolski, Principal; Gina Kief, Primary Literacy Coach; Carie Watson, Intermediate Literacy Coach; Amy Glaser, School Improvement/Data Coach

# CONTENTS

## 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 |
|------|-----------|----------|-------|
| **Rachael Smith** | Director/Superintendent | Youngstown Community School | rsmith@ycs.k12.oh.us |
| **Gregory Dobrowolski** | Principal | Youngstown Community School | gdobrowolski@ycs.k12.oh.us |
| **Gina Kief** | Primary Literacy Collaborative Coach | Youngstown Community School | gkief@ycs.k12.oh.us |
| **Carie Watson** | Intermediate Literacy Collaborative Coach | Youngstown Community School | c.watson@ycs.k12.oh.us |
| **Amy Glaser** | School Improvement/Data Coach | Youngstown Community School | a.glaser@ycs.k12.oh.us |
| **Carrie Sammartino** | MCESC Instructional Consultant | Mahoning County Educational Service Center | c.sammartino@mahoningesc.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.*

Development: YCS District Leadership Team met on several occasions to discuss student data and other pertinent data to begin the process for the Reading Achievement Plan (RAP). The dates were as follows: October 2 (RAP Working PD session with SSTR5 and MCESC), October 11 (planning session), October 28 (data/writing session), November 4 (data/writing session), November 11 (data/writing session), November 19 (data/writing session), November 25 (data/writing session), and December 2 (writing session). The team reviewed and analyzed the following data: YCS report card data (K-3 literacy measure, achievement data), AIR data, Fountas and Pinnell benchmarking, STAR data, iReady data, KRA data, enrollment data (attendance, birthdates) and Reading Tiered Fidelity Inventory (RTFI) data.

Monitoring: The goals set by the RAP Committee will be monitored through the following:

Walk-throughs

TBT and BLT minutes

Diagnostic assessments, and

Analysis progress monitoring data

Communicating: This plan will be introduced to the Building Leadership Team (BLT) in January 2020, then distributed to Teacher Based Teams (TBT) for review in February 2020, and finally released to the entire staff for implementation in March 2020. The Reading Achievement Plan will be submitted to the YCS Board of Education in January 2020 for initial approval.

The plan will be communicated by first sharing information with the BLT members, with representation from all grade levels. The grade level team leaders that are present at the BLT will share with their respective teacher based team members the information in the plan, and the school improvement/data coach will lead the conversations in the teacher based team meetings.

The Reading Achievement Plan will be posted on the YCS website for all families and community members to view.

## 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.*

Youngstown Community School has implemented the Ohio Improvement Process for several years. We utilize the 5 step process in Teacher Based Teams (TBT), and the Building Leadership Teams (BLT) . At the conclusion of this school year, we will revise our Focus Plan, ensuring that it remains tied to the Reading Achievement Plan.

This Reading Achievement Plan is aligned to strategy one, improve core instruction through implementation of research based practices and rigorous curriculum measured by a district wide assessment structure, reflective of the Ohio's New Learning Standards. The Reading Achievement plan is also aligned to the Decision Framework(DF) Needs Assessment. The district has identified K-3 literacy as an area of need in the DF.

This plan will be introduced to the Building Leadership Team (BLT) in January 2020, then distributed to the Teacher Based Teams (TBT) for review and finally released to the staff for implementation in February - March 2020. This plan will be reviewed and revised as needed on an annual basis.

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

### SECTION 3, PART A: ANALYSIS OF RELEVENT LEARNER PERFORMANCE DATA

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

<u>Summary</u>

Youngstown Community School switch from STARS in 2018-2019 (and previous years) to i-Ready in the 2019-2020 school. Therefore there is not complete comparable data from 2018-2019 to 2019-2020. The mission on Youngstown Community School reads "Youngstown Community School provides an excellent educational choice to meet and exceed the unique potential of all students. Through academics, character development, and technology we prepare students to meet the challenges of the 21st century. The Educational Philosophy for the school reads "Youngstown Community School believes that each student is good, that each student can and will learn the academics necessary to become a good citizen, that each student will incorporate Values into every day living. Youngstown Community School also believes in its parents who trust the administration and staff and have seen for themselves that their child is in a safe, loving and happy environment with lots of learning. Youngstown Community School believes its teachers are here to teach, to instill good attitudes and most of all to really care about each child. Its ratio of teacher to students is 1:12 in each kindergarten and 1:18 in grades 1 thru 6 and 2:24 in grade 8. Youngstown Community School is committed to provide an educational environment where the atmosphere created is one of care, concern and acceptance of all. It seeks to develop the full potential of each child: physically, intellectually, socially, culturally, emotionally and attitudinally. In keeping with our philosophy, Youngstown Community School directs its activities and teaching toward high but attainable goals. Each teacher is expected to be involved in teaching the instructional program throughout the entire day.

