May 31, 2019

Dear Superintendent,

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

Strengths of the Reading Achievement Plan:
- With great detail, the LEA has shared how the Plan is aligned to Ohio's Plan to Raise Literacy and the Simple View of Reading.
- The district conducted a deep analysis of data and identified critical areas within the Big 5 Ideas of Reading which need to be addressed to better meet the needs of all students.
- The LEA analyzed results of the Reading Tiered Fidelity Inventory to determine the priority and timeline of goals for improvement.

This plan will benefit from:
- As this Reading Achievement Plan is 53-pages of detailed plans, directly aligned with Ohio's Plan to Raise Literacy and also the LEA's current improvement plan, I have no suggestions.

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.

Questions may be sent to Dr. Melissa Weber-Mayrer at 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.

LOCAL LITERACY PLAN: BIRTH THROUGH GRADE 12

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

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

EARLY CHILDHOOD PROVIDER/LEA: **CAMPBELL CITY SCHOOL DISTRICT**

IRN: **043703**

ODE/ODJFS LICENSE NUMBER (IF APPLICABLE):

STEP UP TO QUALITY RATING (IF APPLICABLE):

ADDRESS: **280 SIXTH STREET CAMPBELL, OHIO 44405**

LEAD CONTACT: **JANE BUCKINGHAM**

CEO/SUPERINTENDENT: **MATTHEW BOWEN**

DATE: **[ENTER COMPLETION DATE HERE] 12-20-2018**

S   A

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

The Campbell City School District (CCSD) administration has seen a need for improved literacy instruction and has been working towards that goal. We know that an exclusively top-down approach will not yield the level of change necessary. Teachers need to engage in critical assessment of current instructional practices. As a part of the Ohio Improvement Process (OIP) since its inception, the District Leadership Team (DLT) has been working to strengthen the Building Leadership Teams (BLTs) as well as all Teacher Based Teams (TBTs) through shared accountability and the use of pieces from OIP with fidelity.

Low socioeconomic status, high transiency, a large population of English Learners (EL) and lack of literacy in the homes of many of our students paired with inconsistent instructional strategies and high quality instructional practices have been contributing factors to the lower reading achievement levels at CCSD. The literacy plan is aligned with district's core values and literacy vision statement and was designed after analyzing K-12 student performance data and determining greatest need areas.

We intend to close the achievement gap, raise proficiency rates, and increase reading levels. To meet these goals we are focusing on systemic changes by building a literacy framework and shared understanding of quality instruction, using data to increase student achievement, and extending literacy across the curriculum and into the home. This plan will improve literacy skills by providing explicit vocabulary instruction, direct and explicit comprehension strategies, and intensive individualized interventions for struggling readers. These skills will be monitored through district adopted diagnostic assessments such as iReady and Fountas and Pinnell Benchmark Assessment System. These programs not only provide comparative data, but help teachers pinpoint skill gaps and generate strategies for intervention. It is our hypothesis that by putting in place a literacy framework, closely examining data, and using that data to drive instruction, we will increase academic achievement for all students at CCSD and close the achievement gaps preventing our disadvantaged students from reaching their fullest potential.

C   P

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Insert a list of all leadership team members, roles and contact information. If you are an early childhood provider, the Department encourages you to include team members from the district(s) that children in your program feed into for kindergarten through grade 12. If you are a district, the Department encourages you to include team members of the early childhood providers and community that feed into your district. Additionally, your team membership should line up with the data needs outlined in Section 3 of this plan. Insert additional rows as needed.

Leadership Team Membership

Name	Title/Role	Organization	E-mail
Bowen, Matt	Superintendent	Campbell City School District	mbowen@campbell.k12.oh.us
Buckingham, Jane	Special Services Director	Campbell City School District	jbuckingham@campbell.k12.oh.us
Strohecker, Melanie	Literacy Collaborative Intermediate Coach	Campbell Elementary & Middle School	mmstrohecker@campbell.k12.oh.us
Fox, Kristin	Assistant Principal Special Programs Coordinator	Campbell Memorial High School	kfox@campbell.k12.oh.us
McDougal, Rachael	Literacy Collaborative Primary Coach	Campbell Elementary & Middle School	rmcdougal@campbell.k12.oh.us
Goske, James	Administrator	Campbell Elementary & Middle School	jgoske@campbell.k12.oh.us
Klingensmith, James	Principal	Campbell Elementary & Middle School	jklingensmith@campbell.k12.oh.us
McDowell, Nereida	English Language Teacher	Campbell Elementary & Middle School	nmcdowell@campbell.k12.oh.us
McMurray, Margaret	K-1 Intervention Specialist	Campbell Elementary & Middle School	mmcmurray@campbell.k12.oh.us
Karzmer, Katie	2-3 Intervention Specialist	Campbell Elementary & Middle School	kkarzmer@campbell.k12.oh.us

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

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

Develop: The plan was developed and written by members of the Reading Achievement Plan (RAP) Committee. The plan was discussed with the District Leadership Team (DLT). The development took place from October through December in multiple hour long meetings to assemble the plan and attend professional developments to assist with our discoveries. The team members brought data to the meetings, which was broken down by the committee and used to construct the plan.

This LLP is aligned with and a part of our District Focus Plan. The Focus Plan is created by our District Leadership Team in collaboration with our stakeholders. This plan is also connected to our Comprehensive Continuous Improvement Plan (CCIP).

Monitor: The goals set by the LLP Committee will be monitored through the following:
- Documented walk-throughs
- Teacher-Based Team (TBT), Building Leadership Team (BLT), and District Leadership Team (DLT) minutes
- Diagnostic assessments and analysis
- Formative assessments

Communicate: This plan will be introduced to the DLT in January, then distributed to the BLT for review and finally released to the staff for implementation in February 2019. The plan will be communicated by sharing TBT, BLT, and DLT minutes with stakeholders, after assessing diagnostic data at these meetings and creating instructional strategies. Moreover, Step 4 of OIP (walk-throughs) results will be examined. All these strategies will be used to adjust instruction in the classroom to benefit students.

S   2: A   B   L   L   P   O   I   E

Describe how the local literacy plan aligns to other local or community improvement plans focused on literacy outcomes. If the early childhood provider or LEA engages in the Ohio Improvement Process (OIP), or another improvement model comparable to OIP, the provider or LEA should describe the use of the process and team structures in this section.

Districts and community schools that are required under state law or policy to develop improvement plans or implement improvement strategies must ensure that the local literacy plan is aligned with other improvement efforts.
  - *This can be done by describing how the district or community school continuous improvement plan incorporates the components required of the local literacy plan. Districts and community schools should describe the collaborative efforts that combine multiple strategies of their improvement plans to collectively impact improvement of system structure supports and leadership supports.*

Criteria A: Shared Leadership
As per Requirement 2, CCSD aligned its local literacy plans with both the Ohio Decision Framework, Comprehensive Continuous Improvement Plan (CCIP), and District Focus Plan. Based upon our analysis, the highest priority of needs are the following:

  - By fall of 2019 CCSD will refine the framework to increase foundational skills knowledge as well as improve reading comprehension in grades K-6.
  - By fall of 2019 CCSD will expand small group instruction and intervention to increase access for English Language Learners.
  - By fall of 2019 CCSD will implement a secondary literacy framework.

Shared leadership structures are critical to the implementation of evidence-based instruction and intervention. Throughout this plan, the responsibility for leading and supporting successful implementation of evidence-based strategies is the function of leadership at the district, building and classroom levels. Teachers will be involved in the identification of the needs of their students, the causes of underperformance and the solutions to be implemented. This shared leadership will be accomplished through OIP structures such as the DLT, BLTs, and TBTs. Both processes require shared accountability for data-driven strategic planning, implementation, feedback and plan adjustment.

Our shared leadership structure supports the implementation of a continuum of evidence-based language and literacy core instruction and interventions and increases the likelihood of overall student success. Ohio's Plan for Raising Literacy Achievement addresses shared leadership through training and coaching on both evidence-based language and literacy practices and systems to support literacy improvement. The CCSD LLP will support educational leaders (administrators, principals, teacher-leaders, and instructional coaches) through targeted training, resources, and collaborative meetings throughout the three year implementation provided by the Mahoning County Educational Educational Service Center.

Criteria B: Multi-Tiered System of Supports
CCSD's multi-tiered system of supports (MTSS) structure builds a cohesive organizational system that will drive school improvement through the efforts of all district stakeholders,

including district level Intervention Assistance Teams (IATs). Part of this structure includes supports for data-driven decision-making. All K-8 teachers as well as certain teachers in grades nine through twelve will administer Fountas and Pinnell benchmark assessments three times each year in the fall, winter and spring. This data will be analyzed at the classroom, building and district levels. The results of these assessments will be used to enroll students into intensive reading interventions based upon need. Additionally, Reading Improvement and Monitoring Plans (RIMPs) for students in grades kindergarten through grade four will be created using this data in conjunction with any other district data they may have.

The CCSD plan will utilize a variety of assessments to identify student needs, make plans based upon those to drive instruction, and to monitor student progress.

Grade Level Bands	Assessments
K-2	Kindergarten Readiness Assessment (KRA), iReady, Benchmarking (3x's/year), vocabulary screener, small group reading instruction data and small group intervention data both collected weekly,
3-5	Ohio State Assessments, Benchmarking (3x's/year), vocabulary screener, small group reading instruction data, and small group reading intervention data both collected weekly,
6-8	Ohio State Assessments, Benchmarking (3x's/year), vocabulary screener, small group reading instruction and small group reading intervention data both collected weekly.
9-12	Ohio State Assessments, End of Course Exams, (EOC's), vocabulary screener, Grade 11 American College Testing (ACT) scores, small group reading instruction and small group reading intervention data both collected weekly,

In accordance with Fountas and Pinnell Grade Level Expectations chart, students will be identified as exceeding expectations, meeting expectations, approaching expectations, or needing intensive intervention. Students will be moved to other groups or exited from the short term interventions once they are identified as meeting grade level expectations.

Core instruction will be differentiated to meet the needs of diverse learners based on analysis of data collected. Explicit vocabulary instruction will be differentiated based on results of the vocabulary screener. Small groups of students will receive targeted instruction based on the needs identified in the screener. Student groups will be flexible based on progress monitoring data. Small group reading instruction designed to improve comprehension will be differentiated based on results of benchmarking; and these groups will receive targeted instruction based on the needs identified in their benchmarking data. These groups are flexible based on the progress monitoring data collected. Small group reading intervention is also differentiated and groups will be formed based on the benchmarking decision rules established by Fountas and Pinnell Grade Level Expectations Chart. When progress monitoring indicates a student is meeting grade level expectations based on those decision rules, the student will exit the intervention group.

Criteria C: Teacher Capacity:

We will utilize a teacher leader model as explained below:

MCESC to Teacher Leaders
In grades K-12, the **MCESC** will provide ongoing, embedded professional development to **English Language Arts** teacher leaders for 42 hours per year on providing explicit instruction on listening, speaking, reading and writing vocabularies and explicit comprehension instruction.

In grades 6-12, the **MCESC** will provide ongoing, embedded professional development to **Mathematics** teacher leaders for 30 hours per year on disciplinary literacy including explicit vocabulary and comprehension instruction. In grades 6-12, the MCESC will provide ongoing, embedded professional development to **Science and Social Studies** teacher leaders for 30 hours in years two and three on disciplinary literacy including explicit vocabulary and comprehension instruction.

Teacher Leaders to Teachers
In grades K-12, **English Language Arts Teacher Leaders** will provide ongoing, embedded professional development to English Language Arts teachers for **six** hours in year one on providing explicit instruction on listening, speaking, reading and writing vocabularies and explicit comprehension instruction. In year two, teacher leaders will provide an additional 15 hours of ongoing, embedded professional development to English Language Arts teachers on providing explicit instruction on listening, speaking, reading and writing vocabularies and explicit comprehension instruction. In year three, teacher leaders will provide an additional 15 hours of ongoing, embedded professional development to English Language Arts teachers on providing explicit instruction on listening, speaking, reading and writing vocabularies and explicit comprehension instruction.

