Ohio | Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

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

Strengths of the Reading Achievement Plan:
- The school identified learning targets and outlined a plan to communicate expectations with building staff.
- The school outlined a plan to prioritize PBIS implementation in response to data indicating an increase in behavioral incidents distracting students from receiving instruction.

This plan will benefit from:
- Conducting a root cause analysis of learner performance data for use to determine areas for teacher professional development and student instruction.
- Using the data analysis to set goals and subgoals for Tier 1, 2 and 3 instruction.
- Outline a review process for curriculum and material selection that includes the identification of the five components of reading (See Ohio's literacy plan).

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

Reading Achievement Plan

DISTRICT NAME Zanesville City Schools

DISTRICT IRN 045179

DISTRICT ADDRESS 956 Moxahala Ave. Zanesville, OH 43701

PLAN SUBMISSION: No later than Dec. 31

LEAD WRITERS
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Definitions

Ohio's Definition of Early Literacy

Ohio's Definition of Early Literacy includes a continuum of literacy development that spans birth through grade three. This continuum begins with the development of receptive language and expressive language. By the end of third grade, literacy development culminates in the attainment of fluency and comprehension of text, as well as the ability to use writing to communicate and compose narrative or expository text.

From birth through age three, children develop basic communication skills, including listening vocabularies that progress into speaking vocabularies. As children explore the world, they attach meaning to concepts and develop the metacognition necessary to attach meaning to words. At this stage of development, children explore communication through writing by scribbling and drawing.

During the prekindergarten years (age 3-5), children develop phonological awareness as they sing songs and engage in work play with letter sounds and rhyming patterns. As children engage in shared reading experiences with accomplished readers, they develop listening comprehension skills and attach meaning to text. Their abilities to communicate through writing advances as children learn to write alphabetic symbols. Prior to entering kindergarten, children often learn to write their name.

These early experiences prepare children as they progress from kindergarten to third grade. In their progression, they develop the essential literacy skills, including: phonemic awareness, phonics, reading fluency, vocabulary acquisition and development, reading comprehension and early writing experiences.

Every Student Succeeds Act (ESSA) Definition of Evidence-Based
EVIDENCE-BASED
IN GENERAL. Except as provided in subparagraph (B), the term 'evidence-based', when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that
(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on
(I) strong evidence from at least 1 well-designed and well-implemented experimental study;
(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or

(ii) (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and

(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Summary and Acknowledgements

Insert a short narrative summarizing the components of the plan and acknowledging all sources that were utilized to develop the plan (i.e. funding, guidelines, leadership, stakeholders). This is to be written when the plan is completed.

When examining our population using Maslow's Hierarchy of Needs, basic needs of food, water, safety, security, and shelter are not met. Many of our students come to school never having had a book read to them. Many have never held a pencil or crayon. Muskingum County ranks among the top in Ohio for reported cases of neglect, physical and sexual abuse. Generational poverty, unemployment and drug use are prolific. Over 60 percent of the homes in Zanesville are rentals.

Components of Plan: FOCUS ON CONSISTENCY

- Update K-3 students going on or off RIMPs with the EMIS Coordinator each month. It was not indicated in EMIS that a number of our students who did not pass the OST actually were on RIMPs.
- Instructionally: Continue to refine our processes using Fountas & Pinnell's Literacy Collaborative (LC), K-6, consistently among the elementary schools. There are two trained LC coaches in each elementary school.
- Digital Literacy: Continue to refine our processes of having students write on demand using technology (EdCite and Google Suite) since Ohio's State Tests are assessing content knowledge and skills, as well as digital literacy.
- Assessment: Continue to assess phonemic awareness, phonics, fluency, vocabulary, and comprehension through Literacy Collaborative. This specific plan includes the use of Fountas & Pinnell's high frequency word list and Benchmark Assessment System (BAS). Additionally, kindergarten teachers will assess phonemic awareness using Letter Sound Production Assessment.
- Review of Data: Continue to refine using our TBT-BLT-DLT process.

Sources Utilized (funding, guidelines, leadership, stakeholders):

- Directors, building leaders, literacy coaches and teachers were used to develop this plan. Lisa Baker, Director of SST 12 and Susan Siemer, SST Consultant, were involved, as well.
- Funding:
  - School Improvement Focus
  - School Improvement Sub A
  - IIA Professional Development
  - IIA Class-Size Reduction
  - IV-A Student Support & Academic Enrichment
  - V-B Rural & Low Income

Contents

Section 1: District Leadership Team Membership, Development Process and Plan for Monitoring Implementation

Name	Title/Role	E-mail
Steven Foreman	Assistant Superintendent	foreman@zanesville.k12.oh.us
Libby Hitchens	Principal	lhitchens@zanesville.k12.oh.us
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Sarah Gantzer	Lit Coach	sgantzer@zanesville.k12.oh.us

How the district leadership team developed the plan: The members of the DLT served on this committee. All elementary principals and ELA coaches from the buildings were actively involved. The initial meeting date allowed us to review the document as a group. People volunteered for various sections based on their perspective and/or expertise. We checked-in at the following DLT meeting to review progress. We met together again for another planning session. We broke down into smaller groups to add/delete/revise, based on feedback from our consultant. Next steps were assigned to be completed and submitted. The Director of Title I and Director of Instructional Services reviewed submissions. The plan was finalized and submitted for review. It was edited based on feedback.

How the team will monitor the plan:
The team will monitor the plan through the TBT-BLT process at the monthly DLT meeting.

How the team will communicate the plan: The principals have met and communicated the plan to the teachers, and will continue to monitor in their buildings. Our ELA Coaches meet at least weekly with primary ELA teachers.

Section 2: Alignment Between the District's Reading Achievement Plan and Other District Improvement Efforts

OIP Literacy Goal:

By 2019-2020, the district's average overall and subgroup progress in reading will meet or exceed a year's growth on the district report card.

Student Performance Measure: 75% of students will show at least a year's growth on commonly administered district assessments.

Adult Implementation Indicator: 100% of teachers will implement research-based best practices to improve literacy achievement.

Strategy 1A: Teachers will administer common formative and summative grade-level or course specific assessments to measure student growth and monitor subgroup gap closure to drive instructional practices.

Action Steps:
 a. Identify Power Standards across grade levels that will be used to create formative and summative assessments.
 b. Create common formative assessments to be given during regularly scheduled intervals throughout the school year.
 c. Create and analyze the data from three common summative assessments (pre, mid, post) to monitor student growth.
 d. Create common rubrics to grade writing assignments to the rigor of Ohio's New Learning Standards.
 e. Provide TBT/BLT/DLT structured time for all K-12 teachers to implement the 5-Step process and
 a. modify instructional practice based on the data provided through created assessments.
 f. Provide monthly structured time for DLT members to collaborate to analyze student and teacher trend data to determine district-level needs to support BLT and TBT initiatives.
 g. Continue to provide FIP PD for grades K-12 and implement and monitor FIP in classrooms across the district.

Strategy 1B: Continue to implement district-wide research-based best-practices to teach grade level literacy standards for all students in grades K-12. (ie., K-6 Literacy Collaborative, 7-12 Marzano).
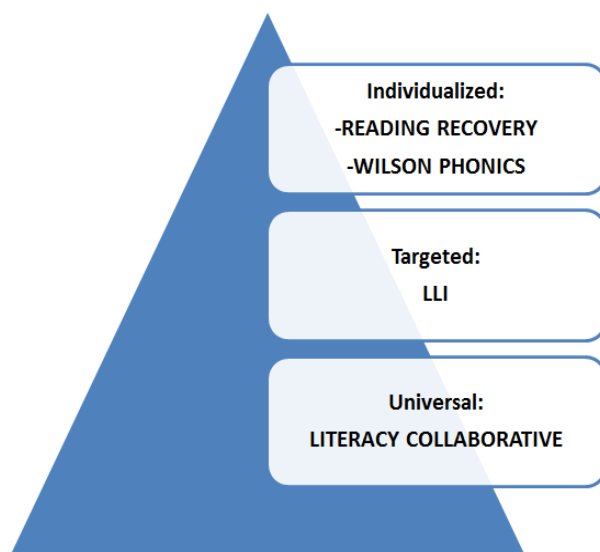Action Steps:
 a. To implement research-based best-practices to instruct grade-level reading standards for all students K-12.

b. To monitor and analyze teachers' consistent and effective use of research-based best-practices and protocols through walkthroughs and formal observations.