**Kindergarten**

Need: Increase Not-on-track students to On-track according to the Ohio Department of Education's K-3 Literacy Data reporting.

Analysis: For the 2018-2019 school year based on the KRA, 20 students were identified as off track. In the 2017-2018 school year based on the KRA, 25 students were identified as off track. For the 2018-2019 school year 43 out of 58 students were identified as off track based on the Fountas and Pinnell Benchmarking system for the spring benchmark.

In the 2019-2020 school year 35 out of 42 students are currently identified as off track based on the KRA. Of these students 4 have been retained.

A deep look indicates that Guided Reading lesson plans need to be more responsive to students' needs. Running Records should be analyzed daily for student accuracy and comprehension. Also, student needs should be identified on i-Ready and interventions should be given by individual student or targeted small groups and not whole class instruction. A deeper look into i-Ready data for the 2019-2020 school year indicates that there is an overall weakness in high frequency

words and literature comprehension. Specifically for comprehension of literature text, students struggle with identifying story elements, making inferences, identifying the sequence of events, building related background knowledge, and vocabulary.

## First Grade

Need: Increase Not-on-track students to On-track according to the Ohio Department of Education's K-3 Literacy Data reporting.

Analysis: For the 2018-2019 school year based on STARS beginning year benchmark mark, 21 out of 52 students were identified as off track. In the 2017-2018 school year based on STARS beginning year benchmark 25 out of 61 students were off track.   For the 2018-2019 school year 27 out of 50 students were identified as off track based on the Fountas and Pinnell Benchmarking system for the spring benchmark (there were 2 withdrawals).

In the 2019-2020 school year 18 out of 52 students are currently identified as off track based on the i-Ready. Also, in the 2019-2020 school year 30 out of 52 students are currently identified as off track based on Fountas and Pinnell Benchmarking system.

A deep look indicates that Guided Reading lesson plans need to be more responsive to students' needs. Running Records should be analyzed daily for student accuracy and comprehension. Also, student needs should be identified on i-Ready and interventions should be given by individual student needs, not whole class instruction. A deep look into

i-Ready data for 2019-2020 school year indicates that there is an overall weakness in vocabulary and phonics in the beginning of year benchmark.

## Second Grade

Need: Increase Not-on-track students to On-track according to the Ohio Department of Education's K-3 Literacy Data reporting.

Analysis: For the 2018-2019 school year based on STARS beginning year benchmark mark, 24 students out of 58 were identified as off track. In the 2017-2018 school year based on STARS beginning year benchmark, there were 40 out of 47 identified off track . For the 2018-2019 school year there were 31 out of 56 identified as off track.

In the 2019-2020 school year 19 out of 48 students are currently identified as off track based on the i-Ready. Also, in the 2019-2020 school year, 31 out of 48 students are currently identified as off track based on Fountas and Pinnell beginning of second grade Benchmarking system.

A deep look indicates that Guided Reading lesson plans need to be more responsive to students' needs. Running Records should be analyzed daily for student accuracy and comprehension. Also, student needs should be identified on

i-Ready and interventions should be given by individual student or targeted small group and not whole class instruction. A deep look into i-Ready data for 2019-2020 school year indicates that there is an overall weakness in Phonics and comprehension for informational text from the beginning of year benchmark assessment. Specifically for comprehension of informational text, students struggle with comparing and contrasting text, vocabulary, context clues for word meaning and comprehension listening skills.

## Third Grade

Need: Increase Not-on-track students to On-track according to the Ohio Department of Education's K-3 Literacy Data reporting.

Analysis: For the 2018-2019 school year based on STARS beginning year benchmark, 25 out of 50 students were identified as off track.

In the 2019-2020 school year, 35 out of 48 students are currently identified as off track based on the i-Ready. Also, in the 2019-2020 school year 30 out of 48 students are currently identified as off track based on Fountas and Pinnell beginning of second grade Benchmarking system.

