

## READING ACHIEVEMENT PLAN

DISTRICT NAME: Canton City School District

DISTRICT IRN: 043711

DISTRICT ADDRESS: 305 McKinley Ave NW Canton, OH 44702

PLAN COMPLETION DATE: December 21, 2018

LEAD WRITERS: Kimberly Kingsbury, Mallory Floyd

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## SECTION 1: DISTRICT 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. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.*

| Name               | Title/Role               | Location                | Email                       |
|--------------------|--------------------------|-------------------------|-----------------------------|
| Adrian E. Allison  | Superintendent           | Administration Building | allison_a@ccsdistrict.org   |
| Daniel J. Nero     | Assistant Superintendent | Administration Building | nero_d@ccsdistrict.org      |
| Kimberly Kingsbury | Director of Curriculum   | Administration Building | kingsbury_k@ccsdistrict.org |

|                    |                                      |                         |                             |
|--------------------|--------------------------------------|-------------------------|-----------------------------|
| Chastity Trumpower | Director of Special Education        | Administration Building | trumpower_c@ccsdistrict.org |
| Mallory Floyd      | Director of Instruction, PK-2        | Administration Building | floyd_m@ccsdistrict.org     |
| Micki Krantz       | Director of Instruction, 3-8         | Administration Building | krantz_m@ccsdistrict.org    |
| Linnea Olbon       | Director of Early Childhood          | TLC Building            | olbon_l@ccsdistrict.org     |
| Christina Schiltz  | Professional Development Coordinator | Administration Building | schiltz_c@ccsdistrict.org   |

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

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

The development of the Reading Achievement Plan began last school year with review of the state provided documents and consultation with members from our state support team. From there we began with a review of our current state and diagnostic assessment data in order to look for trends and opportunities for growth. We also looked at our current literacy improvement efforts and our current structures we have in place through the Ohio Improvement Process. This enabled us to develop goals and action steps and identify resources towards improvement in reading achievement.

Additionally, all teachers in grades K-3 were surveyed on the implementation of the district's newly adopted core reading series. Through those survey results, we learned the following: over half of our teachers are uncomfortable with the materials and knowing what works best with their students; 55% of the teachers are uncomfortable with the small group differentiated components of the core curriculum; 59% of the teachers are uncomfortable with using the assessment components to inform their instruction; and 67% of the teachers are uncomfortable with the intervention resources. Through the survey results and collaborative conversations, we determined that we need to scale up the work of the Early Literacy Pilot Project that is happening in two of our buildings.

The district leadership team will communicate the plan through the building administrators and building leadership teams initially as part of the Ohio Improvement Process. Monitoring of the plan will be ongoing (three times per year) by the district leadership team and Early Childhood Task Force, with adjustments made accordingly based on building and district assessment data. An annual review of the plan will be conducted with revisions made based on state and local summative assessment data.

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

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

The Reading Achievement Plan aligns to other district improvement plans, such as the Ohio Improvement Process, or OIP. The district's academic OIP goal is to increase the performance index from 62.7 to 66 as set by the state assessments. One of the action steps towards that goal is to ensure that all students who are designated as not on track have a RIMP that is aligned to their deficit area/s. The actions in the Reading Achievement Plan align to this work by providing all administrators and instructional staff the professional knowledge needed to identify, teach and monitor students who are at risk for reading failure, including students with disabilities.

Using the 5-step process, the district and building leadership teams will review and monitor the plan for fidelity of implementation. Data collected from the plan will be reviewed by the teacher-based teams, then by building leadership teams and at the end of each semester by the district leadership team. Student assessment data as well as adult implementation data will be used for the reviews. Adjustments will be made according to recommendations from the district leadership team. An annual review of the plan will be made with revisions based on Ohio State Testing data.