In grades 6-12, the **Mathematics Teacher Leaders** will provide ongoing, embedded professional development to Mathematics teachers for 15 hours in year two on disciplinary literacy including explicit vocabulary and comprehension instruction. **Mathematics Teacher Leaders** will provide ongoing, embedded professional development to Mathematics teachers for 15 hours in year three on disciplinary literacy including explicit vocabulary and comprehension instruction. In grades 6-12, the **Science and Social Studies Teacher Leaders** will provide ongoing, embedded professional development to Science and Social Studies teachers for 15 hours in year three on disciplinary literacy including explicit vocabulary and comprehension instruction.

Criteria D: Family Partnerships
The CCSD understands that family partnerships are a vital part in supporting learner progress and achievement in language and literacy development. In accordance with Ohio's Plan to Raise Literacy Achievement, the CCSD plan uses national, state, regional, and local entities to support the accessibility of information for families to address the language and literacy needs of their children from birth through grade twelve. We will utilize the local library currently housed on our high school campus, in collaboration with our district, to provide students and parents with access to a public library card as well as opportunities to participate in local library activities. Our district will hold a variety of family literacy activities to increase parent engagement and understanding of how to support their child in reading and writing at home.

Criteria E: Community Collaboration

The CCSD collaborates with many outside agencies in the development of our Focus Plan and community engagement events. Community members serve as members of our DLT. CCSD partners with the United Way of the Mahoning Valley, Youngstown State University, Youth Intensive Services, Eccumentical Council, and Organizacion Civica y Cultural Hispana Americana to provide additional programs for students and staff. All of these partners will be involved with the implementation of this plan.

Criteria F: Simple View of Reading:

Our plan incorporates language comprehension as well as decoding to ensure reading comprehension. The CCSD plan utilizes the evidenced-based practices of explicit vocabulary instruction and direct comprehension instruction which align to the Simple View of Reading.

Criteria G: All Learners are represented

The CCSD plan will include explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension utilizing the resources we have chosen that will address all of these areas. Through professional development, teachers will build capacity to differentiate lessons to meet the needs of all learners based on information gathered in the assessments that will be given. This will be evidenced through lesson planning, walkthroughs, and formative/summative assessment data. District administrators/principals will be embedded in professional development in an effort to be knowledgeable and hold staff accountable for the implementation of these instructional practices. Instruction will be explicit and systematic from that point on with each identified group of learners. Differentiated professional development will occur from birth to grade 12 which will allow teachers to focus on specific reading issues students may exhibit at these grade levels. There will be an additional layer of literacy support for students by including Mathematics, Science, and Social Studies teachers in professional development on disciplinary literacy. Training teachers to communicate how they read and learn personally in their disciplines will support students in constructing knowledge and making meaning across a variety of complex discipline specific texts.

Students with complex needs who are not meeting grade-level expectations in reading and writing will receive whole class instruction as well as an intensive, targeted small group intervention. During the targeted intervention, trained district specialists will utilize small group reading instruction focusing on decoding skills, vocabulary, and comprehension. These skills include print concepts, phonological awareness, phonics and word recognition, word knowledge, and fluency. Students will be monitored on their growth by utilizing running records and benchmarking data.

Striving readers will be supported through small group intensive reading and writing intervention. Students will be assessed using the Fountas and Pinnell Benchmarking Assessment. In accordance with Fountas and Pinnell Grade Level Expectations Chart, students will be identified as exceeding/meeting expectations, approaching expectations, or below/needing intensive intervention. Students will be moved to other groups or exited from the short term intervention piece once they are identified as meeting grade level expectations based on established decision rules.

Criteria H: Enhanced partnerships and collaboration between general and special education:

The CCSD plan will utilize the MCESC to facilitate collaboration among all teachers in the district regardless of their specific grade level or teaching assignment. All students, including students with disabilities, EL learners, economically disadvantaged, and striving readers, will receive high quality instruction and necessary interventions that are tailored to their individual needs. The use of a shared resource will encourage co-planning and co-serving between general education teachers and intervention specialists in support of all learners using evidence-based strategies. Through this proactive approach of delivery, teachers will use data to provide targeted, tier one, differentiated instruction to students and identify students who require intensive interventions based on data. This system will allow for data discussions among teachers, buildings, district and community personnel which will reinforce shared leadership practices. This shared decision making approach will help guide the leveraging of human and financial resources to support all learners.

S   3: C   N   A

Describe why a local literacy plan is needed in your community.

SECTION 3, PART A: ANALYSIS OF LEARNER PERFORMANCE DATA

*Insert an overall analysis of language and literacy performance data, based on the age/grade ranges served by the organization and age/grade ranges impacted by the plan. Data sources that the early childhood provider or LEA **may include**, but are not limited to include:*
- *Infant Risk Factors;*
- *Ohio's Early Learning Assessment (or other preschool-level assessment used by the program);*
- *Kindergarten Readiness Assessment;*
- *Ohio's State Tests in English language arts (grades 3-8);*
- *Ohio's State Tests in other content areas (grades 3-8);*
- *Reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee);*
- *High School end-of-course tests;*
- *Ohio English Language Proficiency Assessment (English Learners);*
- *Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities; and*
- *Any other assessments, as applicable (curriculum-based measures).*

Overall Data

K-2 Analysis
Data Analysis of 2018 diagnostic results in grades K-2 are based upon I-Ready diagnostics, Kindergarten Readiness Assessment (KRA), Fountas and Pinnell Benchmarking Assessment System (BAS), and Ganske's Developmental Spelling Assessment (DSA)/ Kindergarten Inventory of Developmental Spelling (KIDS).

I-READY
In the Fall of 2018, 268 students in grade K-2 took the i-Ready Reading Diagnostic with 25% showing proficiency. Of these students, 3.8% of students were identified as special education and 15% of students were identified as English Learners. Comparatively, 17% of our students

showed proficiency at the start of the 2017-2018 academic year. Previous data in year 2016-2017 I-Ready data, our students' initial diagnostic indicated that 19% were proficient.

This is a significant concern since comprehension, vocabulary, and phonics are crucial to learning to read and spell.

- strengths: 41% of students are at grade level in the area of phonological awareness
- weakness: 87% of students are below grade level in the area of phonics
- 81% of students are below grade level in the area of vocabulary
- 79% of students are below grade level in the area of comprehension: Literature
- 74% of students are below grade level in the area of comprehension: Informational text
- 72% of students are below grade level in the area of high frequency words

Kindergarten:
Utilizing 2018-2019 I-Ready data, our students' initial diagnostic indicated that 59% were on track with the state cut off score at 333+ with 41% of our kindergarten students scoring off track with a state cut score of 332 or below.

- 83% of students are below grade level in the area of high frequency words
- 77% of students are below grade level in the areas of phonological awareness
- 68% of students are below grade level in the areas of comprehension (literature & informational)
- 88% of students are below grade level in the area of phonics

1st Grade:
Utilizing 2018-2019 I-Ready data, our students' initial diagnostic indicated that 68% were on track with the state cut off score at 379+ with 32% of our students scoring off track with a state cut score of 378 or below.

- 84% of students are below grade level in the area of phonics.
- 84% of students are below grade level in the areas of vocabulary
- 77% of students are below grade level in the area of comprehension (literature & informational)
- 76% of students are below grade level in the area of high frequency words

2nd Grade:
Utilizing 2018-2019 I-Ready data, our students' initial diagnostic indicated that 31% were on track with the state cut off score at 441+ with 69% of students scoring off track with a state cut score of 440 or below.

- 90% of students are below grade level in the area of vocabulary
- 87% of students are below grade level in the areas of comprehension (literature & informational)
- 90% of students are below grade level in the area of phonics

KRA
CCSD KRA data reflects that 47 out of 85 students are not on track (55%) at the beginning of the 2018-19 school year. The data reflects that 38 out of 85 students are on track (45%).

Comparable KRA data reflects that 47 out of 78 students are not on track (60%) at the beginning of the 2017-18 school year. This compares to 60 out of 88 (68%) students who were not on track at the beginning of the 2016-17 school year.

This is a significant concern since the majority of the students are starting off track and students are staying off track.

DSA/KIDS
In the Fall of 2018, 173 1st-2nd grade students were given the Developmental Spelling Assessment. 57% of students were identified as proficient. 17% of students fell in the near proficient category and 25% of students scored below proficient. Kindergarten students were given the KIDS assessment. 0.04% of students were identified as proficient. 38% of students fell in the near proficient category and 58% of students scored below proficient.

Kindergarten:
Out of 97 students, 0.04% of students were identified as proficient, 38% of students fell in the near proficient category, and 58% of students scored below proficient. The 0.04 % of students fell in the beginning, middle, end sound stage. The 38% were identified in beginning and ending sounds. The 58% of the students are in the Scribbling/Random Letter Stage.

1st Grade:
Out of 80 students, 45% of students are proficient, 21% of students are near proficient, and 34% of students are below proficient. The 45% of proficient students are in the Letter Name Stage, scoring a 13 or higher. The other 55% of students are below the Letter Name Stage, in the Emergent Stage.

2nd Grade:
Out of 94 students, 67% of students are proficient, 14% of students are near proficient, and 18% of students are below proficient. The 42% of proficient students are in the Letter Name Stage or the Within Word Stage, scoring a 17 or higher in the Letter Name Stage. The other 14% of students who were near proficient are in the Letter Name Stage, scoring 12-16. The remaining below proficient students are below the Letter Name Stage, in the Emergent Stage.

Benchmarking Data
In fall of 2018, 172 students in grade 1-2 were assessed using the Fountas & Pinnell Benchmarking Assessment to determine each students' beginning of the year guided reading level.

First Grade
36% of students are meeting or exceeding instructional level expectations for reading
19% of students are approaching instructional level expectations for reading
44% of students are below instructional level expectations for reading

Second Grade
29% of students meet or exceed instructional level expectations for reading
7% of students are approaching instruction level expectations for reading
64% of students are below instructructional level expectations for reading

> **3-6 Analysis**
> Data Analysis of 2018 diagnostic results in grades 3-6 are based upon I-Ready diagnostics, AIR Tests, Fountas and Pinnell Benchmarking Assessment System (BAS), and Ganske's Developmental Spelling Assessment (DSA).

AIR English Language Arts

In the Spring of 2018, 304 students in grades 3-6 took the Ohio State English Language Arts assessment. Of these students, 10% of students were identified as special education and 7% were identified as English Learners. Of the students tested 46% scored proficient. This is a significant concern as the state has set the goal of 80% proficiency. As students progress through their academic career it is more difficult to close the achievement gap.

I-READY

In the Fall of 2018, 321 students in grades 3-6 took the i-Ready Reading Diagnostic. Of these students, 10% of students were identified as special education and 7% of students were identified as English Learners.

- strengths: 91% of students are at grade level in the area of high frequency words and 44% of students are proficient in phonics
- weakness: 81% of students are below grade level in the area of vocabulary
- weakness: 79% of students are below grade level in the area of comprehension: literature
- weakness: 85% of students are below grade level in the area of comprehension: informational text

This is a significant concern since comprehension, vocabulary, and phonics are crucial to learning to read and spell.