A deep look indicates that Guided Reading lesson plans need to be more responsive to students' needs. Running Records should be analyzed daily for student accuracy and comprehension. Also, student needs should be identified on i-Ready and interventions should be given by individual student needs, not whole class instruction. A deep look into

i-Ready data for 2019-2020 school year indicates that there is an overall weakness in phonics and comprehension of informational text in the beginning of year benchmark. Specifically for comprehension of informational text, students are weakest in determining word meaning, connecting pictures and text, comparing and contrasting, listening comprehension, and oral language development.

**K-3 Literacy Data (ODE Report Card)**

In the 2018-2019 school year, YCS moved 23.3% (21 out of 90) of K-3 students to 'On Track'. Data shows that 38% of K-3 students were 'On Track" for the 2018-2019 school year.

**Next Steps:**

LLI instruction is provided to students that are significantly below grade level in grades 1-3. There will be a mid-year assessment in both i-Ready and Fountas and Pinnell Benchmarking. Reading Improvement and Monitoring Plans are updated monthly. Teacher Based Teams (TBT) are being modeled and completed monthly. At TBT's, teachers are analyzing student achievement and research based interventions. Utilizing Teacher Based Teams (TBT), the five-step process will be followed to view data, review adult and student strengths and weaknesses, create and adjust strategies, monitor agreed upon strategies, and analyze data to move students from intervention to mastery.

Administration will increase informal walk-throughs with non-evaluative feedback given to teachers. Two Literacy coaching cycles will be offered to teachers per month. Administration is looking to make one mandatory coaching cycle per month for teachers that are in greater need of assistance, this will be determined through informal walk-throughs.

Literacy Collaborative Coaches will be completing multiple classroom visits to monitor effective use of the Literacy framework. The classroom visits will be tracked with a form that data can be collected from. This data will also be utilized to provide effective and relevant professional development.

## 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.*

Multiple outside factors are considered by the district when examining our literacy data. YCS examined the following supplemental data when writing the Reading Achievement plan: Reading Tiered Fidelity Inventory (RTIF), socio-economic status, subgroup data, enrollment/attendance and student ages/birthdays.

Reading Tiered Fidelity Inventory (RTFI): The following responses were identified during the BLT meeting on October 21, 2019: * RRFI Tier 1

**1.1** overall score 2, we have an established BLT team, but not specific to literacy team
**1.2** overall score 1, action plan is not in place, inconsistent with meeting roles at team meetings
**1.3** overall score 1, teams in place, SIT, grade level, early warning system team, LIT team (couples) fiscal team (couple) * some teams in progress
**1.4** overall score 0 support staff, principals are not always present, moving toward TBT not grade levels
**1.5** overall score 0 Not every grade level consistent with meeting roles. Cycle of meeting appropriate? Once a month TBT (change). Updating team members is inconsistent.
**1.6** overall score 0 No procedure plan in place
**1.7** overall score 2 90 minutes or close (middle school)
**1.8** overall score 0 we have an idea, no plan in place, no school wide writing plan
**1.9** overall score 0 Not all teachers are aware of what SMART goals even are. Not every grade level is consistent with whole / small group differentiation of core reading curriculum.
**1.10** overall score 1 we were at one point a 2, with pledge, & PBIS, now in a 1. Some classrooms post expectations some do not.
**1.11** overall score 1
**1.12** overall score 0 can't align with something that isn't there, no written specific guidelines
**1.13** overall score 2 Amy, Gina, Carie
**1.14** overall score 2 IREADY meets all criteria BAS all grades expect K at the beginning of the year.
**1.15** overall score 0 Because no school wide reading plan however in our big idea very responsive to teachers. Professional development
**1.16** overall score 1 Identifying we need school wide plan. Identifying needs
**1.17** overall 2
**1.18** overall score 1 pending documentation
**1.19** overall score 2 accessible for everyone
**1.20** overall score 2 meets all points
**1.21** overall score 0 First time doing tier 1
**1.22** overall score 0 No model to base on
**1.23** overall score 1 analyze new data, missing hypotheses, implement goals, and refinement of goals
**1.24** overall score 2 understanding what is the grade level instructional plan
**1.25** overall score 0 No plan
**1.26** overall score pending going back to unsure at this point

**1.27** overall score 1 Don't look at school fidelity

A summary of the RTFI data indicated one of the primary concerns for low reading achievement was the lack of a written schoolwide reading plan, with grade band plans. The plan needs to support students' mastery of the Big Ideas of Reading and state standards and developed using the following: high stakes summative results, universal screening results, fidelity data and specific activities to achieve the goals that are embedded into the school's focused plan. In addition, the schoolwide reading plan needs to encompass the Simple View of Reading and strategies to improve decoding and language comprehension.