Other alignment areas are around on-going literacy professional development which will be provided through the State Professional Development Grant, specifically in the areas of on-going diagnostic and progress monitoring assessments and professional development and coaching in the big ideas of reading. The Canton City School District is currently involved in the Early Literacy Ohio Pilot Project which is being implemented in two elementary buildings. The Reading Achievement Plan aligned to that work and expands that to all of our PK-2 and 3-5 buildings through SPDG.

Additionally, the Reading Achievement Plan aligns with the implementation of LETRS professional development in all Canton City School District Preschool classrooms with district-wide preschool teacher based teams meeting regularly utilizing the 5-step process to analyze data focused on phonological awareness, oral language development, vocabulary, and writing.

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

#### SECTION 3 PART A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA

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

There is an abundance of research to support the importance of ensuring high-quality reading instruction for students in grades kindergarten through three. In 2000, the National Reading Panel summarized the research and identified the five essential components of early literacy. They included phonemic awareness, phonics, fluency, vocabulary, and comprehension. Additionally, an emphasis on oral language and writing was found to be essential.

Early intervention is more effective than later intervention because interventions beyond grade 3 require more time, more expertise, and more practice (Torgeson et al., 2000). Therefore, the most efficient way to prevent reading difficulties from developing is to ensure that every child receives high-quality reading instruction in grades K-3 (Snow et al., 1998).

The results of the National Early Literacy Panel (NIFL, 2007) confirm that oral language, phonological processing, and print knowledge are strongly predictive of how well young children will learn to read and write and that explicit and direct teaching is more likely to be effective.

Therefore, the following learner data was used to support the need for our Reading Achievement Plan:

#### PreK Transition Skills Summary

|  | Our Sites               | Partner Sites (feed into<br>Canton City Kindergarten) |
|--|-------------------------|---|
| <b>Language and Literacy Development</b> | 34% of student on track | 30% of student on track                               |

#### KRA

| Kindergarten Readiness Assessment (KRA) 2017-2018 |                    |                       |                         |
|---|--------------------|-----------------------|-------------------------|
| Building  | Emerging Readiness | Approaching Readiness | Demonstrating Readiness |
| AIM   | 71%                | 22%                   | 7%                      |
| Allen   | 52%                | 42%                   | 5%                      |

|           |     |     |     |
|-----------|-----|-----|-----|
| Dueber    | 18% | 54% | 28% |
| Harter    | 39% | 36% | 25% |
| McGregor  | 41% | 9%  | 24% |
| Schreiber | 45% | 38% | 17% |
| Stone     | 51% | 41% | 7%  |
| Worley    | 13% | 8%  | 55% |
| District  | 38% | 38% | 24% |

### Reading Diagnostic

| iReady Reading Diagnostic<br>% of Students At or Above Grade Level<br>End of Year |           |           |           |           |
|---|-----------|-----------|-----------|-----------|
|   | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
| Kindergarten  | 83%       | 81%       | 83%       | 82%       |
| First Grade   | 61%       | 54%       | 51%       | 53%       |
| Second Grade  | 52%       | 54%       | 52%       | 54%       |
| Third Grade   | 64%       | 54%       | 53%       | 54%       |

### Ohio English Language Arts Assessment

| ELA Proficiency Rates<br>District |           |           |           |           |
|-----------------------------------|-----------|-----------|-----------|-----------|
|                                   | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
| Third Grade                       | 62.4%     | 13.1%     | 32.5%     | 30.6%     |
| Fourth Grade                      | 53.4%     | 34.3%     | 37.3%     | 42.4%     |
| Fifth Grade                       | 44.4%     | 37.7%     | 45%       | 41.4%     |
| Sixth Grade                       | 47.4%     | 30.8%     | 36.5%     | 33.9%     |
| Seventh Grade                     | 41.9%     | 27.5%     | 26.6%     | 38.5%     |
| Eighth Grade                      | 43.0%     | 29.7%     | 25.0%     | 28.3%     |

### Data/Needs

**Data:**

- 80% of incoming kindergarteners were not demonstrating readiness at the beginning of the 2016-2017 school year.
- 92% of kindergartners started the 2017-2018 school year overall below level according to the iReady reading diagnostic. Of those, 77% were below level in phonemic awareness.