Strategy 1C: Implement a district-wide system of common research-based literacy (reading and writing) (K-8 Literacy Collaborative, 9-12 TBA) strategies for all students K-12 to increase student achievement.

Action Steps:
a. Implement District protocol (TBT>BLT>DLT) to consider what research-based literacy instruction strategies will be implemented.
b. Provide embedded professional development for all teachers on the use of common research-based literacy collaborative.
c. Monitor teachers' consistent use of selected research-based literacy instructional strategies and protocols through walkthroughs and formal observations.
d. Create a system that measures the effectiveness of research-based literacy instructional strategies and protocols. [Time and resources to analyze data and evaluate the effectiveness is needed.

Individualized:
-READING RECOVERY
-WILSON PHONICS

Targeted:
LLI

Universal:
LITERACY COLLABORATIVE

Literacy Collaborative:
The Literacy Collaborative framework for literacy lessons consists of a number of elements that provide many opportunities for reading and writing. These opportunities include reading and writing across the curriculum. Teachers provide direct, research based instruction to guide students in acquiring strategies for maintaining fluency, text comprehension, and vocabulary development. Phonemic awareness and phonics instruction are provided as students engage in reading, writing, listening, and speaking. Instruction moves from demonstration and explicit teaching to guided practice and then to independent problem solving. The Literacy Collaborative framework incorporates all of the elements of effective schools to support improved literacy instruction and student achievement through:

- Providing a research-based instructional model that is language-based, student-centered, process-oriented, and outcome-based;
- Creating in-school and in-district leadership through the training and support of school-based literacy leadership teams, administrators, and literacy coaches;
- Establishing long-term site-based development for every member of the school's literacy faculty; and
- Helping schools monitor the progress of every student through systematized assessment, data collection, and analysis.

The Fountas & Pinnell **Leveled Literacy Intervention System (LLI)** is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of *LLI* is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. The *LLI* systems are designed to:

- Advance the literacy learning of students not meeting grade-level expectations in reading
- Deepen and expand comprehension with close reading
- Elevate the expertise of teachers
- Increase reading volume by engaging students in large amounts of successful daily reading
- Increase student engagement with books that build knowledge
- Intervene with small groups of struggling readers to maximize growth
- Meet the needs of struggling readers
- Monitor student progress.

Lucy Calkins- Writing Workshop
Built on the best practices and proven frameworks developed over decades of work, the *Units of Study for Teaching Writing* offer grade-by-grade plans for teaching writing workshops that help students meet and exceed rigorous standards. Writing Workshop is used in K-6 classrooms. Each grade level has specific units of study tailored to meet developmental and curricular needs. Students have a large amount of choice in their topic and style of writing. The teacher acts as a mentor author, modeling writing techniques and conferring with students as they move through the writing process. Direct writing instruction takes place in the form of a mini-lesson at the beginning of each workshop and is followed by a minimum of 45 minutes of active writing time. Each workshop ends with a sharing of student work.

Reading Recovery:
Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. The intervention is most effective when it is available to all students who need it and is used as a supplement to good classroom teaching.

Reading Recovery serves the lowest-achieving first graders—the students who are not catching on to the complex set of concepts that make reading and writing possible.

Individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. As soon as students can meet grade-level expectations and demonstrate that they can continue to work independently in the classroom, their lessons are discontinued, and new students begin individual instruction.

Wilson Reading Intervention System:
WRS is an intensive Tier 3 program for students in grades K-3 and adults with word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require multisensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia.
As a structured literacy program based on phonological-coding research and Orton-Gillingham principles, WRS directly and systematically teaches the structure of the English language. Through the program, students learn fluent decoding and encoding skills to the level of mastery. From the beginning steps of the program, students receive instruction in:
- Phonemic awareness
- Decoding and word study
- Sight word recognition
- Spelling
- Fluency
- Vocabulary
- Oral expressive language development
- Comprehension

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

Section 3 Part A: Analysis of Relevant Student Performance Data

DISTRICT DATA

KRA (Fall 2017)

Levels	# of Students
Demonstrating	83
Approaching	90
Emerging	70
Did not participate	22

KRA (Fall 2018)

Levels	# of Students
Demonstrating	85
Approaching	95
Emerging	69

KRA (Fall 2019)

Levels	# of Students
Demonstrating	58
Approaching	91
Emerging	73

PHONEMIC AWARENESS
Kindergarten 2017

From the first grading period, interim.	JME E	NRE E	ZG E	TOTAL	%
# of K students who KNEW at least 80% of sounds	26	4	10	36	17.39
# of K students who did NOT know 80% of sounds	43	43	85	171	82.60
				207	

PHONEMIC AWARENESS
Kindergarten Fall 2018

From the first grading period, interim.	JME E	NRE E	ZG E	TOTAL	%
# of K students who KNEW at least 80% of sounds	0	1	6	7	2.6
# of K students who did NOT know 80% of sounds	98	51	111	260	97.4
				267	

PHONEMIC AWARENESS
Kindergarten Fall 2019

From the first grading period, interim.	JME	NRE	ZGE	TOTAL	%
# of K students who KNEW at least 80% of sounds	12	9	10	31	11.65
# of K students who did NOT know 80% of sounds	68	39	128	235	88.35
				266	

READING DIAGNOSTICS (Fall 2018)
Reading Diagnostics (Fall 2018) KINDERGARTEN

	JME	NRE	ZGE
# of Students on Track	6	0	1
# of Students Not on Track	93	52	114

Reading Diagnostics-(Fall 2018) GRADE 1

	JME	NRE	ZGE
# of Students on Track	48	21	47
# of Students Not on Track	51	26	51

Reading Diagnostics-(Fall 2018) GRADE 2

	JME	NRE	ZGE
# of Students on Track	63	14	34
# of Students Not on Track	41	33	61

Reading Diagnostics-(Fall 2018) GRADE 3

	JME	NRE	ZGI
# of Students on Track	66	18	34
# of Students Not on Track	40	24	79

READING DIAGNOSTICS (Fall 2019)
Reading Diagnostics (Fall 2019) KINDERGARTEN

	JME	NRE	ZGE
# of Students on Track	5	5	2
# of Students Not on Track	75	43	128

Reading Diagnostics-(Fall 2019) GRADE 1

	JME	NRE	ZGE
# of Students on Track	58	26	33
# of Students Not on Track	31	21	76

Reading Diagnostics-(Fall 2019) GRADE 2

	JME	NRE	ZGE
# of Students on Track	56	19	44
# of Students Not on Track	45	33	56

Reading Diagnostics-(Fall 2019) GRADE 3

	JME	NRE	ZGI
# of Students on Track	47	18	43
# of Students Not on Track	51	24	62

PHONICS & WORD RECOGNITION-High Frequency Word List (Fall 2017)
Analysis: These data support what we have identified through our TBT-BLT-DLT process since the implementation of Literacy Collaborative processes. Over time, our teachers are able to make an impact on our students despite challenges. For example, in Kindergarten .04 percent of students know at least 80 percent of the high frequency word list. By Grade 2, nearly 40 percent know them.