3rd Grade:
80% of students are below grade level in the area of vocabulary
74% of students are below grade level in the areas of comprehension (literature & informational)
65% of students are below grade level in the area of phonics
4th Grade:
90% of students are below grade level in the area of vocabulary
83% of students are below grade level in the areas of comprehension (literature & informational)
52% of students are below grade level in the area of phonics
5th Grade:
81% of students are below grade level in the area of vocabulary
87% of students are below grade level in the areas of comprehension (literature & informational)
38% of students are below grade level in the area of phonics
6th Grade:
74% of students are below grade level in the area of vocabulary
86% of students are below grade level in the areas of comprehension (literature & informational)
25% of students are below grade level in the area of phonics

DSA

In the Fall of 2018, 321 3rd-6th grade students were given the Developmental Spelling Assessment. 37% of students were identified as proficient. 29% of students fell in the near proficient category, and 37% of students scored below proficient.

3rd Grade:
Out of 79 students, 38% of students are proficient, 15% of students are near proficient, and 47% of students are below proficient. Of the 38% of proficient students 18 students are in the Within Word Stage, scoring a 13 or higher. The other 13 students are in the Syllable Juncture Stage. All students in the near proficient category are in the Within Word Stage scoring between an 11 and a 1. Below proficient students are in the Letter Name Stage.

4th Grade:
Out of 72 students, 42% of students are proficient, 24% of students are near proficient, and 31% of students are below proficient. Of the 42% of proficient students 14 students are in the Within Word Stage, scoring an 18 or higher. The other 16 students are in the Syllable Juncture Stage. The remaining 3 proficient students are in the Derivational Constancy Stage. All students in the near proficient category are in the Within Word Stage scoring between a 17 and a 1. Below proficient students are in the Letter Name Stage.

5th Grade:
Out of 71 students, 31% of students are proficient, 23% of students are near proficient, and 46% of students are below proficient. Of the 31% of proficient students 14 students are in the Syllable Juncture Stage. The other 8 students are in the Derivational Constancy Stage. Students in the near proficient category are in the Within Word Stage scoring between an 18 or higher. All below proficient students are in the Within Word and Letter Name Stage.

6th Grade:
Out of 78 students, 44% of students are proficient, 23% of students are near proficient, and 33% of students are below proficient. Of the 44% of proficient students 15 students are in the Syllable Juncture Stage scoring an 18 or higher. The other 19 proficient students are in the Derivational Constancy Stage. All students in the near proficient category are in the Syllable Juncture Stage. All below proficient students are in the Within Word and Letter Name Stage.

Benchmarking Data
Third Grade
40% of students meet or exceed instructional level expectations for reading
9% of grade students are approaching instructional level expectations for reading
41% of students are below instructional level expectations for reading

Fourth Grade
30% of students meet or exceed instructional level expectations for reading
13% of grade students are approaching instructional level expectations for reading
57% of students are below instructional level expectations for reading

Fifth Grade
23% of students meet or exceed instructional level expectations for reading
26% of students are approaching instructional level expectations for reading
52% of students are below instructional level expectations for reading

Sixth Grade

28% of students meet or exceed instructional level expectations for reading

8% of grade students are approaching instructional level expectations for reading

64% of students are below instructional level expectations for reading

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7-12 Analysis

In the Spring of 2018, 407 students in grades 7-12 took the ELA End of Course exams. In total, 204 students out of the 407 students, or 50%, received a 1 or 2 on the end of course exam. Of these students, 58 or 14% were identified as having a disability and scored below the state identified proficient score of 700. Of the 407 students in 7-12 who took the ELA End of Course exams and received a 1 or 2, 48 or 11% of these students were identified as English Learners.

This is significant because, per the state's requirements, students are required to score a 3 or above on the end of course exams in order to be eligible for graduation.

Seventh Grade

Of the 407 students tested in grades 7-12, 87 (21%) took the seventh grade test. Out of 87 students, 48 students (55%) scored a 1 or 2 on the end of course exam. Of these 48, 8 (9%) of these students were white, 18 (21%) of these students were Hispanic/Latino, 15 (17%) of these students were Black/African-American, and 7 (8%) were two or more races.

Eighth Grade

Out of the 407 students tested in grades 7-12, 102 (25%) took the eighth grade test. Out of the 102 students, 56 (54%) scored a 1 or 2 on the end of course exam. Of these 56, 14 (25%) were white, 19 (33%) were Hispanic/Latino, 20 (36%) were Black/African-American, and 3 (5%) were two or more races.

Ninth Grade

Out of the 407 students tested in grades 7-12, 114 (28%) took the ninth grade test. Out of the 114 students, 56 (49%) scored a 1 or 2 on the end of course exam. Of these 56, 12 (21%) were white, 25 (45%) were Hispanic/Latino, 16 (29%) were Black/African-American, and 3 (5%) were two or more races.

Tenth Grade

Out of the 407 students tested in 7-12, 104 (26%) took the tenth grade test. Out of the 104 students, 44 (42%) scored a 1 or 2 on the end of course exam. Of these 44, 9 (20%) were white, 19 (43%) were Hispanic/Latino, 13 (30%) were Black/African-American, and 3 (7%) were two or more races.

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

Insert an analysis of additional factors believed to contribute to underachievement in literacy in the community served.

The RTFI was completed in early 2018. As part of the plan, it will be completed again in late winter or early spring of 2019. The results will be analyzed and compared to 2018 results.

After examining the RAP and the RTFI from last year, CCSD determined the overall strengths and needs of the RTFI. There were many beginning phases in place in the year of 2017-2018. We began the common practice within a literacy framework in grades K-6. The plan was supported by embedded professional development all year to develop the structure of the plan with fidelity of implementation. Teams and committees were developed to structure the process as well as decision making based on our school data. Every classroom is implementing the framework in grades K-6 in the current school year. The teachers are continuing the embedded professional development in the year of 2018-2019 with 20 hours as well as monthly coaching cycles. Administration and county walk-through data will be in place to support fidelity. This will be an ongoing analysis during our district leadership teams. An area of need throughout the overall RTFI tool was that a plan needs to be in place for progress monitoring students. Therefore, a committee was put together in the fall of 2018 and will meet monthly beginning in January of 2019 to review the progress monitoring data. Forms were created and will be utilized to log and track the data.

All LLI teachers/tutors were retrained as CCSD looked at the 2017-2018 data and found that interventions were not being implemented with fidelity. A system analysis revealed that the LLI tutors were not involved with Literacy Collaborative training. Data was not being analyzed and utilized for decision making. Tutors were being pulled for class coverage, and preparing class materials, and their schedules were not at full capacity. CCSD also examined the data and found that additional tier 3 interventions were needed. For the first time, Orton Gillingham tier 3 intervention will be offered to students who were not previously successful in LLI.

In addition, the district is part of the Striving Readers Grant through the state that will improve adolescent literacy in grades 7-12. With this grant, students will be benchmarked, continuing the Literacy Collaborative framework, by their teacher in order to gain an individual reading level for each student. This data, collected by the classroom teacher, will allow teachers to then pull away from whole class novels and instead incorporate literature circles into their classrooms with books picked based on reading levels. By doing this, students comprehension of texts will increase leading to a deeper understanding and ability to grasp the content. Within these literature circles, teachers will incorporate strategic action questions as a way to scaffold students knowledge of texts and ensure understanding. These Strategic Action Questions are meant to further delve into the students' understanding of what they read in addition to making them able to talk and hold conversations about literature. Currently, two teacher leaders are going through training with the Striving Readers Grant to learn how to administer the BAS system to benchmark students, get educated on Strategic Action Questions, and how to properly incorporate literature circles into the classroom. Additionally, certain students will then receive LLI instruction in addition to their core English class to further increase their comprehension of texts.

Multiple outside factors are considered by the district when examining our literacy data. CCSD annually addresses influences such as Early Childhood Education/Prior Achievement, English Second Language population, Socio Economic Status, Transiency, and Collective Teacher Efficacy.

Early Childhood Education/Prior Achievement
Data was examined regarding the number of students who attended a preschool before entering kindergarten. This data was collected on all students who enrolled prior to the first day of school. Of the 73 kindergarten students who registered this academic year prior to August 22, 2018, 83.5% attended preschool (61 students). In 2017-18, 77% attended preschool (68 students attended). In 2016-17, 83% attend preschool (69 out of 83). It is generally understood that students who attend preschool programs prior to the start of kindergarten are able to receive early intervention to help close early literacy gaps.

CCSD does house two preschool units. One is the Mahoning County Preschool, while the other is a private preschool run by Alta Day Care.

CCSD collaborates with the United Way, participating in its Success by 6 program, which is a 4 week summer intervention program for children entering Kindergarten who are identified as at risk for Kindergarten success. Beginning with the 2016-17 school year, 15 students participated in the summer program. The following summer, 30 students attended. Prior to the 2018-19 year, the program served 24 students.

We also addressed our enrollment procedures by beginning kindergarten registration in the Spring, assuring we can provide summer programs (ie. Success by 6) for those who have and have not attended preschool.

Upon reviewing kindergarten readiness, 16.5% of the students who attend Campbell Elementary School have never been introduced to educational routines. A proactive approach is attempted to address this, yet many students are missed because many parents enroll in school during or after the Success by 6 program takes place. More kindergarten students have attended preschool last year than in years past.

English Language Population
Ten percent of the CCSD Annual Daily Membership is identified as English Language students and, due to recent events, continues to grow. From the 2015 school year to the 2016 school year CCSD's EL population grew 28.5%. In September 2017, Hurricane Maria tore through Puerto Rico. Because of the devastation to the island, many refugees have relocated to many parts of the United States; Campbell, Ohio, is one of these areas. In just one academic school year, from 2016 to 2017, CCSD's English Learner population has grown by 42.6%. From 2017-2018 school year, CCSD's EL population has grown an additional 24%.

The growth of our English Learners has and will continue to be a factor because many of these students do not speak any English. Along with transitioning these students to a new country and a new school system, we are also transitioning many of them to a new language and a much different academic culture, which can be shocking to a newcomer and their families. The infrastructure of the schools in Puerto Rico, and the other countries that our students are coming from, are not as stable as the United States. This leads us to believe that there is a

significant cultural difference in the importance of education between our ELs and our native English speakers. As a result, students are not attending as consistently as their peers in the United States. When looking at our chronically absent students in the 2018-19 school year, 22% were identified as English learners.

The District addressed the situation last year by hiring a second EL teacher, placing this teacher at the high school so the current EL teacher could focus on the Elementary & Middle School building. The District also hired additional bilingual Educational Assistants to assist these learners. This year the District contracted with OCCHA to expand translation services for our EL families as well as hired EL staff to assist our students during our after school program. The district has increased the dissemination of materials translated in Spanish.

Socioeconomic Status

Campbell City Schools serves a large socioeconomic population. This academic year, 100% of our population receives free breakfast and lunch. This impacts student achievement because it is known that children in poverty have a word gap. We will work towards overcoming this word gap by having teachers engage in conversations with students to build background knowledge of students, and use proper language structure. As well as, provide systematic and explicit language instruction.

To address students' basic essential needs, we have both a clothing/supply and food pantry overseen by our school social worker. Because we are a transient district, our social worker holds intake meetings with families and provides them with materials to be successful. Along with providing materials, she can also coordinate community contacts to introduce or provide continuing services to families after a move.

The food pantry is housed on campus and support for the pantry is provided by a local parish, St. Michael's, and The Second Harvest Food Bank. This year, 200 of our approximate 650 kindergarten - 7th grade students receive weekly or biweekly food supplies.

As a district, we hold quarterly community night events. These events provide a meal, along with information from multiple outside agencies. Some of these agencies are the city water department, children services, OCCHA (Organización Cívica y Cultural Hispana Americana), The United Way, Youngstown State University, Mahoning County Education Service Center, Youth Intensive Services, and the community's police and fire department.

Transiency

Campbell City Schools Annual Daily Membership typically remains, as a whole, a decline of a couple dozen students. However, the same students who begin an academic year do not finish a year. For example, in the 2018-2019 school year, the District's ADM is 1,040 students. To arrive at this number, the District has enrolled 232 students between July 1, 2018, to December 1, 2018. During this same time 143 students have withdrawn. This creates a moving target, for teachers need time to assess academic levels to assure each can grow academically along with getting them on board with our literacy curriculum.
This is a pattern in the District. In the 2014 - 2015 academic year, the district's ADM was 1145. We ended the 2015 - 2016 academic year with an ADM of 1086. Although the ADM only changed 59 students, over 350 changes occurred over the course of the year across the district.