**Analysis:** The data shows that there is a need to review kindergarten curriculum and adult implementation on phonemic awareness. There is a need for explicit and systematic instruction in phonemic awareness for all students. The district has invested in a core curriculum, and now needs to consider professional development for teachers on the fundamentals of phonemic awareness instruction as teacher survey data shows that half of the teachers are uncomfortable with the materials and knowing what works best with their students.

**Data:**

- In first grade, 93% of the students started the 2017-2018 school year overall below level according to the iReady reading diagnostic with 87% below level in phonics.
- In second grade, 85% of the students started the 2017-2018 school year overall below level according to the iReady reading diagnostic with 87% below level in vocabulary and 83% below level in comprehension with both fiction and nonfiction text.
- In third grade, 80% of the students started the 2017-2018 school year overall below level according to the iReady reading diagnostic with 85% below level in comprehension with informational text and 81% below level with vocabulary and comprehension with literary text.

**Analysis:** The data shows that there is a need to review curriculum and adult implementation on the essential components of reading. There is a need for explicit and systematic instruction in the essential components for all learners. The district has already invested in a core curriculum, and now needs to consider professional development for teachers on the fundamentals of instruction in the essential components of reading. A survey of teachers showed that half were not comfortable with the materials and knowing what works best with their students. Additionally, 55% of the teachers were not comfortable with the differentiated components of the core curriculum.

**Data:**

- Less than 40% of the district's third, fourth and sixth graders scored proficient or above on the state ELA assessment.
- Less than 50% of the district's fifth graders scored proficient or above on the state ELA assessment.
- Roughly 66% of the district's sixth graders are not scoring proficient or above on the state ELA assessment.
- Roughly 61% of the district's seventh graders are not scoring proficient or above on the state ELA assessment.
- Roughly 71% of the district's eighth graders are not scoring proficient or above on the state ELA assessment.

**Analysis:** The data shows that there is a need to review core curriculum and adult implementation on the essential components of adolescent reading, including advanced decoding, fluency, comprehension, and vocabulary. There is a need for explicit and systematic instruction in the essential components for all adolescent learners. The district needs to consider professional development for teachers on the fundamentals of instruction in the essential components of adolescent reading, including content area teachers.

### Root Causes:

- Lack of a district core reading curriculum, K-8 – The previously adopted core reading curriculum was over 8 years old and was not consistently used throughout the district in the last several years. While the district has recently adopted a new core ELA curriculum, the materials are not being fully utilized throughout the district due to a lack of teacher knowledge about the curriculum itself.
- Instructional practices – Effective instructional practices are either not being used or not being used with fidelity. Teachers lack foundational knowledge in the teaching of reading as well as knowledge of how to analyze data and use it to plan instruction and interventions appropriately.
- Learners starting behind – Students are beginning kindergarten behind academically.

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

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

| Student Mobility |           |           |           |           |
|------------------|-----------|-----------|-----------|-----------|
|                  | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
| District Rate    | 24.5%     | 19%       | 18.6%     | 22.0%     |

### Other Information:

Poverty – 100%

Female - 49.5%; Male - 50.5%

Hispanic - 5.6%; Amer. Indian/Alaskan Native - 0.2%; Asian - 0.2%; African American - 36.7%; Native Hawaiian/Other Pacific Islander - 0.2%; White - 41.8%; Multiracial - 15.4%

EL - 1.9%

IEP - 14.3%



An analysis of additional factors shows that the student mobility rate hovers around 20% annually. Although the district recently adopted a core reading curriculum, fidelity of implementation and professional development on the essential components of reading have led to a lack of consistency of instructional practices from classroom to classroom and building to building. This has also led to a lack of consistency from building to building on a multi-tiered system of supports for students. A recent survey of classroom teachers showed that 67% of them are uncomfortable with the use of intervention resources.

#### SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

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

Early Literacy in Ohio includes a continuum of literacy development that spans from birth to grade three, beginning with the development of receptive and expressive language and culminating with the attainment of fluency and comprehension of text as well as the ability to use writing to communicate.

In the Canton City School District, there is a vision for a brighter tomorrow where all students acquire a worldview of life's possibilities and the confidence to pursue their dreams using the knowledge and skills learned in the district. In literacy, specifically, this means ensuring that every student is reading and writing at grade level by the end of grade three. A student's success in literacy enhances learning in all subject areas, which paves the way for future success. Additionally, we believe that literacy achievement begins before birth with the goal that all students enter kindergarten ready to succeed.

Therefore, it is our literacy vision that all students graduate from high school with the ability to read widely, think critically, and communicate effectively. We can ensure this through high quality, challenging, and accessible literacy instruction including:

- Daily and explicit modeling and instruction around reading and writing strategies;
- Extensive time for reading, writing, speaking, and listening experiences in all classrooms and content areas;
- Instruction aligned to the standards;
- A comprehensive assessment system;
- Differentiated literacy instruction for all students, including specific strategies for EL students;
- High-quality professional development for all staff; and
- Home-school partnerships around literacy.

In order to achieve this vision, the Canton City School District is committed to the use of the Simple View of Reading to drive the reading achievement plan as well as ensuring that all learners are represented throughout the language and literacy continuum.

## SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

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

In the Canton City School District, there is a vision for a brighter tomorrow where all students acquire a worldview of life's possibilities and the confidence to pursue their dreams using the knowledge and skills learned in the district. In literacy, specifically, this means ensuring that every student is reading and writing at grade level by the end of grade three and beyond.

A student's success in literacy enhances future learning in all subject areas, which paves the way for future success. Literacy develops across a continuum as learners move through the phases of emergent literacy, early literacy, conventional literacy, and adolescent literacy.

For this reason, the Canton City School District has developed an overall student performance goal based on the third grade reading guarantee, as well as measurable student performance goals by grade level, which address each of the phases of the literacy continuum. We firmly believe that literacy development culminates in the students ability to read grade level text accurately, while understanding the information within the text.

- 1. Overall Student Performance Goal:** Increase the percentage of third grade students meeting or exceeding the proficiency standards from 30.6% to 38% by Spring 2020 as measured by the Ohio State Test.
- 2. Kindergarten:** Increase the percentage of Kindergarten students on track by 8% from 82% to 90% by Spring 2020 as measured by MAP assessments.
- 3. First Grade:** Increase the percentage of first grade students on track by 8% from 53% to 61% by Spring 2020 as measured by MAP assessments.
- 4. Second Grade:** Increase the percentage of second grade students on track by 8% from 54% to 62% by Spring 2020 as measured by MAP assessments.
- 5. Third Grade:** Increase the percentage of third grade students on track by 8% from 54% to 62% by Spring 2020 as measured by MAP assessments.

## SECTION 6: ACTION PLAN MAP(S)

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

### Goal #1 Action Map

**Goal Statement:** Increase the percentage of third grade students meeting or exceeding the proficiency standards from 30.6% to 38% by Spring 2020 as measured by the Ohio State Test.

**Evidence-Based Strategy or Strategies:** Language and Literacy Professional Development targeting the essential components of reading and peer coaching.