Kindergarten (Fall 2017)

# of Students	JME	NRE	ZGE	TOTAL	%
Number of Students AT/ABOVE 80%	1	0	1	1	.04
Number of Students BELOW 80%	85	47	102	234	99.57
				235	

Kindergarten (Fall 2018)

# of Students	JME	NRE	ZGE	TOTAL	%
Number of Students AT/ABOVE 80%	1	0	1	2	0.7
Number of Students BELOW 80%	97	52	116	265	99.3
				267	

Kindergarten (Fall 2019)

# of Students	JME	NRE	ZGE	TOTAL	%
Number of Students AT/ABOVE 80%	0	2	0	2	0.79
Number of Students BELOW 80%	80	44	130	254	99.21
				256	

Grade 1 (Fall 2017)

# of Students	JME	NRE	ZGE	TOTAL	%
Number of Students AT/ABOVE 80%	22	8	11	41	17.01
Number of Students BELOW 80%	70	44	86	200	82.98
				241	

Grade 1 (Fall 2018)

# of Students	JME	NRE	ZGE	TOTAL	%
Number of Students AT/ABOVE 80%	20	7	16	43	17.7
Number of Students BELOW 80%	79	40	82	201	82.3
				243	

Grade 1 (Fall 2019)

# of Students	JME	NRE	ZGE	TOTAL	%
Number of Students AT/ABOVE 80%	16	6	6	28	10.9
Number of Students BELOW 80%	87	41	103	231	89.1
				259	

Grade 2 (Fall 2017)

# of Students	JME	NRE	ZGE	TOTAL	%
Number of Students AT/ABOVE 80%	53	13	38	104	39.69
Number of Students BELOW 80%	41	32	85	158	60.30
				262	

Grade 2 (Fall 2018)

# of Students	JME	NRE	ZGE	TOTAL	%
Number of Students AT/ABOVE 80%	52	12	36	100	41.2
Number of Students BELOW 80%	52	35	56	143	58.8
				243	

Grade 2 (Fall 2019)

# of Students	JME	NRE	ZGE	TOTAL	%
Number of Students AT/ABOVE 80%	53	14	31	98	39.67
Number of Students BELOW 80%	45	38	66	149	60.33
				247	

BAS- Reading Accuracy & Comprehension (Fall 2017)

Analysis: These data support what we have identified through our TBT-BLT-DLT process since the implementation of Literacy Collaborative processes. Over time, our teachers are able to make an impact on our students despite challenges. For example, in Grade 1, 43.03 percent of students meet or exceed expectations. By Grade 3, 53 percent meet or exceed expectations. More focused coaching will occur at the second grade level.

Grade 1 (Fall 2017)

# of Students	JME	NRE	ZGE	TOTAL	%	
exceeds	27	8	22	57	24.05	43.03
meets	26	2	17	45	18.98	
approaching	7	4	9	20	8.43	56.95
below	29	38	48	115	48.52	
				237		

Grade 1 (Fall 2018)

# of Students	JME	NRE	ZGE	TOTAL	%	
exceeds	21	11	24	56	23	36.5
meets	17	1	15	33	13.5	
approaching	8	3	10	21	8.6	63.5
below	53	32	49	134	54.9	
				244		

Grade 1 (Fall 2019)

# of Students	JME	NRE	ZGE	TOTAL	%	
exceeds	26	8	16	50	20	36
meets	22	8	10	40	16	
approaching	8	6	20	34	13.6	64
below	41	23	62	126	50.4	
				250		

Grade 2 (Fall 2017)

# of Students	JME	NRE	ZGE	TOTAL	%	
exceeds	32	7	34	73	26.54	38.54
meets	24	2	7	33	12.00	
approaching	11	14	15	40	14.54	61.44
below	39	22	68	129	46.90	
				275		

Grade 2 (Fall 2018)

# of Students	JME	NRE	ZGE	TOTAL	%	
exceeds	30	14	31	75	30.7	45.9
meets	25	3	9	37	15.2	
approaching	18	3	8	29	11.9	54.1
below	31	27	45	103	42.2	
				244		

Grade 2 (Fall 2019)

# of Students	JME	NRE	ZGE	TOTAL	%	
exceeds	41	10	30	81	32.92	39.83
meets	6	3	8	17	6.91	
approaching	13	4	7	24	9.75	60.15
below	39	30	55	124	50.40	
				246		

Grade 3 (Fall 2017)

# of Students	JME	NRE	ZGI	TOTAL	%	
exceeds	29	17	44	**90**	**36.14**	**53.00**
meets	21	7	14	**42**	**16.86**	
approaching	11	5	16	**32**	**12.85**	**46.98**
below	28	21	36	**85**	**34.13**	
				249		

Grade 3 (Fall 2018)

# of Students	JME	NRE	ZGI	TOTAL	%	
exceeds	23	10	8	41	15.6	35.8
meets	29	8	16	53	20.2	
approaching	18	10	11	39	14.8	64.2
below	36	14	80	130	49.4	
				263		

Grade 3 Fall 2019

# of Students	JME	NRE	ZGI	TOTAL	%	
exceeds	18	11	22	51	20.4	38.8
meets	19	7	20	46	18.4	
approaching	20	13	8	41	16.4	61.2
below	41	17	54	112	44.8	
				250		

Ohio's State Tests (OSTs)
Analysis Comparing Student Performance at Each Performance Level Spring 2016
through Spring 2019
This was the same test, using the same platform, each of the years online. We clearly do not have clear
areas of strength, but weakness are evident.

Grades 3-7: Overall, we have moved in a positive direction from 2016-17. Additionally, there was improvement of the combined percentage of those near and above proficient.

Grade 8: We have seen some improvement this past school year, but continue to have the lowest scores in this area compared to all of 3-8. Some of this is attributed to students taking the HS assessments, but it is still markedly lower.

Grade 3 OST Student Performance at Each Performance Level (Spring 2016)

	Avg. Scale Score	% Proficient				
ZCS	678	38	ELA	% below	% near	% above
			Rdg Info Text	45	33	22
			Rdg Literary Text	52	29	19
			Writing	23	67	10

Grade 3 OST Student Performance at Each Performance Level (Spring 2017)

	Avg. Scale Score	% Proficient				
ZCS	701	51	ELA	% below	% near	% above
			Rdg Info Text	31	40	29
			Rdg Literary Text	25	46	29
			Writing	33	45	22

Grade 3 OST Student Performance at Each Performance Level (Spring 2018)

	Avg. Scale Score	% Proficient				
ZCS	704	53	ELA	% below	% near	% above
			Rdg Info Text	29	42	29
			Rdg Literary Text	21	43	36
			Writing	38	38	24

Grade 3 OST Student Performance at Each Performance Level (Spring 2019)

	Avg. Scale Score	% Proficient				
ZCS	701	50	ELA	% below	% near	% above
			Rdg Info Text	31	43	26
			Rdg Literary Text	26	46	28
			Writing	27	56	17

Grade 4 OST Student Performance at Each Performance Level (Spring 2016)

	Avg. Scale Score	% Proficient				
ZCS	690	40	ELA	% below	% near	% above
			Rdg Info Text	39	42	19
			Rdg Literary Text	42	29	29
			Writing	45	32	23

Grade 4 OST Student Performance at Each Performance Level (Spring 2017)

	Avg. Scale Score	% Proficient				
ZCS	706	57	ELA	% below	% near	% above
			Rdg Info Text	22	47	31
			Rdg Literary Text	24	40	37
			Writing	31	34	35

Grade 4 OST Student Performance at Each Performance Level (Spring 2018)

	Avg. Scale Score	% Proficient				
ZCS	699	53	ELA	% below	% near	% above
			Rdg Info Text	26	43	31
			Rdg Literary Text	23	52	25
			Writing	35	39	27

Grade 4 OST Student Performance at Each Performance Level (Spring 2019)

	Avg. Scale Score	% Proficient				
ZCS	704	49	ELA	% below	% near	% above
			Rdg Info Text	20	48	32
			Rdg Literary Text	30	41	29
			Writing	12	52	35

Grade 5 OST Student Performance at Each Performance Level (Spring 2016)

	Avg. Scale Score	% Proficient				
ZCS	689	41	ELA	% below	% near	% above
			Rdg Info Text	48	26	26
			Rdg Literary Text	32	47	21
			Writing	42	38	20

Grade 5 OST Student Performance at Each Performance Level (Spring 2017)

	Avg. Scale Score	% Proficient				
ZCS	**708**	**59**	**ELA**	**% below**	**% near**	**% above**
			Rdg Info Text	27	36	38
			Rdg Literary Text	21	35	43
			Writing	33	30	38

Grade 5 OST Student Performance at Each Performance Level (Spring 2018)

	Avg. Scale Score	% Proficient				
ZCS	**714**	**67**	**ELA**	**% below**	**% near**	**% above**
			Rdg Info Text	21	36	43
			Rdg Literary Text	19	37	44
			Writing	27	38	34

Grade 5 OST Student Performance at Each Performance Level (Spring 2019)

	Avg. Scale Score	% Proficient				
ZCS	**700**	**56**	**ELA**	**% below**	**% near**	**% above**
			Rdg Info Text	21	50	29
			Rdg Literary Text	11	38	51
			Writing	26	26	48