In the elementary school alone, 147 students enrolled during the year and 140 withdrew over the year.

Similar data demonstrates the district's transient population in 2016 - 17. The ADM changed 21 students from the end of 2015 - 2016 to the end of 2016 - 2017. Despite only being 21 students, the district saw 350 enrollments and 290 withdrawals over the course of the year.

This is 6 student difference from the end of the 2016 - 2017 academic year to its current ADM. Moreover, Campbell City Schools welcomed 282 new students last academic year (17-18). We also watched 310 students leave the district. This is approximately 600 students coming or going during the 2017-2018 academic year.

Transiency impacts academic achievement because the more frequently that students move, the further behind they fall when compared to their grade level peers.

To address the transiency situation, we are working on making the enrollment process as welcoming as possible. Students and parents, after all paperwork is complete, are invited to an intake meeting at the school. At this intake meeting, our school social worker communicates with the new families and students to address supply and clothing issues. The social worker also assists with explaining services (counseling, medical) they may need. After the intake, the student and family are introduced to the teacher(s) and a peer is assigned to help them navigate the school.

The district also began Community Nights last year. These events are free and provide a meal, activities, and services to families. Some of our providers have been local water, fire and police departments, area universities, county children services, and various other service provided agencies. These events are created to make the school inviting, and work toward building a sense of community.

Collective Teacher Efficacy
The CCSD will examine the results of the RTFI administered in the 2017-2018 school year. The Literacy Team will administer the RTFI again this year to see if there are changes. The team will then explore the option of using the RTFI district wide.

Various factors that negatively affect collective teacher efficacy are believed to have contributed to low reading achievement scores to this point. Until recently, we did not have a shared literacy vision in our school. Teachers were using different resources and different teaching methods; consistency within and across grade levels was lacking. Previous professional development has reflected inconsistency also; it has covered a myriad of topics and was not job embedded. Collective teacher efficacy, which John Hattie's research in 2016 shows is the number one factor influencing student achievement, was not existent under these inconsistent conditions.

The implementation of the Literacy Collaborative framework is, among other things, an attempt to build teacher efficacy K-6. With the assistance of the Striving Readers Grant, teacher efficacy in grades 7-12 will, over the next 3 years, continue to build and strengthen. The Striving Readers Grant is a grant through the state that will improve adolescent literacy in grades 7-12.

With this grant, students will be benchmarked, continuing the Literacy Collaborative framework, by their teacher in order to gain an individual reading level for each student.

A consistent literacy vision across all grades, consistent resources and teaching methods, the addition of literacy coaches, and incorporating embedded professional development are all things that have been done to increase collective teacher efficacy. We are confident this increase will prove to positively affect reading achievement.

S   4: L   M   V   S   ( )

Describe the literacy mission and/or vision of the organization. You may want to state how the literacy vision is aligned to Ohio's Vision for Literacy outlined in Ohio's Plan to Raise Literacy Achievement.

It is the intent of the Campbell City School District by implementing our Literacy Plan using evidence based practices and professional development that meets ESSA requirements, we will ensure all students who are economically disadvantaged, English Learners, special needs and literacy deficient improve achievement. The administration will work together planning professional development with the TBT, BLT and DLT teams to share the reading vision of the school (Criteria A). Through professional development from the lead teachers, administration and the MCESC we hope to increase collaboration between our regular education teachers and our special education teachers by giving them the tools they need to make this happen. (Criteria H). The professional development along with the school wide alignment of the reading plan will help improve the abilities, skills, and expertise of educators. (Criteria C*)*

Mission:
The mission of CCSD is to insure that all students are literate by WRAPing our students in success: W-What's best for kids, R-Rigorous curriculum for all, A- All students can learn, P-Prevent and do not accept failure.

The CCSD aims to provide an education for students on all levels of learning (Criteria B) by focusing on course offerings and experiences aimed at developing well rounded student who will be successful in their future endeavors.

The common thread between the CCIP plan, District Focus Plan and our Literacy Plan is to create a unified reading curriculum utilizing the Simple View of Reading (Criteria F) and including comprehensive language and literacy development (Criteria G) district wide to promote change, improve teaching and develop student driven instruction so all Campbell students can achieve excellence in learning so they will be college and career ready upon graduation.

Literacy Vision and Beliefs:

Our vision is to create a community of learners who lead literate lives, in which reading, writing, speaking, listening, and thinking serve as the foundation for lifelong learning.
We believe:

A. Essential literacy skills: phonemic awareness, phonics, reading fluency, vocabulary acquisition, reading comprehension and writing experiences develop along a continuum of literacy learning.
B. Students progress when provided research-based instruction to guide students in acquiring strategies for maintaining fluency, text comprehension, and vocabulary development.
C. Phonemic awareness and phonics instruction should be provided as students engage in reading, writing, listening, and speaking in a print rich environment.
D. Ongoing, job-embedded, responsive professional development will lead to a comprehensive school reform and will increase achievement levels for all students
E. Our students' diverse background and experiences are the foundations of their literacy
F. Home, school and community collaboration is critical to literacy teaching and learning
G. Interventions and enrichments reinforce core instruction to meet the diverse needs of all learners
H. All learners, regardless of socioeconomic status, can be successful
I. English Language Learners have academic ability that can be capitalized upon while they learn to communicate (speak and write) in the English Language.

This vision will immerse students in a rich literature environment where they will be provided with the tools and skills to become critical thinkers, writers and readers. Our students will be immersed in 21st century learning to prepare them for a career path that meets their learning ability. The students and teachers will meet these goals by using the resources given to them through the Ohio Aligned Curriculum, Performance Descriptors for ELA and embedding quality literature through the four domains of reading, writing, listening and speaking. Our classrooms will be a literacy rich environment that advocates for high levels of achievement while integrating technology with "best practices" in instruction that supports all learning styles and learner needs. We will promote the importance of Literacy to parents and/or guardians through our Literacy nights, home/school connections (phone calls, report cards, conferences,open house, etc) expressing the importance of collaboration and cooperation as a home school connection while recognizing the value of diversity and the importance of reading good sound literature. (Criteria D, E).

All K-6, including intervention specialists, title tutor teachers are participating in a minimum of 20 hours of literacy based professional development in the current year. Last year, the teachers met bi-weekly for professional development sessions totaling 40 hours. The current 20 hours for this year of professional development takes place monthly within the school hours and is provided by the literacy coaches. The teachers also participate in coaching cycles that take place monthly and can extend based around need or desire.

The literacy coaches are receiving continuous professional development provided by Literacy Collaborative at The Ohio State University, as well as monthly meetings at the Mahoning County Educational Service Center.

Administrators are involved in the professional development through both their attendance in the embedded professional development, as well as monthly meeting facilitated at the Mahoning County ESC. They also take part in meetings that follow the Ohio 5 Step Process through Teacher Based Teams, Building Leadership Teams and District Leadership Teams.

In compliance with the Striving Readers Grant, two teacher leaders are currently attending professional development in order to be able to properly determine students' reading levels, incorporate strategic actions into the classroom, and improve literacy in the upper level classrooms. This PD takes place at the MCESC 8 times throughout the school year as an alternative to being in the classroom. Part of the grant compliance means that the two teacher leaders will provide 6 hours of PD to the other English teachers in the 7-12 realm who will all be expected to implement the strategies in the 2019-2020 school year. Administration is also going through specific PD in order to be knowledgeable on the grant expectations, monitoring techniques, etc. Through the grant, book rooms will be made available at the high school level for teachers to use to individualize their teaching practices for each students unique reading level. At both middle and high school levels, an LLI tutor will be hired to provide beyond the classroom assistance with reading.

S   5: M   L   P   G

Describe the measurable performance goals addressing learners' needs (Section 3) that the local literacy plan is designed to support progress toward. The plan may have an overarching goal, as well as subgoals. See the guidance document for the definition of SMART goals.

The Campbell City School District stands behind providing research-based instructional practices that meet the needs of our diverse population and experiences in the foundations of their literacy. The essential literacy skills incorporated in the Ohio Reading Standards - phonemic awareness, phonics, reading fluency, vocabulary acquisition, reading comprehension, and writing experiences - develop along a continuum of literacy learning. These are built within the common framework in the grade bands listed below. For this reason, the Campbell City School District has developed measurable student performance goals listed in grade bands based around common diagnostic results and the literacy continuum skills.

SMART Goals: K-2
Through the use of explicit and systematic phonics instruction, kindergarten through second grade students proficiency in phonics will increase from 13% to 23% by spring 2019, as measured by iReady.

Through the use of explicit and systematic vocabulary instruction, kindergarten through second grade students proficiency in vocabulary from 19% to 29% by spring 2019, as measured by iReady.

SMART Goals: 3-6
Through the use of explicit and systematic vocabulary instruction, third through sixth grade students proficiency in vocabulary will increase from 19% to 29% by spring 2019, as measured by iReady.

Through the use of explicit and systematic comprehension instruction, third through sixth grade students proficiency in comprehension for informational text will increase from 15% to 25% by spring 2019, as measured by iReady.

SMART Goals: 7-12

Through the use of explicit and systematic comprehension instruction, third through sixth grade students proficiency in comprehension for informational text will increase from 15% to 25% by spring 2019, as measured by Ohio State Test End of Course Exam.

S   6: A   P   M   ( )

Each action plan map describes how implementation of the local literacy plan will take place for each specific literacy goal that the plan is designed to address. Each plan must include at least one specific literacy goal. Add as many action map goals as necessary.

Action Plan Map
K-2 SMART Goal 1:

Through the use of explicit and systematic phonics instruction, kindergarten through second grade students proficiency in phonics will increase from 13% to 23% by spring 2019, as measured by iReady.

Evidence Based Practice: WWC Practice Guides - Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade and
Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Components	Professional development based on the phonics and word study portion of *The Fountas and Pinnell Literacy Continuum*. This Continuum contains a systematic approach to teaching Early and Emergent literacy skills. These skills are found in the decoding portion of the Simple	Grade level data analysis meetings	*The use of the systematic tool that supports explicit instruction in phonics and words study, which is The Fountas and Pinnell Literacy Continuum.*	Professional Development around small group interventions will be provided for LLI tutors

		View of Reading. The changing emphasis of the subskills of the Five Components of Reading are reflected in the Continuum throughout the grade levels.			
1.	Timeline	2018-2019 6 hours of professional development in phonics and word study	The K-2 teachers will meet monthly to review data	2018-2019 School year.	2018-2019 School year
2.	Lead Person(s)	Literacy Coach: Rachael McDougal	Teachers, Literacy Coach: Rachael McDougal	The coach and the teacher	MCESC LLI trainer, Literacy Coaches, administrators
3.	Resources Needed	*The Fountas and Pinnell Literacy Continuum*	*Word Journeys* *Word Sorts and More*	Fountas and Pinnell Phonics Word Study section of the Continuum	LLI Kits

4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Teachers will be professionally developed in using the systematic structure of the Continuum to support the phonics and word study implementation based on student needs. This will also be reflected in other components of the framework. Students will be selected in community writing, and shared reading based on their individual needs.The teacher will also provide explicit word work instruction during their guided reading groups.	The teachers will meet by grade level, monthly, with the coach, to develop a plan in supporting the developmental growth of their differentiated spelling groups. They will also meet monthly in teacher based team meetings. The resources offer the systematic and explicit approach to developing foundational knowledge around how words work.	Teachers will access high quality resources and professional development that supports the structure of phonics and word study.	Professional Development around small group interventions will be provided. LLI tutors will be trained and or retrained. LLI schedules will be modified to ensure best practices are in place. LLI and reading Recovery teachers will be a part of all literacy professional development. Striving Readers will receive small small group intervention. Teachers will use benchmark data as well as iReady data to determine what students are in need of intervention, whether it be LLI, or Orton Gillingham. This data will be looked at in the professional development sessions.
5. Measure of Success	Mid year iReady diagnostic and end of the year iReady	DSA results fall to fall will be an assessment tool.The teachers will also be incorporating	Training evaluation data with the use of walk throughs and assessment data	The use of BAS, iready and State Tests to determine grouping.

		formative assessments, and observational assessments through classroom instruction and grouping.			Progress monitoring data.
6.	Check-In/ Review Date	January 2019 and May 2019		Monthly fidelity checks and coaching access	Attendance at professional development. Monthly data review

Action Plan Map
K-2 SMART Goal 2:
Through the use of explicit and systematic vocabulary instruction, kindergarten through second grade students proficiency in vocabulary from 19% to 29% by spring 2019, as measured by iReady.