Socio-economic status: Youngstown Community School's free and reduced percentage is 100%. All students at YCS receive free and reduced lunches, which indicates that all of our students are at or below the federal poverty level.

According to the National Center for Children in Poverty (www.nccp.org), the following statistics apply: (1) 86% of children with parents who have less than a high school degree live in low income families. We see this statistic holds true for YCS student population in that many of our parents have limited reading comprehension and are unable to assist students with any or all work that is sent home for review or practice; (2) 70% of all children with a single parent live in low income families. We see this statistic holds true for YCS students as well. Most of the time, only one caregiver (may or may not be a parent) is involved in the students' education, and many times the student has inconsistency with caregiver schedules; (3) 30% of children with at least one parent who works full time, year round, live in low income families, 75% of children with at least one parent who works part time or part year live in low income families, and 89% of children with no employed parents live in low income families. The correlation between these statistics and our families at YCS is the following: our students' full time caregiver typically works an afternoon or midnight shift, and are therefore unable to support students' continuing educational and emotional growth at home; (4) 21% of children in low income families have moved in the last year and 62% in low income families live with a family who rent a home. These statistics correlate to the population at YCS in the following manner: our students are often transient in the fact that move from home to home, not necessarily leaving our school, but moving nonetheless. Additionally, many of our families are sharing housing responsibilities with other family members or friends. Taking into account these statistics from the National Center for Children in Poverty, YCS faces many of the same disadvantages that these demographics show. There are a range of factors associated with the children's experiences of economic insecurity. These disadvantages that our school community faces are paramount to their literacy achievement.

Subgroups: Youngstown Community School has the following subgroups: All students, African American, economically disadvantaged and lowest 20% in performance statewide.

Enrollment/Attendance: The following attendance data is from the 2018-2019 school year. K - Excused Hours: 806.79, Unexcused Hours 2170.74:

K - Excused Hours: 806.79, Unexcused Hours: 2170.74

1-Excused Hours: 796.44, Unexcused Hours: 1201.41

2-Excused Hours: 730.48, Unexcused Hours: 1384.78

3-Excused Hours: 324.76, Unexcused Hours: 823.67

4-Excused Hours: 580.04, Unexcused Hours: 807.42

5-Excused Hours: 236.91, Unexcused Hours: 309.04

6-Excused Hours: 162.25, Unexcused Hours: 629.85

7-Excused Hours: 131.82, Unexcused Hours: 301.34

8-Excused Hours: 169.83, Unexcused Hours: 329.08

An analysis of the data at the BLT level found that the student learning outcomes are as follows: Students aren't here to get their interventions in the morning and they are missing a lot of instructions so they are not improving academically. Additionally, the adult performance analysis is the following: Teachers are unable to teach children who are not in school.

Attendance issues negatively affect overall student literacy achievement due to the late arrivals falling during scheduled intervention time and literacy block.

We are currently assessing and monitoring the correlation between chronic tardiness/truancy and students on RIMP. Discussion points during the 2018-2019 BLT process indicated there were many students on RIMPs that were also chronically tardy and/or truant.

Student Ages: Youngstown Community School's policy 5112, Entrance Requirements, states "The Board of Education shall establish entrance age requirements for students which are consistent with statute and sound educational practice, and directs that all eligible students be treated in an equitable manner. A child is eligible for entrance into kindergarten if s/he attains the age of five (5) on or before September 30th of the year in which s/he applies for entrance." The following data on birthdays of our students indicates that there are many students that are entering kindergarten young (defined as having a birthday between June 1 - September 30), and not with the necessary skills to be successful during the kindergarten grade. When students enter kindergarten young and unprepared, they often fall further behind and are then trying to meet their "ready" peers.