Grade 6 OST Student Performance at Each Performance Level (Spring 2016)

	Avg. Scale Score	% Proficient				
ZCS	**695**	**43**	**ELA**	**% below**	**% near**	**% above**
			Rdg Info Text	42	29	29
			Rdg Literary Text	38	31	31
			Writing	32	38	30

Grade 6 OST Student Performance at Each Performance Level (Spring 2017)

	Avg. Scale Score	% Proficient				
ZCS	701	40	ELA	% below	% near	% above
			Rdg Info Text	36	38	26
			Rdg Literary Text	33	38	29
			Writing	42	35	23

Grade 6 OST Student Performance at Each Performance Level (Spring 2018)

	Avg. Scale Score	% Proficient				
ZCS	699	52	ELA	% below	% near	% above
			Rdg Info Text	33	32	35
			Rdg Literary Text	26	38	36
			Writing	45	38	17

Grade 6 OST Student Performance at Each Performance Level (Spring 2019)

	Avg. Scale Score	% Proficient				
ZCS	694	45	ELA	% below	% near	% above
			Rdg Info Text	32	39	29
			Rdg Literary Text	30	47	23
			Writing	48	45	8

SECTION 3 PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READINGACHIEVEMENT

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DATA ANALYSIS:
We clearly do not have clear areas of strength, but are seeing improvements in all areas of weakness in
all areas assessed by the ODE except at the eighth grade level. Additionally, there was marked improvement of the combined percentages of those near and above proficient. All components of an effective literacy program (phonemic awareness, phonics, fluency, vocabulary,

comprehension) need to be implemented with fidelity, student progress monitored, and interventions identified and employed consistently.

Many of our students come to school never having had a book read to them. Many have never held a pencil or crayon. Muskingum County ranks among the top in Ohio for reported cases of neglect, as well as physical and sexual abuse. Generational poverty, unemployment and drug use are prolific. Over 60 percent of homes in Zanesville are rentals.

Community Profile

Educational Attainment
Zanesville high school graduation rate is 82.8 percent. In Zanesville, 20 percent of adults over 25 years of age do not have a high school diploma or GED. There are 3 percent of adults who are over 25 years old that have less than a 9th grade education and 17.3percent of adults who got past the 9th grade but did not matriculate. This is 10.5 percent higher than the peer group as a whole and 8.8 percent higher than the state average. The city is on track for individuals with some college or Associate's Degrees, but falls behind for Bachelor's or advanced degrees.

Poverty
Zanesville has been experiencing high levels of poverty for the last three decades. The level of poverty in Zanesville has remained relatively consistent from 1989 to 2013, hovering between 25.9 percent and 29.7 percent. The statewide average was at 15.8 percent in 2013; roughly, half of what it is in Zanesville. Overall, 13 percent of people in Appalachian Ohio live below the federal poverty line. Zanesville is on par for poverty increase compared with the state average, and below the increase the sample average has experienced since the recession.

Median Income
Zanesville's 2013 median income was $26,986. The Ohio average was $48,308, and the Appalachian Ohio average was $42,379. The sample average of directly comparable cities was $36,284.

Services
During 2015, statistics from the United Way of Muskingum, Perry, and Morgan Counties showed that more than 60 percent of intake calls were from residents searching for food assistance. The Salvation Army shelter was also at capacity nightly, which left other groups searching for ways to assist the overflowing need for safe, warm, and dry shelter for the homeless. The Continuum of Care worked tirelessly to collaborate resources to mitigate the homelessness problem within the community. A 2013 community profile of the city indicates that there is high poverty (29.7percent), unemployment (13.3 percent), and low-income levels ($26,986).

Prescription Drug Use
21%   opiates
13%   depressants
3%   stimulants

90.3 doses per capita of prescription opiates consumed annually, as compared to Ohio 64.9%. As research has indicated, the amount of heroin, crack cocaine and meth amphetamines usage in this part of the region has become newsworthy at the national level.

School District Profile

Student population: approximately 3,224
  Economically disadvantaged: 99.0 percent
  Students with disabilities: 23.9 percent
  Mobility (percent students move in/out) 11.3 percent
  White, non-Hispanic: 68.4 percent
  Multiracial: 19.2 percent
  Black, non-Hispanic: 10.0 percent
  Hispanic: 1.9 percent

INTERNAL VARIABLES:
We need to update K-3 students going on or off RIMPs with the EMIS Coordinator each month. It was not indicated in EMIS that a number of our students who did not pass the OST actually were on RIMPs.

For the past four years, all students have free breakfast and lunch available to them. This year, those participating in the afterschool program get a free hot dinner.

There has been a significant amount of movement of administrators over the past six years. This year, all elementary principals and assistant principals are instructional leaders, understanding the intricacies of research-based literacy programs. There are two new administrators at the middle school. The assistant principal is a former ELA teacher, bringing her expertise to the building.

All teachers have 30 minutes every day for common planning throughout the district. This time is used for coaching in ELA and math, TBTs-BLTs, CARE Teams, RESA meetings, PD in gifted education, staff meetings.

We are beginning our third year consistently using Literacy Collaborative in all elementary schools, K-6.

EXTERNAL VARIABLES:
How students are assessed through Ohio's State Tests has been consistent for two years.

Digital literacy has been a focus for a year, so that students are familiar and comfortable with the tools available to them on Ohio's State Tests.

Ohio's Standards for Learning have been relatively consistent. Minor adjustments were made last spring.

Section 4: Literacy Mission and Vision Statement(s)

It is the mission of Zanesville City Schools to insure that every student is literate and through providing high quality, rigorous and engaging literacy education our students will achieve this goal.

Literacy Vision and Beliefs:

It is the vision and goal of our district that when students are provided high quality literacy instruction all students can read and understand grade-level appropriate text. We also believe that when using our comprehensive Literacy Collaborative framework with fidelity, all students will show at least one year's growth on reading; regardless of their starting point.

We believe it is our duty to teach students how to read and understand what they read. We will provide students in preschool through grade three with instruction that develops essential literacy skills including phonemic awareness, phonics, reading fluency, vocabulary acquisition and development, reading comprehension and early writing experiences.

We believe that every teacher can implement literacy strategies in their classroom as a pathway to student achievement. Teachers will employ the full Literacy Collaborative framework including Guided Reading, Readers Workshop, Writers Workshop, Word Study, as well as daily Interactive Read Alouds, Shared Readings, and Community Writings. Preschool students will receive direct instruction to assist in developing phonological awareness, participate in shared reading experiences, as well as authentic writing opportunities through Scholastic's Big Day for Pre-K.

We believe students must first learn to read, and then read to learn. We work with students to learn from and engage in experiences that give students the opportunity to learn reading skills and then use those skills to learn additional information in content areas.

By providing quality professional development through Professional Learning Community (PLC) time all students will grow as readers and writers . This professional development includes but is not limited to the coaching cycle, Literacy Collaborative Professional Development through our building literacy coaches, teacher-based-teams analyzing reading and writing data on students on a weekly basis as well as building administration engaging in quality observations and providing descriptive professional feedback to teachers about their teaching.

Section 5: Measurable Student Performance Goals

Zanesville City School District firmly believes that literacy development culminates when students can read grade level text accurately, using an appropriate rate, while reading with expression, and understand the critical information within the text. The Ohio Reading Standards for Foundational Reading Skills are essential to create the conditions for students to be able to read fluently and thus, understand what they read. For this reason, Zanesville City Schools has developed measurable student performance goals by grade level and addressing the particular Big Ideas of Reading that are predictive of reading success. An overall, student performance goal is written to measure third grade performance on the Ohio State Reading Assessment. District support structure activities and systems-level activities necessary to support teachers in their use of data, curriculum resources, and other practices are further operationalized in the action plan map related to the third grade performance goal.

Overall Student Performance Goal:
1. Increase the percentage of students meeting or exceeding Third Grade Proficiency Promotion Status from 77.27 % to 87.27% by spring 2020, as measured by the Ohio State Assessment. This represents a five percent increase per year, which is considered statistically significant. Our expectation is that the identical processes and statistical methods will be used by the ODE/AIR when analyzing the data.