Evidence Based Practice: WWC Practice Guides - Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade and Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Components	Professional development based on the vocabulary and word study portion of *The Fountas and Pinnell Literacy Continuum*. This Continuum contains a systematic approach to teaching Early and Emergent literacy skills. These skills	Grade level data analysis meetings	The use of the systematic tools that support explicit instruction in vocabulary and words study, which is Ganske's Developmental Spelling and *The Fountas and Pinnell Literacy Continuum*.	Professional Development around small group interventions will be provided for LLI tutors.

are found in the decoding portion of the Simple View of Reading. The changing emphasis of the subskills of the Five Components of Reading are reflected in the Continuum throughout the grade levels.

7. Timeline	2018-2019 6 hours of professional development in vocabulary,phonics and word study	The K-2 teachers will meet monthly to review data	2018-2019 School year.	2018-2019
8. Lead Person(s)	Literacy Coach: Rachael McDougal	Teachers, Literacy Coach: Rachael McDougal	The coach and the teacher	MCESC LLI trainer, Literacy Coaches, administrators
9. Resources Needed	*The Fountas and Pinnell Literacy Continuum*	*Word Journeys* *Word Sorts and More*	Fountas and Pinnell Phonics Word Study section of the Continuum	LLI Kits
10. Specifics of Implementation (training, coaching, system structures, implementation support and leadership	Teachers will be professionally developed in using the systematic structure of the Continuum to support the vocabulary, phonics and word study implementation	The teachers will meet by grade level, monthly, with the coach, to develop a plan in supporting the developmental growth of their differentiated spelling groups. They will also meet monthly in teacher based team	Teachers will access high quality resources and professional development that supports the structure of vocabulary, phonics and word study.	Professional Development around small group interventions will be provided. LLI tutors will be trained and or retrained. LLI schedules will be modified to ensure best practices are in

structures)	based on student needs. This will also be reflected in other components of the framework. Students will be exposed to vocabulary usage through community writing, and shared reading.The teacher will also provide explicit vocabulary work instruction during their guided reading groups.	meetings. The resources offer the systematic and explicit approach to developing foundational knowledge around how words work and their meaning.		place. LLI and reading Recovery teachers will be a part of all literacy professional development. Striving Readers will receive small small group intervention. Teachers will use benchmark data as well as iReady data to determine what students are in need of intervention whether it be LLI, or Orton Gillingham. This data will be looked at in the professional development sessions.
11. Measure of Success	Mid year iReady diagnostic and end of the year iReady	DSA results fall to fall will be an assessment tool.The teachers will also be incorporating formative assessments, student work samples, and observational assessments through classroom instruction and grouping.TBT data will reflect vocabulary usage as well.	Training evaluation data with the use of walk throughs and assessment data	Attendance at professional development. Monthly data review

| 12. Check-In/ Review Date | January 2019 and May 2019 | Monthly fidelity checks and coaching access | Monthly |

Action Plan
SMART Goal: 3-6
Through the use of explicit and systematic vocabulary instruction, third through sixth grade students proficiency in vocabulary will increase from 19% to 29% by spring 2019, as measured by iReady.

Evidence-Based Practice: Evidence Based Practice: WWC Practice Guides - Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, WWC Practice Guide - Improving Adolescent Literacy: Effective Classroom and Intervention Practices and Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Components	Professional development based on Ganske's Developmental Spelling and approach to word study, as well as the vocabulary and word study portion of *The Fountas and Pinnell Literacy Continuum*. Both contain a systematic approach to teaching vocabulary and word studying skills.These skills are found in the Simple View of Reading. The changing emphasis of the subskills of the Five	Grade level data analysis meetings	The use of the systematic tools that supports explicit instruction in vocabulary and words study, which is *The Fountas and Pinnell Literacy Continuum*.	Professional Development around small group interventions will be provided for LLI tutors.

		Components of Reading are reflected in the Continuum throughout the grade levels.			
1.	Timeline	2018-2019 school year	2018-2019 school year	2018-2019 school year	2018-2019 Grades 3-4 2019-2020 Grades 4-7
2.	Lead Person(s)	Melanie Strohecker	Melanie Strohecker TBT team members	Melanie Strohecker 3-6 ELA teachers	MCESC LLI trainer, Literacy Coaches, administrators
3.	Resources Needed	Ganske texts: *Word Journeys Word Sorts and More Mindful of Words* Substitute costs	Grade level data analysis meetings	Ganske texts: *Word Journeys Word Sorts and More Mindful of Words* *Ohio New Learning Standards* *The Fountas and Pinnell Literacy Continuum*	LLI Kits
4.	Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Embedded professional development on research-based, effective vocabulary practices will take place each month. Teachers will receive one on one coaching once a month.	The teachers will meet by grade level, monthly, with the coach, to develop a plan in supporting the developmental growth of their differentiated spelling groups. They will also meet monthly in teacher based team meetings. The resources offer the systematic and explicit approach to developing	Teachers will access high quality resources and professional development that supports the structure of vocabulary, phonics and word study to provide small and whole group instruction.	Professional Development around small group interventions will be provided. LLI tutors will be trained and or retrained. LLI schedules will be modified to ensure best practices are in place. LLI and reading Recovery teachers will be a part of all literacy professional development. Striving Readers

		foundational knowledge around how words work and their meaning.		will receive small small group intervention. Teachers will use benchmark data as well as iReady data to determine what students are in need of intervention whether it be LLI, or Orton Gillingham. This data will be looked at in the professional development sessions.
5. Measure of Success	100% staff participation in training	DSA results fall to fall will be an assessment tool.The teachers will also be incorporating formative assessments, student work samples, and observational assessments through classroom instruction and grouping.TBT data will reflect vocabulary usage as well.	Training evaluation data with the use of walk throughs and assessment data 100% of 3-6 ELA teachers providing both small group and whole group instruction	Attendance at professional development. Monthly data review
6. Check-In/ Review Date	Monthly	September 2018 September 2019	Monthly fidelity checks and coaching access	Monthly data review

Action Plan

3-6 SMART Goal: Through the use of explicit and systematic comprehension instruction, third through sixth grade students proficiency in comprehension for informational text will increase from 15% to 25% by spring, 2019 as measured by iReady.

Evidence Based Practice: WWC Practice Pages - Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension. (What Works Clearinghouse: Moderate Evidence- *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*) and Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Components	Professional Development on comprehension strategies	Grade level data analysis	The use of the systematic small group (guided reading) and whole group (interactive read aloud) instruction that supports comprehension of informational text.	Professional Development around small group interventions will be provided. LLI tutors will be trained and or retrained. LLI schedules will be modified to ensure best practices are in place. LLI teachers will be a part of all literacy professional development. Striving Readers will receive small small group intervention.
7. Timeline	2018-2019 school year	2018-2019 school year	2018-2019 school year	2018-2019 Grades 3-4 2019-2020 Grades 4-7
8. Lead Person(s)	Melanie Strohecker	TBT team	Melanie Strohecker 3-6 ELA teachers	MCESC LLI trainer, Literacy Coaches, administrators
9. Resources Needed	*The Fountas and Pinnell Literacy Continuum* *Guided Reading, Second Edition*	*The Fountas and Pinnell Literacy Continuum* *Guided Reading, Second Edition*	*The Fountas and Pinnell Literacy Continuum* *Guided Reading, Second Edition*	LLI kits

	Substitute costs	*Fountas & Pinnell BAS*	*Fountas & Pinnell BAS* *Teaching for Comprehending and Fluency, K–8*	
10. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Embedded professional development and coaching on small group instruction (guided reading) and whole group (interactive read aloud) of research-based comprehension strategies will take place each month.	Data from guided reading lessons will be discussed and analyzed during content area TBT meetings.	Teachers will access the high quality of professional learning to provide differentiated small group instruction of comprehension strategies. Teachers will implement daily interactive read aloud with informational text focusing on comprehension development.	Professional Development around small group interventions will be provided. LLI tutors will be trained and or retrained. LLI schedules will be modified to ensure best practices are in place. LLI teachers will be a part of all literacy professional development. Striving Readers will receive small small group intervention. Teachers will use benchmark data as well as iReady data to determine what students are in need of intervention whether it be LLI, or Orton Gillingham . This data will be looked at in the professional development sessions.
11. Measure of Success	100% staff participation in training.	BAS results, specifically the comprehension piece, will be an	Training evaluation data with the use of walk throughs and assessment	The use of BAS, iready and State Tests to

| | | assessment tool. The teachers will also be incorporating formative assessments, student work samples, and observational assessments through classroom instruction and grouping. | data

100% of 3-6 ELA teachers providing both small group and whole group instruction | determine grouping. Progress monitoring data. |
|---|---|---|---|---|
| 12. Check-In/ Review Date | Monthly | Monthly | Monthly | Monthly data review |

Action Plan Map
SMART Goals: 7-12
Through the use of explicit and systematic comprehension instruction, seventh through twelfth grade students proficiency in comprehension for informational text will increase from 15% to 25% by spring 2019, as measured by Ohio State Test End of Course Exam.

Evidence-Based Practice: (What Works Clearinghouse: Strong Evidence - *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*). and Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Components	Adjust master schedule to create an intervention period.	Benchmark students to understand each student's instructional and independent reading level.	Small group literature circles in the classroom based on benchmark reading level scores, small group differentiated instruction to meet individual needs. This instruction will be daily and will continue until students are on grade level.	Professional development will be given to teacher leaders to then pass down to classroom teachers on proper implementation of literature circles and assessing students to determine a reading level score. Professional Development around small group interventions will be provided.
LLI tutors will be trained and or retrained. LLI schedules will be modified to ensure best practices are in place. LLI tutors will be a part of all literacy

					professional development. Striving Readers will receive small group intervention.
1.	Timeline	Summer 2019	December 2018	Fall 2019	2019-2020
2.	Lead Person(s)	HS Administration	Teachers	Teachers and Intervention Specialists	MCESC LLI trainer, Teacher Leaders, classroom teachers, administrators
3.	Resources Needed	Personnel Professional Development	Benchmark Kits Professional Development	Leveled literacy books Intervention Resources Professional Development	LLI Kits
4.	Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Administration will make necessary adjustments to schedule to allow for intervention period.	Teachers will use the benchmarking data and the previous year's AIR scores to determine the struggling readers who need support.	Personnel who are working with small groups will be trained on how to utilize evidence based practices in order to grow struggling readers.	Professional Development around small group interventions will be provided. LLI tutors will be trained and or retrained. LLI schedules will be modified to ensure best practices are in place. LLI will be a part of all literacy professional development. Striving Readers will receive small group intervention. Teachers will use John's Inventory data to determine who needs benchmarked and use that data, as well as EOC data to determine what students are in need of intervention. This data will be looked at in the professional development sessions.
5.	Measure of Success	A master schedule in place for 2019-20 school year that includes a reading intervention period.	100% of students, in teacher Leader's Classroom, benchmark scores recorded on the data collection sheet three times per year.	Growth on benchmark assessments End of course exams OELPA scores	The use of John's Inventory, BAS data and LLI data

| 6. | Check-In/R eview Date | Quarterly | October 2018, January 2019 and May 2019 | Biweekly TBT meetings during 2018-19 school year | Monthly data meetings |

S   **7: P**   **M**   **P**   **T**   **P**   **G**

Describe how progress toward each learner performance goal will be monitored, measured and reported, consistent with all applicable privacy requirements.