|                                 | Action Step 1  | Action Step 2  | Action Step 3   |
|---------------------------------|--|--|---|
| <b>Implementation Component</b> | LETRS Administrator Professional Development Series including systems coaching to assist building leadership teams in analyzing data (student and adult implementation) and developing a literacy focused building improvement plan.   | LETRS 3rd Edition (K-5) and LETRS Early Childhood Professional Development Series focused on the content knowledge required to implement evidence-based practices aligned with the five components of reading. | Peer coaching focused on classroom implementation of evidence-based language and literacy practices |
| <b>Timeline</b>                 | LETRS Administrator:<br>PK-2: Feb. 2019 - June 2019<br>3-5: Oct. 2019 - June 2020<br><br>Reading Tiered Fidelity Inventory:<br>PK-2: February 2019<br>3-5: February 2020<br><br>Systems Coaching:<br>PK-2: May 2019<br>3-5: May 2020<br><br>School-Wide Reading Plan:<br>PK-2: June 2019<br>3-5: June 2020 | PK-2: Aug. 2019 - June 2022<br>3-5: Aug. 2021 - June 2023  | PK-2: May 2019 - ongoing<br>3-5: May 2020 - ongoing   |
| <b>Lead Person(s)</b>           | Kim Kingsbury, Mallory Floyd, Micki Krantz   | Kim Kingsbury, Mallory Floyd, Micki Krantz   | Kim Kingsbury, Mallory Floyd, Micki Krantz  |

|                             |  |   |   |
|-----------------------------|--|---|---|
| Resources Needed            | LETRS Modules and Materials, Sub Costs, Facilitator Training Costs   | LETRS Modules and Materials, Sub Costs, Facilitator Training Costs, Supporting Materials including Heggerty Lesson Book   | TBD - More details coming in January of 2019 (per SPDG Agreement)                 |
| Specifics of Implementation | <p>Participation in LETRS administrator professional development</p> <p>Participation in LETRS (K-5) overview series</p> <p>Complete the Reading Tiered Fidelity Inventory</p> <p>Systems coaching</p> <p>Develop a school-wide reading plan</p> | <p>Participation in LETRS Early Childhood series and/or LETRS 3rd Edition (K-5) for all teachers and instructional staff.</p> <p>Progress monitoring (tool TBD) at the specific deficit area for student who are not on track according to MAP diagnostic assessment.</p> | TBD - More details coming in January of 2019 (per SPDG Agreement)                 |
| Measure of Success          | Attendance at Face to Face Sessions, Completion of online modules, MAP Assessment data, Reading Tiered Fidelity Inventory, ODE approved school-wide literacy plan  | Attendance at Face to Face Sessions, Completion of online modules, MAP Assessment data, Reading Tiered Fidelity Inventory   | Reading Tiered Fidelity Inventory, MAP Assessment data, Implementation checklists |
| Check-in/Review Date        | Quarterly  | Quarterly   | Quarterly   |

### Goal #2 Action Map

**Goal Statement:** Increase the percentage of Kindergarten students on track by 8% from 82% to 90% by Spring 2020 as measured by MAP assessments.

**Evidence-Based Strategy or Strategies:** Language and Literacy Professional Development targeting the essential components of reading and peer coaching.

|                                 | Action Step 1  | Action Step 2  | Action Step 3   |
|---------------------------------|--|--|---|
| <b>Implementation Component</b> | LETRS Administrator Professional Development Series including systems coaching to assist building leadership teams in analyzing data (student and adult implementation) and developing a literacy focused building improvement plan.   | LETRS 3rd Edition (K-5) and LETRS Early Childhood Professional Development Series focused on the content knowledge required to implement evidence-based practices aligned with the five components of reading, with specific emphasis on phonemic awareness instruction and progress monitoring for students who are not on track. | Peer coaching focused on classroom implementation of evidence-based language and literacy practices |
| <b>Timeline</b>                 | LETRS Administrator:<br>PK-2: Feb. 2019 - June 2019<br>3-5: Oct. 2019 - June 2020<br><br>Reading Tiered Fidelity Inventory:<br>PK-2: February 2019<br>3-5: February 2020<br><br>Systems Coaching:<br>PK-2: May 2019<br>3-5: May 2020<br><br>School-Wide Reading Plan:<br>PK-2: June 2019<br>3-5: June 2020 | PK-2: Aug. 2019 - June 2022<br>3-5: Aug. 2021 - June 2023  | PK-2: May 2019 - ongoing<br>3-5: May 2020 - ongoing   |
| <b>Lead Person(s)</b>           | Kim Kingsbury, Mallory Floyd, Micki Krantz   | Kim Kingsbury, Mallory Floyd, Micki Krantz   | Kim Kingsbury, Mallory Floyd, Micki Krantz  |