The following is data from the 2018-2019 school year:

- Kindergarten - 30 RIMPs, 18 young (60%)
- First grade - 23 RIMPs, 8 young (35%)
- Second grade - 33 RIMPS, 14 young (42%)
- Third grade - 38 RIMPs - 16 young (42%)

The following data from the 2019-2020:

- Kindergarten - 37 RIMPS, 18 young (48%)
- First grade - 45 RIMPS, 21 young (47%)
- Second grade - 34 RIMPS, 13 young (38%)
- Third grade - 36 RIMPS, 4 young (11%)

Overall data indicates that out of the 56 young students in the school year 2019-2020, 11 have been retained at some point between Kindergarten through third grade. This indicates that 20% of our students that are young have been retained for one academic school year.

## 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](#).*

The mission of the YCS literacy team is as follows: "We will provide literacy instruction that teaches children to effectively read, write, listen and speak. Through the use of multiple strategies, we hope to help our students develop into lifelong learners both academically and socially. We will achieve this by using the following best practices:

- Promoting a literacy-rich environment that represents diverse cultures
- Providing extensive time for purposeful reading, writing, speaking and listening experiences in all content areas
- Using ongoing assessment tools to differentiate instruction for a diverse learning community
- Fostering independence by encouraging student choice
- Engaging all children by providing reading and writing opportunities that incorporate students' interests

At Youngstown Community School, we believe that all literacy teachers will also be lifelong learners. Teachers will collaborate with colleagues, attend professional development workshops, read professional literature and use the common core standards and the LIteracy Collaborative Framework to plan effective lessons."

Youngstown Community School staff is currently working to define parts of the literacy framework through guided meetings with all staff members. The staff has defined guided reading as the following: Guided reading is a strategic process of engaging small groups of learners through multiple genres with the ultimate goal of becoming independent readers in all texts. Staff has participated in professional development where we have analyzed the twelve strategic actions of the reading process and have created visual icons to represent each strategic action. This process will continue with the analysis of book introductions for teaching, prompting and reinforcing for meaning, structure and visual cues in guided reading.

## SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

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

Overarching Goal:

Understanding the state's goal of 80% proficient on the state Reading test, Youngstown Community School's goal for the 2019-2020 academic year in "Improving at Risk K-3 Readers" measure is 35%, with an increase to 45 % by 2021. This goal was established by the school's RAP Team during the fall of 2019 (meeting dates indicated in Section 1, Part B). We recognized that the biggest shift is a need to align our curriculum by tracking the fidelity of implementation of the Tier 1 instructional practices aligned with the Literacy Collaborative Framework. While aligning a school wide curriculum, we will still focus on interventions for students in all grades while solidifying core instruction. All teachers will provide reading instruction utilizing a uniform curriculum. On-going, job embedded professional development and coaching, along with professional development during waiver days, will be provided over the course of the academic year that will total at least 40 hours. All professional development will be tailored to teacher needs based on exit slips and formal walkthroughs from administration and literacy coaches.

By the end of the 2019-2020 school year, our student reading proficiency will be 35%. This goal is measurable, in that we are using the same AIR test that has been implemented by the State of Ohio over the past several years. The set goal of 35% is achievable based on our previous two year's Reading proficiency scores and that there were significant changes in both staffing and curriculum. In 2017, proficiency was 39%; in 2018, proficiency was 25%; and in 2019, proficiency was 23.3%. The measured outcome is student proficiency. Staffing changes were made to ensure teacher responsiveness to students learning. The LIteracy Collaborative Framework was fully implemented in 3-6 during the 2017-2018 school year and for K-2 during the 2019-2020 school year. Due to schools being evaluated annually on their academic performance, aligning to the state's expectations makes this goal timely.

After analyzing the data (Section 3, Part A), these are the following areas of concern that led to the above overarching goal:

Kindergarten - A deep look indicates that Guided Reading lesson plans need to be more responsive to students' needs. Running Records should be analyzed daily for student accuracy and comprehension. Also, student needs should be identified on i-Ready and interventions should be given by individual student needs, not whole class instruction. A deeper look into i-Ready data for the 2019-2020 school year indicates that there is an overall weakness in high frequency words and literature comprehension. Specifically for comprehension of literature text, students struggle with identifying story elements, making inferences, identifying the sequence of events, building related background knowledge, and vocabulary.

First Grade - A deep look indicates that Guided Reading lesson plans need to be more responsive to students' needs. Running Records should be analyzed daily for student accuracy and comprehension. Also, student needs should be identified on i-Ready and interventions should be given by individual student needs, not whole class instruction. A deep look into i-Ready data for 2019-2020 school year indicates that there is an overall weakness in vocabulary and phonics in the beginning of year benchmark.