After examining the RAP and the RTFI from last year, CCSD determined that a plan needs to be in place for progress monitoring students. Therefore, a committee was put together in the fall of 2018 and will meet monthly beginning in December of 2018 to review the progress monitoring data. Forms were created and will be utilized to log and track the data. All LLI teachers/tutors were retrained as CCSD looked at the 2017-2018 data and found that interventions were not being implemented with fidelity. A system analysis revealed that the LLI tutors were not involved with Literacy Collaborative training. Data was not being analyzed and utilized for decision making. Tutors were being pulled for class coverage, and preparing class materials, and their schedules were not at full capacity. CCSD also examined the data and found that additional tier 3 interventions were needed. The RTFI was completed in early 2018. As part of the plan, it will be completed again in late winter or early spring of 2019. The results will be analyzed and compared to 2018 results.

To address these areas, data collection and presentation at TBTs and BLTs has been altered to assure students are discussed as individuals. Data collection consists of Benchmark Assessment System Data, iReady data, State Testing data. This data will be analyzed to determine the tier of intervention needed for that student. It will also determine what type of intervention for example LLI, Reading Recovery, Orton Gillingham or Phonemic awareness interventions.

SMART Goals: K-2
Through the use of explicit and systematic phonics instruction, kindergarten through second grade students proficiency in phonics will increase from 13% to 23% by spring 2019, as measured by iReady.

Through the use of explicit and systematic vocabulary instruction, kindergarten through second grade students proficiency in vocabulary will increase from 19% to 29% by spring 2019, as measured by iReady.

SMART Goals: 3-6
Through the use of explicit and systematic vocabulary instruction, third through sixth grade students proficiency in vocabulary will increase from 19% to 29% by spring 2019, as measured by iReady.

Through the use of explicit and systematic comprehension instruction, third through sixth grade students proficiency in comprehension for informational text will increase from 15% to 25% by spring, 2019 as measured by iReady.

SMART Goals: 7-12
Through the use of explicit and systematic comprehension instruction, seventh through twelfth grade students proficiency in comprehension for informational text will increase from 15% to 25% by spring 2019, as measured by Ohio State Test End of Course Exam.

Who: District Leadership Team

Evidence Collected:
- Diagnostic Reports from I-Ready
- Formative assessment
- BLT Minutes

When: 3 times a year

Alignment to Goal(s):
SMART Goals: K-2
Through the use of explicit and systematic phonics instruction, kindergarten through second grade students proficiency in phonics will increase from 13% to 23% by spring 2019, as measured by iReady.

Through the use of explicit and systematic vocabulary instruction, kindergarten through second grade students proficiency in vocabulary will increase from 19% to 29% by spring 2019, as measured by iReady.

SMART Goals: 3-6
Through the use of explicit and systematic vocabulary instruction, third through sixth grade students proficiency in vocabulary will increase from 19% to 29% by spring 2019, as measured by iReady.

Through the use of explicit and systematic comprehension instruction, third through sixth grade students proficiency in comprehension for informational text will increase from 15% to 25% by spring 2019, as measured by iReady.

SMART Goals: 7-12
Through the use of explicit and systematic comprehension instruction, seventh through twelfth grade students proficiency in comprehension for informational text will increase from 15% to 25% by spring 2019, as measured by Ohio State Test End of Course Exam.
Who: Building Leadership Team

Evidence Collected:

- Diagnostic and Growth Monitoring Reports from I-Ready
- TBT Minutes
- Progress Monitoring from Tier 2/Tier 3
- Ganske's Developmental Spelling Assessment
- Benchmark Assessments, 2 times a year
- Adult Implementation Walkthrough data

When: Monthly

Alignment to Goal(s):
SMART Goals: K-2
Through the use of explicit and systematic phonics instruction, kindergarten through second grade students proficiency in phonics will increase from 13% to 23% by spring 2019, as measured by iReady.

Through the use of explicit and systematic vocabulary instruction, kindergarten through second grade students proficiency in vocabulary will increase from 19% to 29% by spring 2019, as measured by iReady.

SMART Goals: 3-6
Through the use of explicit and systematic vocabulary instruction, third through sixth grade students proficiency in vocabulary will increase from 19% to 29% by spring 2019, as measured by iReady.

Through the use of explicit and systematic comprehension instruction, third through sixth grade students proficiency in comprehension for informational text will increase from 15% to 25% by spring 2019, as measured by iReady.

SMART Goals: 7-12
Through the use of explicit and systematic comprehension instruction, seventh through twelfth grade students proficiency in comprehension for informational text will increase from 15% to 25% by spring 2019, as measured by Ohio State Test End of Course Exam.

Evidence Collected:
- Walk-Through Data (Step 4 OIP process)

When: monthly

Alignment to Goal:
Goal # 3 Action Plan Map- By fall of 2018 CCSD will implement a secondary literacy framework.

Who: Literacy Coaches

Evidence Collected:
- Walk-Through Data
- Straight A Grant Benchmarking Assessment System Data Collection Form 2 times a year, Ganske's Developmental Spelling Assessment
- Adult Implementation Walkthrough data

When: Monthly

Alignment to Goal: Goal # 1 Action Plan Map - By fall of 2018 CCSD will implement a framework to increase foundational skills knowledge as well as improve reading comprehension in grades K-6.

Following the Ohio Improvement Process, TBTs will collect data and follow the action steps created in the Local Literacy Plan (LLP). These strategies will be adjusted 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 Leadership Team Meeting.

Appropriate interventions will be utilized to address individual student needs. Again, a plan is already in place to create agreed upon extensive Tier 2 and Tier 3 interventions. Professional development will be implemented in order to ensure that teachers are meeting student needs within the classroom. Student needs will be met by enhancing core classroom instruction on a daily basis through a systemic change including leveled literacy support. In addition, teachers will engage in professional development related to intervention supports within the class that will assist in closing the reading achievement gaps identified in the core instruction.

All monitoring meets applicable privacy requirements of the Campbell City Schools local policy and also meets state and federal regulations.

S   8: E   S   L   P

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

1. *Describe the specific evidence-based practices and interventions that the consortium will use to improve language and literacy development across the consortium. This description should include evidence-based practices supporting tier 1 literacy instruction, as well as evidence-based practices and interventions in tier 2 and tier 3 instruction;*
2. *For each evidence-based practice and intervention, identify the ESSA tier of evidence associated with that practice or intervention and describe how the consortium leadership team made that determination;*
3. *Describe how the proposed evidence-based practices and interventions support specific learner needs, as identified in Section 3; and*
4. *Describe how these evidence-based practice and interventions support children with developmental delays, disabilities, English learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans).*

MCESC Subgoal 1

Practice, ESSA Tier and Source: Direct and explicit vocabulary instruction.. Tier 1: Strong evidence according to What Works Clearinghouse. Source: *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* (2008) *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (2016),* and *Improving Reading Comprehension in Kindergarten Through 3rd Grade*(2010)
Describe how practices and interventions support specific learner needs including children with developmental delays, disabilities, English learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans). *What Works Clearinghouse* reports, "The panel considers the level of evidence supporting this recommendation to be strong, based on six randomized controlled experimental studies and three well designed quasi-experiments that demonstrated group equivalence at pretest.1 An additional six studies with weaker designs provided direct evidence to support this recommendation.2 A single subject design study also provided evidence about the effect of vocabulary instruction on students' outcomes.3 The research supporting explicit vocabulary instruction includes students in upper elementary, middle, and high schools from diverse geographic regions and socioeconomic backgrounds and addresses a wide variety of strategies of vocabulary instruction."

MCESC Subgoal 2

Practice, ESSA Tier and Source: Provide direct and explicit comprehension strategy instruction to improve reading and writing in core content areas (ELA, mathematics, science, social studies). Tier 1: Strong evidence according to What Works Clearinghouse. Source: *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* (2008) *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (2016),* and *Improving Reading Comprehension in Kindergarten Through 3rd Grade*(2010)
Describe how practices and interventions support specific learner needs including children with developmental delays, disabilities, English learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans).(including learners provided Reading Improvement and Monitoring Plans).. *What Works Clearinghouse* reports,"Direct and explicit instruction is a powerful delivery system for teaching comprehension strategies. This finding comes from one of the five strong studies and from a number of other studies. Direct and explicit instruction involves a series of steps that include explaining and modeling the strategy, using the strategy for guided practice, and using the strategy for independent practice. Explaining and modeling include defining each of the strategies for students and showing them how to use those strategies when reading a text." "The panel considers the level of evidence supporting this recommendation to be strong, on the basis of five randomized experimental studies and additional evidence from a single subject design study that examined the effects of teaching main idea summarization on adolescents' comprehension of

narrative and informational texts. In addition, this body of research is supported by numerous other studies that vary in research design and quality and by additional substantive reviews of the research."

MCESC Subgoal 3

Practice, ESSA Tier and Source: Make available intensive individualized interventions for struggling readers that can be provided by qualified specialists and teachers. Tier 1: Strong evidence according to What Works Clearinghouse Source: *Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades* (2009).

Describe how practices and interventions support specific learner needs including children with developmental delays, disabilities, English learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans).
What Works Clearinghouse reports, "The panel considers the level of evidence supporting this recommendation to be strong, based on 12 small experimental design studies,1 well-designed quasi experimental study, and 1 meta-analysis study. Comparative and correlational research provided additional support. Together, the studies examined various methods for improving literacy outcomes of struggling adolescent readers. In some studies the participants were characterized as students with learning disabilities, while in others the participants struggled in reading for various reasons. The interventions evaluated in the studies took place in different contexts, including urban and suburban schools and clinical treatment facilities, and served struggling readers from a variety of socioeconomic and racial and ethnic backgrounds.(Allinder et al. (2001); Bos and Anders (1990); DiCecco and Gleason (2002); Johnson, Graham, and Harris (1997); Lovett et al. (1996); Lovett and Steinbach (1997); Peverly and Wood (2001); Rooney (1997); Therrien, Wickstrom, and Jones (2006); Wilder and Williams (2001); Williams et al. (1994); Xin and Reith (2001). 88. Englert and Mariage (1991). 89. Scammacca et al. (2007)

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

1. *Describe how the consortium will offer/provide support for implementation of the identified evidence-based practices and interventions (professional learning, coaching, etc.).*

How is this different from what we have done before?

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

In birth - age 5, the MCESC early childhood leadership will provide training over four, 4-week sessions (1 day per week for 2 hours). All 30 MCESC preschool staff will participate in these trainings. MCESC early childhood leadership will provide 8 hours of training to 5 Help Me Grow (HMG), Maternal and Infant Early Childhood Home Visiting (MIECHV) and Nurse Family Partnership (NFP). This training will take place over the course of 9 months (four 2 hour sessions).

In grades K-12, the MCESC will provide ongoing, embedded professional development to English Language Arts (ELA) Teacher Leaders for 60 hours per year of the grant. ELA teacher leaders will meet a total of 12 times over the course of the year each year of the grant. In grades 6-12, the MCESC will provide ongoing, embedded professional development to Mathematics, Science and Social Studies Teacher Leaders for 30 hours per year. Mathematics, Science and Social Studies Teacher Leaders will meet a total of six times over the course of the year each year of the grant.