Kindergarten:
2. Increase the percentage of kindergarten students meeting or exceeding targets for phonemic awareness from 2.6% to 12.6% by spring 2020, as measured by the Letter Sound Production Assessment.
3. Increase the percentage of Kindergarten students meeting or exceeding targets for phonics and word recognition skills from 0.7% to 10.7% by spring 2020, as measured by Fountas and Pinnell High Frequency Word Assessment.

First Grade:
4. Increase the percentage of first grade students meeting or exceeding targets for phonics and word recognition skills from 17.7% to 27.7% by spring 2020, as measured by Fountas and Pinnell High Frequency Word Assessment.
5. Increase the percentage of first grade students meeting or exceeding targets for reading accuracy and comprehension from 36.5% to 46.5% by spring 2020, as measured by the Fountas and Pinnell Benchmark Assessment. This represents a five percent increase per year, which is considered statistically significant.

Second Grade:
6. Increase the percentage of second grade students meeting or exceeding targets for phonics and word recognition skills from 41.2% to 51.2% by spring 2020, as measured by Fountas and Pinnell High Frequency Word Assessment. This represents a five percent increase per year, which is considered statistically significant.

7. Increase the percentage of second grade students meeting or exceeding targets for reading accuracy and comprehension from 45.9% to 55.9% by spring 2020, as measured by the Fountas and Pinnell Benchmark Assessment. This represents a five percent increase per year, which is considered statistically significant.

Third Grade:

8. Increase the percentage of third grade students meeting or exceeding targets for reading accuracy and comprehension from 35.8% to 45.8% by spring 2020, as measured by the Fountas and Pinnell Benchmark Assessment. This represents a five percent increase per year, which is considered statistically significant.

Section 6: Action Plan Map(s)

Action Goal 1

Goal Statement: Increase the percentage of students meeting or exceeding Third Grade Proficiency Promotion Status from 77.27 % to 87.27% by spring 2020, as measured by the Ohio State Assessment. This represents a five percent increase per year, which is considered statistically significant. Our expectation is that the identical processes and statistical methods will be used by the ODE/AIR when analyzing the data.

	Action Step 1	**Action Step 2**	**Action Step 3**
Components	**Literacy step**	**Data**	**Literacy Implementation**
Timeline	**2018-2020**	**2018-2020**	**2019-2020**
Lead Person(s)	**Literacy Collaborative Coaches**	**Teacher Based Teams Building Leadership Teams**	**Literacy Coaches Teachers Administration**
Resources Needed	**Literacy Collaborative Training Materials PD from OSU for Coaches in the Train the Trainer Model Substitute Cost Scheduled PLC Time**	**Google account Internet Access Scheduled PLC Time**	**Shared Reading Materials Chart Paper Mini Lesson Charts Literacy Continuum**
Specifics of Implementation	**Kindergarten teachers will acquire knowledge, skills and abilities from the Literacy Collaborative framework so they understand how to address the wide range of reading needs in their classroom**	**Monthly grade level data analysis meetings will occur.**	**Teachers implement components of the Literacy Collaborative framework which support phonological awareness through word work, word Study shared reading and interactive writing.**
Measure of Success	**Literacy Collaborative Implementation Rubric**	**Instructional Plans**	**Instructional Plans Assessment Data**

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Data	**Quarterly**	**Monthly**	**Daily Implementation Monthly check in**

Action Map - Goal # 2

Goal Statement: Increase the percentage of kindergarten students meeting or exceeding targets for phonemic awareness from 2.6% to 12.6% by spring 2020, as measured by the Letter Sound Production Assessment.

	Action Step 1	Action Step 2	Action Step 3
Components	**Kindergarten teachers will participate in language and Literacy Professional learning targeting phonemic awareness within the Literacy Collaborative Framework.**	**Grade Level Data Analysis**	**High Quality use of components of the Literacy Collaborative framework supporting phonemic awareness.**
Timeline	**2018-2020**	**2018-2020**	**2018-2020**
Lead Person(s)	**Literacy Collaborative Coaches**	**Teacher Based Teams Building Leadership Teams**	**Teachers Administration**
Resources Needed	**Literacy Collaborative Training PD from OSU for Coaches in the Train the Trainer Model Substitute Cost Scheduled PLC Time**	**Google account Internet Access Scheduled PLC Time**	**Materials for implementation, Mentor Texts**
Specifics of Implementation	**Kindergarten teachers will acquire knowledge, skills and abilities from the Literacy Collaborative framework so they understand how to address the wide range of reading needs in their classroom**	**Monthly grade level data analysis meetings will occur.**	**Teachers implement components of the Literacy Collaborative framework which support phonological awareness through word work, word Study and community writing.**
Measure of Success	**Literacy Collaborative Implementation Rubric**	**Instructional Plans**	**Instructional Plans Assessment Data**
Check-in/Review Data	**Quarterly**	**Monthly**	**Monthly**

Action Map - Goal # 3

Goal Statement: Increase the percentage of Kindergarten students meeting or exceeding targets for phonics and word recognition skills from 0.7% to 10.7% by spring 2020, as measured by Fountas and Pinnell High Frequency Word Assessment.

	Action Step 1	Action Step 2	Action Step 3
Components	Kindergarten teachers will participate in language and Literacy Professional learning targeting phonics and word recognition within the Literacy Collaborative Framework.	Grade Level Data Analysis	High Quality use of components of the Literacy Collaborative framework supporting phonics and word recognition.
Timeline	2018-2020	2018-2020	2018-2020
Lead Person(s)	Literacy Collaborative Coaches	Teacher Based Teams Building Leadership Teams	Teachers Administration
Resources Needed	Literacy Collaborative Training Materials PD from OSU for Coaches in the Train the Trainer Model Substitute Cost Scheduled PLC Time	Google account Internet Access Scheduled PLC Time	Materials for implementation, Mentor Texts
Specifics of Implementation	Kindergarten teachers will acquire knowledge, skills and abilities from the Literacy Collaborative framework so they understand how to address the wide range of reading needs in their classroom	Monthly grade level data analysis meetings will occur.	Teachers implement components of the Literacy Collaborative framework which support phonics and word recognition through guided reading, word work, word Study and community writing.
Measure of Success	Literacy Collaborative Implementation Rubric	Instructional Plans	Instructional Plans Assessment Data
Check-in/Review Data	Quarterly	Monthly	Monthly

Action Map # 4

Goal Statement: Increase the percentage of first grade students meeting or exceeding targets for phonics and word recognition skills from 17.7% to 27.7% by spring 2020, as measured by Fountas and Pinnell High Frequency Word Assessment.

	Action Step 1	Action Step 2	Action Step 3
Components	**First grade teachers will participate in language and Literacy Professional learning targeting phonics and word recognition within the Literacy Collaborative Framework.**	**Grade Level Data Analysis**	**High Quality use of components of the Literacy Collaborative framework supporting phonics and word recognition.**
Timeline	**2018-2020**	**2018-2020**	**2018-2020**
Lead Person(s)	**Literacy Collaborative Coaches**	**Teacher Based Teams Building Leadership Teams**	**Teachers Administration**
Resources Needed	**Literacy Collaborative Training Materials PD from OSU for Coaches in the Train the Trainer Model Substitute Cost Scheduled PLC Time**	**Google account Internet Access Scheduled PLC Time**	**Materials for implementation, Mentor Texts**
Specifics of Implementation	**First grade teachers will acquire knowledge, skills and abilities from the Literacy Collaborative framework so they understand how to address the wide range of reading needs in their classroom**	**Monthly grade level data analysis meetings will occur.**	**Teachers implement components of the Literacy Collaborative framework which support phonics and word recognition through guided reading, word work, word Study and community writing.**
Measure of Success	**Literacy Collaborative Implementation Rubric**	**Instructional Plans**	**Instructional Plans Assessment Data**
Check-in/Review Data	**Quarterly**	**Monthly**	**Monthly**

Action Map # 5

Goal Statement: Increase the percentage of first grade students meeting or exceeding targets for reading accuracy and comprehension from 36.5% to 46.5% by spring 2020, as measured by the Fountas and Pinnell Benchmark Assessment. This represents a five percent increase per year, which is considered statistically significant.