Second - A deep look indicates that Guided Reading lesson plans need to be more responsive to students' needs. Running Records should be analyzed daily for student accuracy and comprehension. Also, student needs should be identified on i-Ready and interventions should be given by individual student needs, not whole class instruction. A deep look into i-Ready data for 2019-2020 school year indicates that there is an overall weakness in Phonics and comprehension for informational text in the beginning of year benchmark. Specifically for comprehension of information text students struggle with comparing and contrasting text, vocabulary, context clues for word meaning and comprehension listening skills.

Third - A deep look indicates that Guided Reading lesson plans need to be more responsive to students' needs. Running Records should be analyzed daily for student accuracy and comprehension. Also, student needs should be identified on

i-Ready and interventions should be given by individual student needs, not whole class instruction. A deep look into i-Ready data for 2019-2020 school year indicates that there is an overall weakness in phonics and comprehension of

informational text in the beginning of year benchmark. Specifically for comprehension of informational text students are weakest in determining word meaning, connecting pictures and text, comparing and contrasting, listening comprehension, and oral language development.

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

**Goal # 1 Action Map**

**Goal Statement**: Youngstown Community School's goal for the 2019-2020 academic year is 35% proficiency in reading, with an increase to 45% by 2021 proficiency in reading, based on the "Improving at Risk K-3 Readers" measure.

**Evidence-Based Strategy or Strategies**:

| | Action Step 1 | Action Step 2 | Action Step 3 |
|---|---|---|---|
| Implementation Components | Youngstown Community School will write and implement a schoolwide reading plan that outlines the framework for teaching reading and writing. | Implement word study programs for K-3 students, specifically addressing RIMP students, that support phonological awareness and phonics. | Identity professional development gaps and create a plan addressing identified gaps (ex. guided reading, running records, LLI and daily analysis of students' accuracy, comprehension) so that teachers are responsive to students' needs. |
| Timeline | June 2020 | June 2021 | 2020-2021 school year |
| Lead Person(s) | Instructional Coaches: Gina Kief (Primary LIteracy Collaborative Coach), Carie Watson (Intermediate LIteracy Collaborative Coach), Amy Glaser (School Improvement/Data Coach) | Instructional Coaches: Gina Kief (Primary LIteracy Collaborative Coach), Carie Watson (Intermediate LIteracy Collaborative Coach), Amy Glaser (School Improvement/Data Coach) | Instructional Coaches: Gina Kief (Primary LIteracy Collaborative Coach), Carie Watson (Intermediate LIteracy Collaborative Coach), Amy Glaser (School Improvement/Data Coach), Elaine Gibson (LLI Lead Teacher) |
| Resources Needed | 1. "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide Summary" <br> 2. Literacy Collaborative "Fidelity of Implementation Guides" and data <br> 3. "Reading Tiered Fidelity Inventory" data | 1. Jan Richardson The Next Steps Forward in Word Study and Phonics <br> 2. Heggerty Phonemic Awareness Curriculum <br> 3. Literacy Collaborative Word Study <br> 4. Path to Achieving LIteracy Success | 1. Professional Development plan <br> 2. Walkthrough and coaching data <br> 3. "Guided Reading: Responsive Teaching Across the Grades" <br> 4. LLI Materials and documentation <br> 5. Literacy Collaborative Guided Reading plans and documentation <br> 6. Fountas and Pinnell Prompting Guides, Parts 1 and 2 <br> 7. Feedback from teachers on programs implemented |
| Specifics of Implementation | 1. Form Literacy Team <br> 2. Set meeting dates and meeting norms <br> 3. Review pertinent data <br> 4. Write plan <br> 5. Share plan; Request board approval and share through BLT <br> 6. Monitor plan | 1. Explore options for addressing phonological awareness and phonics gaps in instruction (ex. Jan Richardson The Next Steps Forward in Word Study and Phonics, Heggerty Phonemic Awareness Curriculum, Literacy Collaborative Word Study, | 1. Collect and review data from teacher walkthroughs and non-evaluative observations, as well as teacher feedback and report card data <br> 2. Create PD plan through the literacy team <br> 3. Plan each PD session according to data |