Teachers in grades K-12, ELA Teacher Leaders will provide ongoing, embedded professional development to ELA teachers for 9 hours in year two. An additional 18 hours of ongoing, embedded professional will be provided to ELA teachers in year three. In grades 6-12, the Mathematics, Science, and Social Studies Teacher Leaders will provide ongoing, embedded professional development to Mathematics, Science and Social Studies teachers for 6 hours in year two and 12 hours in year three.

The MCESC will provide ongoing, professional development to district administrators for 12 hours per year regarding vocabulary instruction, comprehension instruction, the fidelity monitoring tool, and intensive interventions. District administrators will meet for a total of seven times per year.

The MCESC will provide professional development to district-identified specialists regarding intensive literacy intervention for an initial 12 hour training in year one to address the needs of striving readers and writers. The district specialists will receive ongoing monitoring and support from the MCESC and an additional four hours of ongoing professional development each year beginning in year one related to data collection and analysis.

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

In birth - age 5, the MCESC preschool staff PD will be focused on implementing the STAR (Sit Together and Read) program and on creating/training parents to read at home with their children. They will also participate in book studies each year to continue building capacity to implement strong foundational literacy skills within their classrooms. HMG, MIECHV and NFP staff training will focus on learning how to train parents to effectively read with and to their children.

The MCESC will provide ongoing, professional development to district administrators/principals for 3 hours per year on overarching strategies for explicit vocabulary instruction to enable them to successfully monitor the adult implementation of these strategies in their districts. Administrators/principals will receive one hour of professional development on the effective use of the fidelity monitoring tool.

In grades K-12, the MCESC will provide ongoing, embedded professional development to ELA Teacher Leaders for 30 hours per year of the grant on providing explicit instruction on listening, speaking, reading and writing vocabularies. In grades 6-12, the MCESC will provide ongoing, embedded professional development to Mathematics, Science, and Social Studies teacher leaders for 15 hours per year on disciplinary literacy including explicit vocabulary instruction.

In grades K-12, ELA Teacher Leaders will provide ongoing, embedded professional development to ELA teachers for 4.5 hours in year two on providing explicit instruction on listening, speaking, reading and writing vocabularies instruction. In year three, Teacher Leaders will provide an additional 9 hours of ongoing, embedded professional development to ELA teachers on providing explicit instruction on listening, speaking, reading and writing vocabularies instruction.In grades 6-12, the Mathematics, Science, and Social Studies Teacher Leaders will provide ongoing, embedded professional development to Mathematics, Science, and Social Studies teachers for 3 hours in year two on disciplinary literacy including explicit vocabulary instruction. Mathematics, Science, and Social Studies Teacher Leaders will provide ongoing, embedded professional development to Mathematics,Science and Social Studies teachers for 6 hours in year three on disciplinary literacy including explicit vocabulary instruction.

The MCESC will provide ongoing, professional development to district administrators/principals for 3 hours per year on overarching strategies for direct/explicit comprehension instruction to enable them to successfully monitor the adult implementation of these strategies in their districts. Administrators/principals will receive 1hour of professional development on the effective use of the fidelity monitoring tool.

In grades K-12, the MCESC will provide ongoing, embedded professional development to ELA Teacher Leaders for 30 hours per year of the grant on providing direct/explicit comprehension instruction. In grades 6-12, the MCESC will provide ongoing, embedded professional development to Mathematics, Science, and Social Studies teacher leaders for 15 hours per year on disciplinary literacy including direct/explicit comprehension instruction.

In grades K-12, ELA Teacher Leaders will provide ongoing, embedded professional development to ELA teachers for 4.5 hours in year two on providing direct/explicit comprehension instruction. In year three, teacher leaders will provide an additional 9 hours of ongoing, embedded professional development to ELA teachers on providing direct/ explicit comprehension instruction.

In grades 6-12, the Mathematics, Science, and Social Studies Teacher Leaders will provide ongoing, embedded professional development to Mathematics, Science, and Social Studies teachers for 3 hours in year two on disciplinary literacy including direct/explicit comprehension instruction.

Mathematics, Science, and Social Studies Teacher Leaders will provide ongoing, embedded professional development to Mathematics,Science and Social Studies teachers for 6 hours in year three on disciplinary literacy including direct/explicit comprehension instruction.

The MCESC will provide ongoing, professional development to district administrators for 3 hours per year on overarching strategies for intensive and individualized interventions for striving readers and writers that can be provided by trained specialists to enable them to successfully monitor the adult implementation of these strategies in their districts. Administrators/principals will receive 1 hour of professional development on the effective use of fidelity monitoring tool.

(Grades K-12) The MCESC will provide professional development to district-identified specialists regarding intensive literacy intervention for an initial 12 hour training in year two to address the needs of striving readers and writers. The district specialists will receive ongoing monitoring and support from the MCESC and an additional 4 hours of ongoing professional development related to data collection and analysis.

(Grades K-12) The MCESC will provide professional development to district-identified specialists regarding intensive literacy intervention for an initial 12 hour training to newly appointed specialists and recalibration for those previously trained in year three to address the needs of striving readers and writers. The district specialists will receive ongoing monitoring and support from the MCESC and an additional 4 hours of ongoing professional development related to data collection and analysis.

Collaborative: Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.

The MCESC preschool trainings will bring together teachers from 15 sites to learn and work together quarterly to improve literacy instruction. During their book studies, teachers will share how they have used strategies they study within their classroom, and have the opportunity to be critical friends to each other. The MCESC trainings for home based educators will bring together staff from 3 different organizations who provide home based services to families. They will share strategies for helping parents learn to read to their children and create common understandings across organizations on the importance of reading to children at home.

The MCESC Consortium will hold monthly meetings with teacher-leaders, coaches, and MCESC instructional supervisors to grapple with similar concepts and/or practices to achieve a shared understanding. The meetings will be differentiated and responsive to meet the true needs of all participants. In order to ensure that all needs are met, the MCESC instructional supervisors will utilize Universal Design for Learning (UDL) principles and the Standards for Professional Learning. Meetings may include direct instruction, modeling, peer reflection and coaching, integration of technology, and inclusion of multiple means of expression, engagement, and representation. During the monthly administrator/principal meeting, the members will discuss common needs and create resolutions to barriers they are facing. Successes will be shared in efforts to replicate teacher and student growth/achievement.

Job-Embedded: A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.

All trainings provided by MCESC early childhood department will be provided during the regular work day of both preschool teachers and home based workers. Trainings will be directly related to the work they do with children and families.

The MCESC will provide the initial professional development to teacher leaders and administrators. Additionally, teacher leaders will provide continuous, classroom focused professional development to classroom teachers and intervention specialists. This may occur during common planning times, waiver days, and teacher-based team meetings.

MCESC instructional supervisors will provide intensive, ongoing, collaborative, professional development as well as additional embedded support as needed to the teacher leaders and/or teachers.

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

The MCESC early childhood department leadership will review Ages and Stages, Ohio Early Learning Assessment data and feedback from observations, pre-post training evaluations, parent surveys and self assessments to make determinations regarding effectiveness of current training plan. Based on data, the leadership will alter professional development to better meet the needs of the teachers, children and families.

The MCESC instructional supervisors will plan professional development based on the adult and student needs revealed through walkthroughs, teacher leader reflections, student screeners, diagnostics, benchmark assessments, and state test results. Additionally, consortia wide data will be reviewed and monitored at quarterly Consortia Leadership Team (CLT) meetings.

At the beginning of each professional development session, MCESC instructional supervisors will ask

participants to complete a self-reflection survey. This survey will also be completed at the end of each session with the goal being to gauge participant understanding of the concept as well as to evaluate the professional development itself. This will inform future professional development sessions. The Teacher Leaders will utilize the same process for their professional development sessions with district staff.

Prior to the administrator/principal meetings, MCESC supervisors will ask for adult implementation data from the fidelity monitoring tool so that meeting content can be tailored to individual needs of districts. The data obtained from the administrators/principals will allow an analysis of the fidelity of implementation as well as identify areas of strength and areas of refinement. Additionally, at the start of each professional development session, MCESC instructional supervisors will ask administrators to complete a self-reflection survey. This survey will also be completed at the end of each session with the goal being to gauge the administrators' understanding of the concept presented as well as to evaluate the professional development itself. This will inform future professional development sessions.

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

The MCESC will provide professional development on the Tier I Strong Evidence-based practices (as per What Works Clearinghouse) of explicit vocabulary instruction (birth - grade 12), direct comprehension instruction (grades K-12), and individualized intensive interventions (grades K-12). There will also be emphasis placed on formative assessment data that informs the teaching and learning cycle. Monitoring student progress and reflecting on lesson delivery will promote student achievement and growth.

MCESC will advance adult fidelity of implementation in explicit literacy instruction and the use of evidence-based literacy practices through an MTSS and ongoing, evidence-supported professional development by 2020. The advancement of adult fidelity of implementation in literacy instruction will be measured via: (1) the use of the fidelity of implementation monitoring tool to directly observe teachers throughout the school year; (2) formative data provided through student literacy growth as indicated by BAS levels, and (3) state-level assessment data indicating the number of students identified as "On Track" or "Proficient." Monitoring will be done by the building principal, lead teachers, IATs and MCESC personnel.

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

By implementing direct and explicit vocabulary instruction, which is a Tier 1 evidence based strategy according to the What Works Clearinghouse the, the MCESC Consortia will achieve the following outcomes.

MCESC Consortium Wide Outcomes and Measurements

Subgoal 1: Evidence Based Practice (EBP): explicit vocabulary instruction
Subgoal 2 Evidence Based Practice (EBP): explicit direct and comprehension instruction
Subgoal 3: Evidence Based Practice (EBP): intensive and individualized interventions for striving readers and writers in addition to high quality core literacy instructional

Age/Grade Band	Measurement Tool	Expected Outcome

Birth - Age 5 - increase 'on track in literacy'	Kindergarten Readiness Assessment (KRA)	from 66.7% to 83% by fall 2020 as compared to 2016 and 2017 scores
K- Grade 3: increase number "Proficient" in literacy	Ohio's Third Grade Reading Assessment	64.5% to 82.3% by fall 2020 as compared to 2016 and 2017 scores
Grades 4-5: increase number "Proficient" in literacy	Ohio's Fifth Grade ELA Assessment	66.3% to 83.1% by fall 2020 as compared to 2016 and 2017 scores
Grade 6-12: increase number "Proficient" in literacy	Ohio's ELA Assessments in grades 6-10	60.3% to 80.1% by fall 2020 as compared to 2016 and 2017 scores

MCESC will advance adult fidelity of implementation in explicit literacy instruction and the use of evidence-based literacy practices through a MTSS and ongoing, evidence-supported professional development by 2020. The advancement of adult fidelity of implementation in literacy instruction will be measured via: (1) the use of the fidelity of implementation monitoring tool to directly observe teachers throughout the school year; (2) formative data provided through student literacy growth as indicated by BAS levels, and (3) state-level assessment data indicating the number of students identified as "On Track" or "Proficient." Monitoring will be done by the building principal, Lead Teachers, IATs and MCESC personnel.

Evidence-Based Practice or Intervention: Explicit vocabulary instruction

(Check all that apply for each activity.)