	Action Step 1	Action Step 2	Action Step 3
Components	First grade teachers will participate in language and Literacy Professional learning targeting accuracy, comprehension and fluency within the guided reading structure of the Literacy Collaborative Framework.	Grade Level Data Analysis	High Quality use of components of the Literacy Collaborative framework supporting accuracy, comprehension and fluency .
Timeline	2018-2020	2018-2020	2018-2020
Lead Person(s)	Literacy Collaborative Coaches	Teacher Based Teams Building Leadership Teams	Teachers Administration
Resources Needed	Literacy Collaborative Training Materials PD from OSU for Coaches in the Train the Trainer Model Substitute Cost Scheduled PLC Time	Google account Internet Access Scheduled PLC Time	Materials for implementation, Leveled texts District Guided reading plans
Specifics of Implementation	First grade teachers will acquire knowledge, skills and abilities from the Literacy Collaborative framework so they understand how to address the wide range of reading needs in their classroom	Monthly grade level data analysis meetings will occur.	Teachers implement components of the Literacy Collaborative framework which support accuracy, comprehension and fluency through guided reading lessons and interactive read alouds.
Measure of Success	Literacy Collaborative Implementation Rubric	Teacher Based Teams minutes BAS data	Instructional Plans Assessment Data
Check-in/Review Data	Quarterly	Monthly	Monthly

Action Map # 6

Goal Statement: Increase the percentage of second grade students meeting or exceeding targets for phonics and word recognition skills from 41.2% to 51.2% by spring 2020, as measured by Fountas and Pinnell High Frequency Word Assessment. This represents a five percent increase per year, which is considered statistically significant.

	Action Step 1	Action Step 2	Action Step 3
Components	**Second grade teachers will participate in language and Literacy Professional learning targeting phonics and word recognition within the Literacy Collaborative Framework.**	**Grade Level Data Analysis**	**High Quality use of components of the Literacy Collaborative framework supporting phonics and word recognition.**
Timeline	**2018-2020**	**2018-2020**	**2018-2020**
Lead Person(s)	**Literacy Collaborative Coaches**	**Teacher Based Teams Building Leadership Teams**	**Teachers Administration**
Resources Needed	**Literacy Collaborative Training Materials PD from OSU for Coaches in the Train the Trainer Model Substitute Cost Scheduled PLC Time**	**Google account Internet Access Scheduled PLC Time**	**Materials for implementation, Mentor Texts**
Specifics of Implementation	**Second grade teachers will acquire knowledge, skills and abilities from the Literacy Collaborative framework so they understand how to address the wide range of reading needs in their classroom**	**Monthly grade level data analysis meetings will occur.**	**Teachers implement components of the Literacy Collaborative framework which support phonics and word recognition through guided reading, word work, word Study and community writing.**
Measure of Success	**Literacy Collaborative Implementation Rubric**	**Instructional Plans**	**Instructional Plans Assessment Data**
Check-in/Review Data	**Quarterly**	**Monthly**	**Monthly**

Action Map # 7

Goal Statement: Increase the percentage of second grade students meeting or exceeding targets for reading accuracy and comprehension from 45.9% to 55.9% by spring 2020, as measured by the Fountas and Pinnell Benchmark Assessment. This represents a five percent increase per year, which is considered statistically significant.

	Action Step 1	Action Step 2	Action Step 3
Components	Second grade teachers will participate in language and Literacy Professional learning targeting accuracy, comprehension and fluency within the guided reading structure of the Literacy Collaborative Framework.	Grade Level Data Analysis	High Quality use of components of the Literacy Collaborative framework supporting accuracy, comprehension and fluency .
Timeline	2018-2020	2018-2020	2018-2020
Lead Person(s)	Literacy Collaborative Coaches	Teacher Based Teams Building Leadership Teams	Teachers Administration
Resources Needed	Literacy Collaborative Training Materials PD from OSU for Coaches in the Train the Trainer Model Substitute Cost Scheduled PLC Time	Google account Internet Access Scheduled PLC Time	Materials for implementation, Leveled texts District Guided reading plans
Specifics of Implementation	Second grade teachers will acquire knowledge, skills and abilities from the Literacy Collaborative framework so they understand how to address the wide range of reading needs in their classroom	Monthly grade level data analysis meetings will occur.	Teachers implement components of the Literacy Collaborative framework which support accuracy, comprehension and fluency through guided reading lessons and interactive read alouds.
Measure of Success	Literacy Collaborative Implementation Rubric	Teacher Based Teams minutes BAS data	Instructional Plans Assessment Data
Check-in/Review Data	Quarterly	Monthly	Monthly

Action Map # 7
Goal Statement: Increase the percentage of third grade students meeting or exceeding targets for reading accuracy and comprehension from 35.8% to 45.8% by spring 2020, as measured by the Fountas and Pinnell Benchmark Assessment. This represents a five percent increase per year, which is considered statistically significant.

	Action Step 1	Action Step 2	Action Step 3
Components	Third grade teachers will participate in language and Literacy Professional learning targeting accuracy, comprehension and fluency within the guided reading structure of the Literacy Collaborative Framework.	Grade Level Data Analysis	High Quality use of components of the Literacy Collaborative framework supporting accuracy, comprehension and fluency .
Timeline	2018-2020	2018-2020	2018-2020
Lead Person(s)	Literacy Collaborative Coaches	Teacher Based Teams Building Leadership Teams	Teachers Administration
Resources Needed	Literacy Collaborative Training Materials PD from OSU for Coaches in the Train the Trainer Model Substitute Cost Scheduled PLC Time	Google account Internet Access Scheduled PLC Time	Materials for implementation, Leveled texts District Guided reading plans
Specifics of Implementation	Third grade teachers will acquire knowledge, skills and abilities from the Literacy Collaborative framework so they understand how to address the wide range of reading needs in their classroom.	Monthly grade level data analysis meetings will occur.	Teachers implement components of the Literacy Collaborative framework which support accuracy, comprehension and fluency through guided reading lessons and interactive read alouds.
Measure of Success	Literacy Collaborative Implementation Rubric	Teacher Based Teams minutes BAS data	Instructional Plans Assessment Data
Check-in/Review Data	Quarterly	Monthly	Monthly

Section 7: Plan for Monitoring Progress

Data will be collected and brought to TBT meetings and documented on TBT forms. The information from TBTs will be compiled by BLT teams. The information from BLT will be collected and reviewed at DLT.

According to assessment guidelines,students are assessed formally through BAS three times a year. In addition to BAS students are formally assessed twice a year using Fountas & Pinnell grade level high frequency words and Letter Sound Production Assessment for phonemic awareness. Results are discussed and analyzed at the TBT-BLT-DLT level. Decisions are made from there.

Additionally, the EMIS Coordinator will work with principals monthly to enter the names of students who go on/off RIMPs into the system.

What will be done if data shows that students are not progressing toward the student achievement goals?
More intensive interventions, as identified in Section 2, will be implemented through the RTI process.

Section 8: Expectations and Supports for Students and Schools

SECTION 8 PART A: STRATEGIES TO SUPPORT STUDENTS
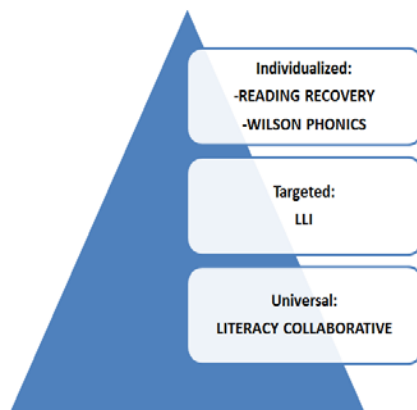
As stated in Section 2: We recognize that we have a large percentage of students on RIMPs. With this in mind we have focused much of our work on improving the tier 1 instruction through the implementation of the Literacy Collaborative Framework. The **Literacy Collaborative** balanced literacy framework targets all components of reading, writing, and language development, including, but not limited to, direct and embedded instruction in phonics and phonological awareness, vocabulary and word structure, fluent reading, and literal, inferential, and critical thinking about texts. Each component of LC is differentiated based on the individual

needs of each student, whether the child is advanced or struggling (RIMP). The framework is set up to provide individual supports by the classroom to teachers to students on RIMPs. This includes differentiated guided reading instruction, DSA (Developmental Spelling Analysis) and word work to develop students from where they are on the continuum, 1-1 conferencing in writing. Those identified through RTI as needing additional interventions will have targeted support using LLI . In addition to the Tier 1 instruction, students on RIMPs are also identified for LLI. The Fountas & Pinnell **Leveled Literacy Intervention System (LLI)** is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of *LLI* is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. LLI is done by classroom teachers, Title 1 teachers, as well as intervention specialists.   If still not successful, students will receive RTI individualized support through teachers specially trained in Reading Recovery (described in Section 2) and/or Wilson Phonics (described in Section 2).