|                             |   |   |   |
|-----------------------------|---|---|---|
| Resources Needed            | LETRS Modules and Materials, Sub Costs, Facilitator Training Costs  | LETRS Modules and Materials, Sub Costs, Facilitator Training Costs, Supporting Materials including Heggerty Lesson Book   | TBD - More details coming in January of 2019 (per SPDG Agreement)                 |
| Specifics of Implementation | Participation in LETRS administrator professional development<br><br>Participation in LETRS (K-5) overview series<br><br>Complete the Reading Tiered Fidelity Inventory<br><br>Systems coaching<br><br>Develop a school-wide reading plan | Participation in LETRS Early Childhood series and LETRS 3rd Edition (K-5) for all preschool and kindergarten teachers and instructional staff.<br><br>Progress monitoring (tool TBD) at the phonemic awareness level for student who are not on track according to MAP diagnostic assessment. | TBD - More details coming in January of 2019 (per SPDG Agreement)                 |
| Measure of Success          | Attendance at Face to Face Sessions, Completion of online modules, MAP Assessment data, Reading Tiered Fidelity Inventory, ODE approved school-wide literacy plan   | Attendance at Face to Face Sessions, Completion of online modules, MAP Assessment data, Reading Tiered Fidelity Inventory   | Reading Tiered Fidelity Inventory, MAP Assessment data, Implementation checklists |
| Check-in/Review Date        | Quarterly   | Quarterly   | Quarterly   |

### Goal #3 Action Map

Goal Statement: Increase the percentage of first grade students on track by 8% from 53% to 61% by Spring 2020 as measured by MAP assessments.

Evidence-Based Strategy or Strategies: Language and Literacy Professional Development targeting the essential components of reading and peer coaching.

|                                 | Action Step 1                                | Action Step 2                                    | Action Step 3  |
|---------------------------------|--|--|--|
| <b>Implementation Component</b> | LETRS Administrator Professional Development | LETRS 3rd Edition (K-5) Professional Development | Peer coaching focused on classroom implementation of |

|                             |   |   |   |
|-----------------------------|---|---|---|
|                             | Series including systems coaching to assist building leadership teams in analyzing data (student and adult implementation) and developing a literacy focused building improvement plan.   | Series focused on the content knowledge required to implement evidence-based practices aligned with the five components of reading, with specific emphasis on phonemic awareness and/or phonics and word recognition instruction and progress monitoring for students who are not on track. | evidence-based language and literacy practices                    |
| Timeline                    | <p>LETRS Administrator:<br/>PK-2: Feb. 2019 - June 2019<br/>3-5: Oct. 2019 - June 2020</p> <p>Reading Tiered Fidelity Inventory:<br/>PK-2: February 2019<br/>3-5: February 2020</p> <p>Systems Coaching:<br/>PK-2: May 2019<br/>3-5: May 2020</p> <p>School-Wide Reading Plan:<br/>PK-2: June 2019<br/>3-5: June 2020</p> | <p>PK-2: Aug. 2019 - June 2022<br/>3-5: Aug. 2021 - June 2023</p>   | <p>PK-2: May 2019 - ongoing<br/>3-5: May 2020 - ongoing</p>       |
| Lead Person(s)              | Kim Kingsbury, Mallory Floyd, Micki Krantz  | Kim Kingsbury, Mallory Floyd, Micki Krantz  | Kim Kingsbury, Mallory Floyd, Micki Krantz                        |
| Resources Needed            | LETRS Modules and Materials, Sub Costs, Facilitator Training Costs  | LETRS Modules and Materials, Sub Costs, Facilitator Training Costs, Supporting Materials including Heggerty Lesson Book   | TBD - More details coming in January of 2019 (per SPDG Agreement) |
| Specifics of Implementation | <p>Participation in LETRS administrator professional development</p> <p>Participation in LETRS (K-5) overview series</p>  | <p>Participation in LETRS 3rd Edition (K-5) for all first grade teachers and instructional staff.</p> <p>Progress monitoring (tool TBD) at the phonemic awareness or phonics and</p>  | TBD - More details coming in January of 2019 (per SPDG Agreement) |