PD Description	Begin/ End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom Focused
1. MCESC early childhood leadership will plan and provide training to Help Me Grow, MIECHV, and NFP workers to improve literacy within home base services regarding the importance of reading to children in the home.	06/2018 to 06/2020	X	X	X	X	X	X
2. MCESC early childhood department will plan and provide training to all preschool teachers on the use of the STAR program. Each year, there will be a book study where teachers read and discuss articles/books to promote high quality literacy practices within their classrooms. Teachers and leaders will meet quarterly to share how they implement their learning from training and books studies with their children and families. (6 hours of PD for 30 teachers)	06/2018 to 06/2020	X	X	X	X	X	X

1. The MCESC will provide ongoing,professional development to district administrators/principals for 3 hours per year on overarching strategies for explicit vocabulary instruction to enable them to successfully monitor the adult implementation of these strategies in their districts. Administrators/principals will receive 1 hour of professional development on the effective use of the fidelity monitoring tool.	06/2018 to 06/2020	X	X	X	X	X	X
2. In grades K-12, the MCESC will provide ongoing, embedded professional development to English language arts Teacher Leaders for 30 hours per year of the grant on providing explicit instruction on listening, speaking, reading and writing vocabularies. In grades 6-12, the MCESC will provide ongoing, embedded professional development to Mathematics, Science, and Social Studies Teacher Leaders for 15 hours per year on disciplinary literacy including explicit vocabulary instruction.	06/2018 to 06/2020	X	X	X	X	X	X
3.In grades K-12, ELA Teacher Leaders will provide ongoing, embedded professional development to ELA teachers for 4.5 hours in year two on providing explicit instruction on listening, speaking, reading and writing vocabularies instruction. In year three, Teacher Leaders will provide an additional 9 hours of ongoing, embedded professional development to ELA teachers on providing explicit instruction on listening, speaking, reading and writing vocabularies instruction.In grades 6-12, the Mathematics, Science, and Social Studies Teacher Leaders will provide ongoing, embedded professional development to Mathematics, Science, and Social Studies teachers for 3 hours in year two on disciplinary literacy including explicit vocabulary instruction. Mathematics, Science, and Social Studies Teacher Leaders will provide ongoing, embedded professional development to Mathematics,Science and Social Studies teachers for 6 hours in year three on disciplinary literacy including explicit vocabulary instruction.	09/2018 to 06/2020	X	X	X	X	X	X

Resources Required	Outcomes/Evaluation
● *The Continuum of Literacy Learning Expanded Edition* by Fountas and Pinnell ● *Word Journeys* by Kathy Ganske	**Adult Implementation** *Birth - 5 adult implementation* **1.** MCESC preschool staff will implement explicit vocabulary instructional strategies with their students and parents. This will be evaluated

● *Word Sorts and More* Kathy Ganske ● *Mindful of Words* Kathy Ganske ● *Word ID* Linda Guthlon ● *Mathematical Mindsets* Jo Boaler ● *This is Disciplinary Literacy* Releah Lent ● Books for classroom and school libraries ● Instructional Supervisors from MCESC ● Teachers Leaders from consortia districts ● Principals and district administration from consortia districts ● Community literacy partners ● MCESC Fidelity Monitoring Tool ● STAR (Sit Together and Read) ● *Spotlight on Young Children: Language & Literacy"* by Amy Shillady ● Preschool Parent Training resources and materials ● Books and materials for families participating in home based services and literacy circles	through targeted classroom walkthroughs and ongoing self-assessment and professional reflection. *2.* Home-based staff will implement parent training to support literacy and literacy circles with the parents they support. This will be evaluated through pre-post training surveys completed by parents, on-going self assessment and observations by supervisors. *K-12 adult implementation* **1.** General education teachers and intervention specialists will implement the explicit vocabulary instructional strategies with their students. This will be evaluated through targeted classroom walkthroughs and ongoing self-assessment and professional reflection. **2.** General education teachers and intervention specialists will advance their knowledge in the use of the instructional resources provided. This will be evaluated through targeted classroom walkthroughs and ongoing self-assessment and professional reflection. **3.** Teacher leaders will provide professional development to their respective staff members on explicit vocabulary instruction. This will be evidenced and evaluated through agendas, professional development schedules, teacher sign-in sheets, and evaluation surveys. **4.** MCESC instructional supervisors will provide professional development to the Teacher Leaders on explicit vocabulary instruction. This will be evidenced and evaluated through agendas, professional development schedules, teacher sign-in sheets, and evaluation surveys. **5.** MCESC instructional supervisors will provide professional development to the district administrators and principals on explicit vocabulary instruction to enable them to successfully monitor the adult implementation of these strategies in their districts. This will be evidenced and evaluated through agendas, professional development schedules, sign-in sheets, and evaluation surveys.

	Child Outcomes ● **see above outcomes**

Goal 2: By implementing direct and explicit comprehension instruction, which is a Tier 1 evidence based strategy according to the What Works Clearinghouse, the MCESC will achieve the following outcomes.

MCESC Consortium Wide Outcomes and Measurements

Subgoal 1: Evidence Based Practice (EBP): explicit vocabulary instruction
Subgoal 2 Evidence Based Practice (EBP): explicit direct and comprehension instruction
Subgoal 3: Evidence Based Practice (EBP): intensive and individualized interventions for striving readers and writers in addition to high quality core literacy instructional

Age/Grade Band	Measurement Tool	Expected Outcome
Birth - Age 5 - increase 'on track in literacy'	Kindergarten Readiness Assessment (KRA)	from 66.7% to 83% by fall 2020 as compared to 2016 and 2017 scores
K- Grade 3: increase number "Proficient" in literacy	Ohio's Third Grade Reading Assessment	64.5% to 82.3% by fall 2020 as compared to 2016 and 2017 scores
Grades 4-5: increase number "Proficient" in literacy	Ohio's Fifth Grade ELA Assessment	66.3% to 83.1% by fall 2020 as compared to 2016 and 2017 scores
Grade 6-12: increase number "Proficient" in literacy	Ohio's ELA Assessments in grades 6-10	60.3% to 80.1% by fall 2020 as compared to 2016 and 2017 scores

Evidence-Based Practice or Intervention: Direct and explicit comprehension instruction

(Check all that apply for each activity.)

PD Description	Begin/ End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. The MCESC will provide ongoing, professional development to district administrators/principals for 3 hours per year on overarching strategies for direct/explicit comprehension instruction to enable them to successfully monitor the adult implementation of these strategies in their districts. Administrators/principals will receive 1 hour of professional development on the effective use of the fidelity monitoring tool.	06/2018 to 06/2020	X	X	X	X	X	X

2. In grades K-12, the MCESC will provide ongoing, embedded professional development to ELA Teacher Leaders for 30 hours per year of the grant on providing direct/explicit comprehension instruction. In grades 6-12, the MCESC will provide ongoing, embedded professional development to Mathematics, Science, and Social Studies teacher leaders for 15 hours per year on disciplinary literacy including direct/explicit comprehension instruction.	09/2018 to 06/2020	X	X	X	X	X	X
3. In grades K-12, ELA Teacher Leaders will provide ongoing, embedded professional development to ELA teachers for 4.5 hours in year two on providing direct/explicit comprehension instruction. In year three, teacher leaders will provide an additional 9 hours of ongoing, embedded professional development to ELA teachers on providing direct/ explicit comprehension instruction. In grades 6-12, the Mathematics, Science, and Social Studies Teacher Leaders will provide ongoing, embedded professional development to Mathematics, Science, and Social Studies teachers for 3 hours in year two on disciplinary literacy including direct/explicit comprehension instruction. Mathematics, Science, and Social Studies Teacher Leaders will provide ongoing, embedded professional development to Mathematics,Science and Social Studies teachers for 6 hours in year three on disciplinary literacy including direct/explicit comprehension instruction.	06/2018 to 06/2020	X	X	X	X	X	X

Resources Required	Outcomes/Evaluation
The Continuum of Literacy Learning Expanded Edition by Fountas and Pinnell *Prompting Guide 2* by Fountas and Pinnell *The Reading/Writing Connection 3rd Ed.* by Carol Olson Booth *Mathematical Mindsets* Jo Boaler *This is Disciplinary Literacy* by Releah Lent - Instructional Supervisors from MCESC - Teachers Leaders from consortia districts	Adult Implementation 1. General education teachers and intervention specialists will implement the direct/explicit comprehension instruction strategies. This will be evaluated through targeted classroom walkthroughs and ongoing self-assessment and professional reflection. 2. General education teachers and intervention specialists will advance their knowledge in the use of the instructional resources provided. This will be evaluated through targeted classroom walkthroughs

● Principals and district administration from consortia districts ● Community literacy partners ● MCESC Fidelity Monitoring Tool	and ongoing self-assessment and professional reflection. 3. Teacher leaders will provide professional development to their respective staff members on direct/explicit comprehension instruction strategies. This will be evidenced and evaluated through agendas, professional development schedules, teacher sign-in sheets, and evaluation surveys. 4. MCESC instructional supervisors will provide professional development to the teacher leaders on direct/explicit comprehension instruction strategies. This will be evidenced and evaluated through agendas, professional development schedules, teacher sign-in sheets, and evaluation surveys. 5. MCESC instructional supervisors will provide professional development to the district administrators and principals on explicit vocabulary instruction to enable them to successfully monitor the adult implementation of these strategies in their districts. This will be evidenced and evaluated through agendas, professional development schedules, sign-in sheets, and evaluation surveys. Child outcomes: see above

Goal: By implementing intensive and individualized interventions for striving readers and writers in addition to high quality core literacy instruction, which is a Tier 1 evidence based strategy according to the What Works Clearinghouse, the MCESC consortium will achieve the following outcomes. **MCESC Consortium Wide Outcomes and Measurements**

Subgoal 1: Evidence Based Practice (EBP): explicit vocabulary instruction **Subgoal 2** Evidence Based Practice (EBP): explicit direct and comprehension instruction **Subgoal 3:** Evidence Based Practice (EBP): intensive and individualized interventions for striving readers and writers in addition to high quality core literacy instructional		
Age/Grade Band	**Measurement Tool**	**Expected Outcome**

Birth - Age 5 - increase 'on track in literacy'	Kindergarten Readiness Assessment (KRA)	from 66.7% to 83% by fall 2020 as compared to 2016 and 2017 scores
K- Grade 3: increase number "Proficient" in literacy	Ohio's Third Grade Reading Assessment	64.5% to 82.3% by fall 2020 as compared to 2016 and 2017 scores
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Evidence-Based Practice or Intervention: Intensive and individualized interventions for striving readers and writers in addition to high quality core literacy instruction.

(Check all that apply for each activity.)

PD Description	Begin/ End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. The MCESC will provide ongoing, professional development to district administrators for 3 hours per year on overarching strategies for intensive and individualized interventions for striving readers and writers that can be provided by trained specialists to enable them to successfully monitor the adult implementation of these strategies in their districts. Administrators/principals will receive 1 hour of professional development on the effective use of fidelity monitoring tool.	06/2018 to 06/2020	X	X	X	X	X	X
2. (Grades K-12) The MCESC will provide professional development to district-identified specialists regarding intensive literacy intervention for an initial 12 hour training in year two to address the needs of striving readers and writers. The district specialists will receive ongoing monitoring and support from the MCESC and an additional four hours of ongoing professional development related	06/2018 to 06/2020	X	X	X	X	X	X

to data collection and analysis.								
(Grades K-12) The MCESC will provide professional development to district-identified specialists regarding intensive literacy intervention for an initial 12 hour training to newly appointed specialists and recalibration for those previously trained in year three to address the needs of striving readers and writers. The district specialists will receive ongoing monitoring and support from the MCESC and an additional 4 hours of ongoing professional development related to data collection and analysis.								

Resources Required	Outcomes/Evaluation
Leveled Literacy Intervention Systems by Fountas and Pinnell - District Specialists - Principals and district administration from consortia districts - MCESC Personnel - MCESC Fidelity Monitoring Tool	Adult Implementation 1. The MCESC will provide professional development to district-identified specialists regarding intensive literacy intervention and student data analysis. This will be evidenced and evaluated through agendas, professional development schedules, teacher sign-in sheets, and evaluation surveys. 2. District specialists will implement close reading, small group instruction, and progress monitoring. This will be evaluated by district administrators/principals and MCESC personnel through observation using a fidelity monitoring tool. 3. District administrators/principals will effectively use a fidelity monitoring tool to assess implementation of the intensive literacy intervention system. Child outcomes - see above