UNIVERSAL:
The Literacy Collaborative Balanced Literacy Framework

Reading Workshop:
Students read a variety of self-selected and teacher selected texts for extended periods. They construct meaning and make personal and textual connections as they learn from and about reading. Students learn effective comprehending strategies they apply to fiction and nonfiction texts.

Reading Mini-lessons: allow for specific, explicit instruction to help students become independent readers for life.

Guided Reading: Students are grouped together based on similarities in their reading development at a point in time. The teacher selects a text appropriate for the group, introduces it in a way that assists students to read it effectively, supports individuals during reading as needed, and invites students to discuss it afterward. The teacher makes strategic teaching points directed toward key aspects of the reading process. The teacher may use the option to do some very specific work with phonics or word recognition or to extend thinking through writing about reading.

Independent Reading: offers the opportunity for a student to develop tastes as a reader and to read a large number of self-selected books on his own, with the support of individual conferences with the teacher. Here, you can make specific teaching points in brief conferences that take the individual reader forward.

Managed Independent Learning Centers: an organized environment that supports students' literacy learning and becoming independent and responsible. Independent tasks must be authentic and worthwhile. Each must have a learning value, especially in the area of literacy, rather than simply keeping students busy. Children need to spend their time thinking, talking, reading, writing, and listening.

Language and Word Study: develops writing strategies and skills, learn about the writer's craft, and use writing as a tool for learning and communication. Writing for sustained periods, they explore different genres and formats for a range of purposes and for a variety of audiences. The teacher provides a mini-lesson on phonics and students apply the principle independently. While phonics and word study are embedded in all the previously described contexts, here the instruction is preplanned, direct, and explicit. The emphasis is to teach directly important principles related to how words work and/or the rules of English spelling.

Interactive Read Aloud: use of grade-appropriate texts promotes of the joy of reading, expands vocabulary and the ability to think, talk, and write about texts that fully engage their interest, many of which are beyond students' current ability to decode. Teachers read aloud to students an array of texts that are carefully selected to help students think in various ways about texts. The teacher uses intentional conversation (conversational moves directed toward a goal of instruction) and also promotes routines such as "turn and talk" to help children learn how to talk with each other about texts. The opportunity to engage in "text talk" is rich.The teacher is decoding the words of the text by reading it aloud, but in every other way, young students are processing it and expanding their understanding through talk that is grounded in texts.

Shared Reading: use of texts (usually enlarged) helps students learn to construct meaning in a supported context so they can enjoy reading and learn critical concepts of how texts work. It also helps all students develop reading fluency and the ability to interpret texts with the voice. In shared reading, the teacher and children read from a common text. Usually, the text is read several times. Group support helps students to process more difficult texts than they could read independently, although it is still important to match the complexity of the text to the group. Using this familiar text, the teacher makes appropriate teaching points that extend children's understanding of the reading process

Writing Workshop: Students explore the intricacies of language across multiple genres including literature, informational texts, and poetry. They investigate the meaning and structure of words, and the conventions and forms of written language.

Writing Mini Lesson: short and explicit instruction to help students understand the characteristics of good writing and write in a variety of genres with purpose and voice.

Writing Conferences: allow for differentiated instruction for individuals while also providing the teacher with important information about each writer.

Shared or Interactive Writing: highly collaborative activity that involves the teacher and students composing and constructing a text together. It introduces students to the way written language works. These occasions have high instructional value in helping children learn the construction of words (phonics) as well as important aspects of the writing process.

Lucy Calkins- Writing Workshop
Built on the best practices and proven frameworks developed over decades of work, the Units of Study for Teaching Writing offer grade-by-grade plans for teaching writing workshops that help students meet and exceed rigorous standards. Writing Workshop is used in K-6 classrooms. Each grade level has specific units of study tailored to meet developmental and curricular needs. Students have a large amount of choice in their topic and style of writing. The teacher acts as a mentor author, modeling writing techniques and conferring with students as they move through the writing process. Direct writing instruction takes place in the form of a mini-lesson at the beginning of each workshop and is followed by a minimum of 45 minutes of active writing time. Each workshop ends with a sharing of student work.

TARGETED:
Those identified through RTI as needing additional interventions will have targeted support using LLI . The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of *LLI* is to lift the literacy achievement of students who are not achieving grade-level expectations in reading.

INDIVIDUALIZED:
If still not successful, students will receive RTI individualized support through teachers specially trained in Reading Recovery and/or Wilson Phonics.

Reading Recovery:
Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. The intervention is most effective when it is available to all students who need it and is used as a supplement to good classroom teaching.

Reading Recovery serves the lowest-achieving first graders—the students who are not catching on to the complex set of concepts that make reading and writing possible.

Individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. As soon as students can meet grade-level expectations and demonstrate that they can continue to work independently in the classroom, their lessons are discontinued, and new students begin individual instruction.

Wilson Reading System:
WRS is an intensive Tier 3 program for students in grades 2-12 and adults with word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require multisensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia.

As a structured literacy program based on phonological-coding research and Orton-Gillingham principles, WRS directly and systematically teaches the structure of the English language.

Through the program, students learn fluent decoding and encoding skills to the level of mastery. From the beginning steps of the program, students receive instruction in:

- Phonemic awareness
- Decoding and word study
- Sight word recognition
- Spelling
- Fluency
- Vocabulary
- Oral expressive language development
- Comprehension

Community Engagement:

We have recognized the need to have community engagement and support with-in our schools. To address this we have worked to increase community involvement in a variety of ways. This includes monthly community engagement activities at our elementary buildings. While these are for a variety of events we believe having positive experiences in the buildings on a regular basis will build support for our school and in turn lead to great support in serving our students. While some of these events are concerts or festivals, we have also planned math and literacy nights throughout the year.   Our math and literacy nights provide learning activities for the students and their families while also providing them activities, books and other tools they can continue to use at home.   These opportunities provide parents and students with tools they can take home and continue to work with their children. We have also planned parent engagement activities with our 21st Century program throughout the year to provide support to our parents with strategies to support their students. In conjunction with the improved instructional practices in our buildings we believe helping to develop educational skills with our parents will further develop the home and school connection and address the needs of our students more effectively.   We have had parent education meetings to explain the OST process to parents so they can better help their students be prepared for the test.

In addition to the direct parent engagement activities we also work diligently to address students non-academic barriers. We believe by supporting their social emotional and physical well being we will better be able to meet their educational needs. To this extent we have worked with community groups to provide food for students to take home, worked to repair glasses, have eye exams and provide new eye glasses, made connections to counseling services, provided hygiene products and clothing, as well as provide dental services. These community partners are key in enhancing the educational experience in our building and ensure students are prepared to learn.

Each elementary building has worked to meet the needs of the students in a variety of ways and as a district we have also worked with community members to design a Strategic Action Plan and develop goals for the schools in seven categories. As part of this action plan we meet multiple times each year to establish, monitor, and renew our goals.   Along with this we have also been working to increase volunteer support in the buildings. Our volunteers provide additional support to students. We also work closely with our local universities and have

increased our numbers of college students serving within our building. Each of these relationships in the community is important to ensure we are addressing each of the student's needs while also maintaining support for our operational systems.

SECTION 8 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

Utilizing Fountas and Pinnell's Responsive Teaching through analyzing running records and anecdotal notes to guide instruction. Teachers are utilizing the Fountas and Pinnell Continuum of Literacy Learning to select reading goals to notice and teach during guided reading. Teachers will support students through the use of explicit language as stated in the Fountas and Pinnell Prompting Guides. With continuous monitoring and informal assessments, goals are adjusted as needed. Additionally, specialized teachers working with the students needing targeted or individualized interventions will support the needs of students by monitoring the progress of students.