|                      |   |   |   |
|----------------------|---|---|---|
|                      | Complete the Reading Tiered Fidelity Inventory<br><br>Systems coaching<br><br>Develop a school-wide reading plan  | word attack level for student who are not on track according to MAP diagnostic assessment.                                |   |
| Measure of Success   | Attendance at Face to Face Sessions, Completion of online modules, MAP Assessment data, Reading Tiered Fidelity Inventory, ODE approved school-wide literacy plan | Attendance at Face to Face Sessions, Completion of online modules, MAP Assessment data, Reading Tiered Fidelity Inventory | Reading Tiered Fidelity Inventory, MAP Assessment data, Implementation checklists |
| Check-in/Review Date | Quarterly   | Quarterly   | Quarterly   |

#### Goal #4 Action Map

**Goal Statement:** Increase the percentage of second grade students on track by 8% from 54% to 62% by Spring 2020 as measured by MAP assessments.

**Evidence-Based Strategy or Strategies:** Language and Literacy Professional Development targeting the essential components of reading and peer coaching.

|                                 | Action Step 1  | Action Step 2  | Action Step 3   |
|---------------------------------|--|--|---|
| <b>Implementation Component</b> | LETRS Administrator Professional Development Series including systems coaching to assist building leadership teams in analyzing data (student and adult implementation) and developing a literacy focused building improvement plan. | LETRS 3rd Edition (K-5) Professional Development Series focused on the content knowledge required to implement evidence-based practices aligned with the five components of reading, with specific emphasis on phonics and word recognition and/or oral reading fluency instruction and progress monitoring for students who are not on track. | Peer coaching focused on classroom implementation of evidence-based language and literacy practices |

|                             |   |  |   |
|-----------------------------|---|--|---|
| Timeline                    | <p>LETRS Administrator:<br/>PK-2: Feb. 2019 - June 2019<br/>3-5: Oct. 2019 - June 2020</p> <p>Reading Tiered Fidelity Inventory:<br/>PK-2: February 2019<br/>3-5: February 2020</p> <p>Systems Coaching:<br/>PK-2: May 2019<br/>3-5: May 2020</p> <p>School-Wide Reading Plan:<br/>PK-2: June 2019<br/>3-5: June 2020</p> | <p>PK-2: Aug. 2019 - June 2022<br/>3-5: Aug. 2021 - June 2023</p>  | <p>PK-2: May 2019 - ongoing<br/>3-5: May 2020 - ongoing</p>                       |
| Lead Person(s)              | Kim Kingsbury, Mallory Floyd, Micki Krantz  | Kim Kingsbury, Mallory Floyd, Micki Krantz   | Kim Kingsbury, Mallory Floyd, Micki Krantz  |
| Resources Needed            | LETRS Modules and Materials, Sub Costs, Facilitator Training Costs  | LETRS Modules and Materials, Sub Costs, Facilitator Training Costs, Supporting Materials including Heggerty Lesson Book  | TBD - More details coming in January of 2019 (per SPDG Agreement)                 |
| Specifics of Implementation | <p>Participation in LETRS administrator professional development</p> <p>Participation in LETRS (K-5) overview series</p> <p>Complete the Reading Tiered Fidelity Inventory</p> <p>Systems coaching</p> <p>Develop a school-wide reading plan</p>  | <p>Participation in LETRS 3rd Edition (K-5) for all second grade teachers and instructional staff.</p> <p>Progress monitoring (tool TBD) at the phonics and word attack and/or oral reading fluency level for student who are not on track according to MAP diagnostic assessment.</p> | TBD - More details coming in January of 2019 (per SPDG Agreement)                 |
| Measure of Success          | Attendance at Face to Face Sessions, Completion of online modules, MAP Assessment data, Reading Tiered Fidelity Inventory, ODE  | Attendance at Face to Face Sessions, Completion of online modules, MAP Assessment data, Reading Tiered Fidelity Inventory  | Reading Tiered Fidelity Inventory, MAP Assessment data, Implementation checklists |