| | Action Step 1 | Action Step 2 | Action Step 3 |
|---|---|---|---|
| | | Path to Achieving Literacy Success)<br>2. Select appropriate programming that fits building needs.<br>3. Professional Development on implementation of selected curriculum (will be part of overall PD plan from Action Step 3)<br>4. Implementation into classroom literacy block<br>5. Monitor implementation through walkthroughs and 3-day coaching cycles with teachers | 4. Implement PD plan according to calendar<br>5. Re-evaluate and assess building needs throughout the school year to modify professional development plan |
| Measure of Success | 1. Schoolwide literacy plan<br>2. Board resolution approving schoolwide literacy plan<br>3. BLT notes indicating monitoring of schoolwide literacy plan<br>4. Analysis of walkthrough data indicating plan implementation in the classrooms<br>5. Literacy Team meeting notes indicating success and areas of improvement | 1. Selection notes<br>2. Purchase of materials<br>3. Professional development plan<br>4. Teacher schedules indicating explicit phonological awareness and phonics instruction<br>5. Walkthrough data and coaching notes | 1. Exit tickets after PD sessions<br>2. Literacy Collaborative Fidelity of Implementation survey results<br>3. Analysis of walkthrough data<br>4. Coaching notes<br>5. Lesson plans |
| Check-in/Review Date | August 2020 | Explore/Select: June 2020<br><br>Purchase materials: August 2020<br><br>Professional development/monitor: 2020-2021 school year | June 2020<br><br>Quarterly through the 2020-2021 school year |

## 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.*

Who: Building Leadership Team

Evidence Collected: Diagnostic Reports from I-Ready, Benchmark assessment data, TBT and BLT Minutes When: Monthly

Who: Administrative Team and coaches

Evidence Collected: Walk-Through Data (Ohio Improvement Process) and coaching form When: Monthly

Following the Ohio Improvement Process, TBTs will collect data and follow the action steps created in the Reading Achievement Plan. Additionally, the literacy coaches and administrative team will collect implementation data via walkthroughs and coaching forms. After data analysis, the strategies will be adjusted, as needed, to fit student needs and formalized at the TBT meetings. This data will further be examined at monthly BLT meetings and this will be reported out at the District Meeting.

## 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.*

Action Step 1: Youngstown Community School will write and implement a schoolwide reading plan that outlines the framework for teaching reading and writing.

Specifics of Implementation:

1. Form Literacy Team
2. Set meeting dates and meeting norms
3. Review pertinent data
4. Write plan
5. Share plan; Request board approval and share through BLT
6. Monitor plan

Action Step 2: Implement word study programs for K-3 students, specifically addressing RIMP students, that support phonological awareness and phonics.

Specifics of Implementation:

1. Explore options for addressing phonological awareness and phonics gaps in instruction (ex. Jan Richardson The Next Steps Forward in Word Study and Phonics, Heggerty Phonemic Awareness Curriculum, Literacy Collaborative Word Study, Path to Achieving LIteracy Success)
2. Select appropriate programming that fits building needs.
3. Professional Development on implementation of selected curriculum (will be part of overall PD plan from Action Step 3)
4. Implementation into classroom literacy block
5. Monitor implementation through walkthroughs and 3-day coaching cycles with teachers

Action Step 3: Identity professional development gaps and create a plan addressing identified gaps (ex. guided reading, running records, LLI and daily analysis of students' accuracy, comprehension) so that teachers are responsive to students' needs.

Specifics of Implementation:

1. Collect and review data from teacher walkthroughs and non-evaluative observations, as well as teacher feedback and report card data
2. Create PD plan through the literacy team
3. Plan each PD session according to data
4. Implement PD plan according to calendar
5. Re-evaluate and assess building needs throughout the school year to modify professional development plan

The above action steps and strategies will be utilized in the reform of our literacy framework in Tier 1 (classroom instruction), Tier 2 (LLI) and Tier 3 (individual tutoring and iReady interventions). By analyzing Tier 1 data in Teacher Based Team meetings, multiple strategies for reading improvement will be presented, implemented and adjusted specific to the needs of each group of students. If students continue to struggle, the Tier 2 intervention will be provided to students and recorded in his or her individual Reading Improvement and Monitoring Plan. Some students who still have difficulties will be provided Tier 3 interventions. These will also be documented in a RIMP. From our examination of instructional practices, it has been discovered that we do not have extensive Tier 2 and Tier 3 practices, nor do we have enough opportunity for Tier 2 or Tier 3 practices (interventions are not provided to the extent to meet the needs of the students).