The Literacy Collaborative Framework is a continual growth model in which we are continually working to improve adult implementation and child outcomes. Coaches and administrators are provided with professional development throughout the year. Teachers receive professional development during PLC meetings. Our PLC time is organized in such a way that we are using classroom data, walk through and coaching data, to reflect and analyze and in turn identify strengths and weaknesses. These areas of concern are then used to drive professional development during the PLC time. Following the professional development adult implementation is monitored and data is revisited during TBT, monthly coaches meetings, BLT and eventually DLT. . This OIP process in conjunction with the Literacy Collaborative Framework and PLC time designated by the district allows us to continually monitor progress and ensure growth for individuals and subgroups.

Information collected through walk throughs and coaching cycles shows an increase in the implementation of the components of the Literacy Collaborative Framework in all ELA classrooms. We have also implemented a Fidelity of Implementation Survey to collect and analyze data about the implementation practices in the classroom. This survey is completed by each classroom teacher and then reviewed by teachers, coaches and administrators. The data is used to identify areas of need to continue improving adult implementation from previous years. Additionally we plan to use the walk through process to specifically target LC strategies that are identified as areas of focus from this data and continue using the fidelity of implementation survey to monitor progress in an additional format.

SECTION 8 PART C: PROFESSIONAL DEVELOPMENT PLAN

1. Implementation of all instructional materials, reading programs and evidence-based
    strategies.
Using this tiered approach, described in Section 2, the following evidenced-based instructional materials, reading programs and strategies will continue to be implemented. Since implementation during the 2014-15 academic year, we continue to see significant progress. Statistically, effectiveness of programs takes approximately five years to note

effects. All K-6 ELA teachers are trained in Literacy Collaborative and Lucy Calkin's- Writers Workshop. Most are LLI trained, and our specialists are trained in Reading Recovery and Wilson Phonics.
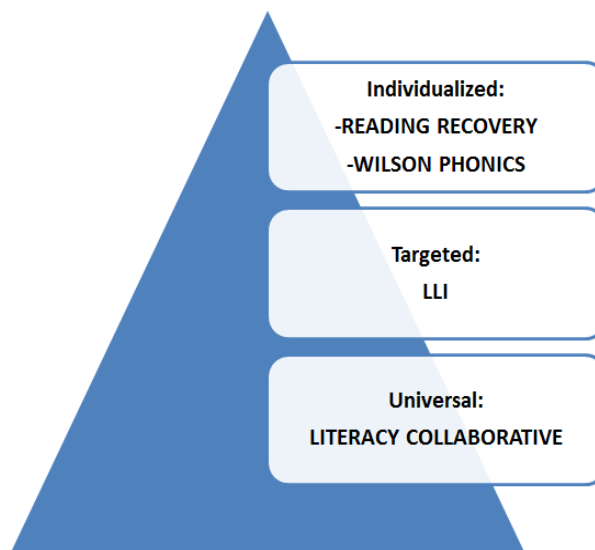
Literacy Collaborative:

The Literacy Collaborative framework for literacy lessons consists of a number of elements that provide many opportunities for reading and writing. These opportunities include reading and writing across the curriculum. Teachers provide direct, research based instruction to guide students in acquiring strategies for maintaining fluency, text comprehension, and vocabulary development. Phonemic awareness and phonics instruction are provided as students engage in reading, writing, listening, and speaking. Instruction moves from demonstration and explicit teaching to guided practice and then to independent problem solving.The Literacy Collaborative incorporates all of the elements of effective schools to support improved literacy instruction and student achievement through:

- Providing a research-based instructional model that is language-based, student-centered, process-oriented, and outcome-based;
- Creating in-school and in-district leadership through the training and support of school-based literacy leadership teams, administrators, and literacy coaches;
- Establishing long-term site-based development for every member of the school's literacy faculty; and
- Helping schools monitor the progress of every student through systematized assessment,   data collection, and analysis.

The Fountas & Pinnell **Leveled Literacy Intervention System (LLI)** is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. This intervention is completed by classroom teachers, title teachers and intervention specialists. The goal of *LLI* is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. The *LLI* systems are designed to:

- Advance the literacy learning of students not meeting grade-level expectations in reading

- Deepen and expand comprehension with close reading
- Elevate the expertise of teachers
- Increase reading volume by engaging students in large amounts of successful daily reading
- Increase student engagement with books that build knowledge
- Intervene with small groups of struggling readers to maximize growth
- Meet the needs of struggling readers
- Monitor student progress.

Lucy Calkins- Writing Workshop
Built on the best practices and proven frameworks developed over decades of work, the *Units of Study for Teaching Writing* offer grade-by-grade plans for teaching writing workshops that help students meet and exceed rigorous standards. Writing Workshop is used in K-6 classrooms. Each grade level has specific units of study tailored to meet developmental and curricular needs. Students have a large amount of choice in their topic and style of writing. The teacher acts as a mentor author, modeling writing techniques and conferring with students as they move through the writing process. Direct writing instruction takes place in the form of a mini-lesson at the beginning of each workshop and is followed by a minimum of 45 minutes of active writing time. Each workshop ends with a sharing of student work.

Reading Recovery:
Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. The intervention is most effective when it is available to all students who need it and is used as a supplement to good classroom teaching.

Reading Recovery serves the lowest-achieving first graders—the students who are not catching on to the complex set of concepts that make reading and writing possible.

Individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. As soon as students can meet grade-level expectations and demonstrate that they can continue to work independently in the classroom, their lessons are discontinued, and new students begin individual instruction. This intervention is completed by trained reading recovery teachers (Title).

2. **Implementation in the use and interpretation of screening, diagnostic and curriculum-based progress monitoring assessments.**
The following is a list of assessments implemented in the district. Data are collected, interpreted, shared through TBT-BLT-DLT level to inform instruction for each student. Classroom teachers, title teachers, intervention specialists, and administration is involved in the collection, analysis, and decision making. The are also involved in the implementation or monitoring.

	K	1	2	3
KRA	X			
Letter Sound Production Assessment	X			
Fountas & Pinnell High Frequency Word List	X	X	X	X*
BAS		X	X	X
OST				X

* Third grade does not administer the high frequency word lists.

3. **Job-embedded opportunities, such as modeling in the classroom, book studies, data analysis, etc.; and Individualized and differentiated opportunities for professional growth**

All of our schools across the district have a daily PLC (Professional Learning Community) time for 30 minutes each morning before students arrive. This is in addition to individual planning time. There are two LC coaches in each building, one focuses on primary ELA teachers, and the other focuses on the intermediate ELA teachers. During PLC time, the coaches, highly trained through Ohio State University, conduct these meetings to refine the work of the ELA teachers. Teachers bring data to analyze. Bookstudies/the monthly focus, using LC and LLI resources, are common among the elementary schools. In addition, coaches have scheduled time to observe and model in each classroom, based on the individual need(s) of the teacher. Our district PD days allow us to focus more in-depth on identified topics of need. Each month, the Director of Instructional Services meets with the LC coaches to reflect and plan for PLC time and district PD days.

4. **Collaborative Opportunities with regular and special education teachers:**

We have developed our schedule to provide daily opportunities for collaboration with regular and special education teachers. We previously detailed the PLC time and professional development opportunities above. This daily meeting time allows teachers to collaborate and dive into the needs of the students, strategies to address their needs, time to plan to meet the needs and then reflection after implementation to analyze success. This is collaborative time for all regular and special education teachers. Additionally we have common planning grade level times established daily. This further allows co teachers and grade level teams time to collaborate and plan for their students.

In support of teacher effectiveness, we have implemented a three-day coaching cycle including a pre-conference, lesson observation, and post-conference. Through an inquiry process, each grade level engages in a monthly coaching cycle.

Day 1	Day 2	Day 3
Coach observes teaching and learning	Coach models lesson for teacher	Coach observes teacher looking for shifts in instruction

Pre-conference: the teacher and coach discuss the student's strengths and weaknesses, form an inquiry question and decide on appropriate data collection to analyze.
Lesson Observation: coach observes a lesson and collects data to use in the post-conference discussion. Post-conference: following the lesson observation the coach and teacher meet to reflect on the teaching and learning from that lesson.

Coaching: An Inquiry Process