To ensure that our students are successful, explicit and systematic interventions will be created to address student needs. These interventions will address individual needs such as Phonological Awareness, Phonics, High Frequency words, Vocabulary, Comprehension (both Literature and Informational Text), comparing and contrasting text, context clues for word meaning and comprehension listening skills. To do this, Youngstown Community School will continue to build the capacity of a balanced literacy framework. Additionally, Youngstown Community School will restructure intervention schedules to provide the maximum number of opportunities for our students in need. This plan will be more effective than our current practice because we will address individual needs compared to a one intervention fits all philosophy.

## 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:*

The school is in the transition process, moving toward reform of the literacy framework. Youngstown Community School identified a need in the 2017-2018 academic year to change literacy practices based on previous state assessment data, along with a purposeful focus to target literacy. In the 2017-2018 academic year, the Literacy Collaborative Framework was adopted by the board of education as the primary framework for literacy instruction. During the 2017-2018 school year, two literacy coaches were hired to support implementation. The K-2 literacy coach was replaced with a new coach during the 2018-2019 school year, so full implementation for K-2 began during the 2019-2020 school year. Full implementation for 3-6 began during the 2018-2019 school year.

The administrative team and the instructional coaches have identified a need for multi-systems of support. The administrative team and instructional coaches identified that there is a need for additional tutors to be trained in Leveled Literacy Intervention (LLI), and that there needs to be a set intervention time for teachers.

LLI is an acceleration of learning. Students that are two grade levels below should demonstrate a higher growth rate than their peers who receive typical instruction in the classroom setting. Gaps should be closed due to the high intensity intervention process. If students are not demonstrating progress after three consecutive months, further assessments will be conducted.

According to the What Works Clearinghouse (WWC) Intervention Report, The What Works Clearinghouse (WWC) identified two studies of LLI that fall within the scope of the Beginning Reading topic area and meet WWC group design standards. Two studies meet WWC group design standards without reservations, and no studies meet WWC group design standards with reservations. According to the WWC review, the extent of evidence for LLI on the reading achievement outcomes of beginning readers was medium to large for general reading achievement and small for two other student outcome domains—reading fluency and alphabetics. LLI had positive effects on general reading achievement, potentially positive effects on reading fluency, and no discernible effects on alphabetics for beginning readers

According to Torgeson (2004), there needs to be a focus on prevention through early intervention. In Kindergarten, it would take 10–30 minutes over a short amount of time to close the achievement gap. In first grade, 30–45 minutes over a short amount of time. It takes 60 minutes per day in second grade to close the achievement gap and 90 minutes to three hours per day in third grade to close the gap. Taking this information into consideration, Youngstown Community School realizes the need to increase the opportunities for Tier 2 and Tier 3 interventions to be implemented. When we are able to provide specific intervention times for teachers, as well as additional opportunities for students at an earlier age, the achievement gap will continue to close.

To do this, all ELA teachers will participate in literacy reform professional development during the 2019-2020 school year. Gradual implementation and continued professional development will parallel within classroom practices over the next two school years. Moreover, we will begin creating explicit interventions for specific needs which will strengthen our Tier 2 and Tier 3 practices. It is understood that this gap needs to be closed in the early grades when deficits are not as large.

Progress Monitoring and student discussion at Student Intervention Team meetings will benefit readers.

YCS will ensure that action steps will be effective, show progress and improve upon strategies utilized during the two prior consecutive school years by Following the Ohio Improvement Process. TBTs will collect data and follow the action steps

created in the Reading Achievement Plan. Additionally, the literacy coaches and administrative team will collect implementation data via walkthroughs and coaching forms. After data analysis, the strategies will be adjusted, as needed, to fit student needs and formalized at the TBT meetings. This data will further be examined at monthly BLT meetings and this will be reported out at the District Meeting.

## 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.*

Grade level teachers are provided systematic professional development for 3 hours once a month. Waiver days are also utilized to provide more extensive professional development. This professional development is provided by our Literacy Coaches, instructional coach and with support from the Mahoning County Educational Service Center, covering various strategies of literacy reform. Furthermore, Literacy Coaches will work directly with teachers in the classrooms providing explicit feedback and support for specific student and teacher needs, as well as provide several opportunities for 3-day coaching cycles for additional support. Professional development will be planned on a monthly basis, under the professional development plan, based upon feedback and teacher needs to directly address gaps in instructional techniques.

## APPENDICES

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

N/A