|                      |                                    |           |           |
|----------------------|------------------------------------|-----------|-----------|
|                      | approved school-wide literacy plan |           |           |
| Check-in/Review Date | Quarterly                          | Quarterly | Quarterly |

### Goal #5 Action Map

**Goal Statement:** Increase the percentage of third grade students on track by 8% from 54% to 62% by Spring 2020 as measured by MAP assessments.

**Evidence-Based Strategy or Strategies:** Language and Literacy Professional Development targeting the essential components of reading and peer coaching.

|                                 | Action Step 1  | Action Step 2  | Action Step 3   |
|---------------------------------|--|--|---|
| <b>Implementation Component</b> | LETRS Administrator Professional Development Series including systems coaching to assist building leadership teams in analyzing data (student and adult implementation) and developing a literacy focused building improvement plan.   | LETRS 3rd Edition (K-5) Professional Development Series focused on the content knowledge required to implement evidence-based practices aligned with the five components of reading, with specific emphasis on oral reading fluency instruction and progress monitoring for students who are not on track. | Peer coaching focused on classroom implementation of evidence-based language and literacy practices |
| <b>Timeline</b>                 | LETRS Administrator:<br>PK-2: Feb. 2019 - June 2019<br>3-5: Oct. 2019 - June 2020<br><br>Reading Tiered Fidelity Inventory:<br>PK-2: February 2019<br>3-5: February 2020<br><br>Systems Coaching:<br>PK-2: May 2019<br>3-5: May 2020<br><br>School-Wide Reading Plan:<br>PK-2: June 2019<br>3-5: June 2020 | PK-2: Aug. 2019 - June 2022<br>3-5: Aug. 2021 - June 2023  | PK-2: May 2019 - ongoing<br>3-5: May 2020 - ongoing   |

|                             |  |  |   |
|-----------------------------|--|--|---|
| Lead Person(s)              | Kim Kingsbury, Mallory Floyd, Micki Krantz   | Kim Kingsbury, Mallory Floyd, Micki Krantz   | Kim Kingsbury, Mallory Floyd, Micki Krantz  |
| Resources Needed            | LETRS Modules and Materials, Sub Costs, Facilitator Training Costs   | LETRS Modules and Materials, Sub Costs, Facilitator Training Costs, Supporting Materials including Heggerty Lesson Book  | TBD - More details coming in January of 2019 (per SPDG Agreement)                 |
| Specifics of Implementation | <p>Participation in LETRS administrator professional development</p> <p>Participation in LETRS (K-5) overview series</p> <p>Complete the Reading Tiered Fidelity Inventory</p> <p>Systems coaching</p> <p>Develop a school-wide reading plan</p> | <p>Participation in LETRS 3rd Edition (K-5) for all third grade teachers and instructional staff.</p> <p>Progress monitoring (tool TBD) at the oral reading fluency level for student who are not on track according to MAP diagnostic assessment.</p> | TBD - More details coming in January of 2019 (per SPDG Agreement)                 |
| Measure of Success          | Attendance at Face to Face Sessions, Completion of online modules, MAP Assessment data, Reading Tiered Fidelity Inventory, ODE approved school-wide literacy plan  | Attendance at Face to Face Sessions, Completion of online modules, MAP Assessment data, Reading Tiered Fidelity Inventory  | Reading Tiered Fidelity Inventory, MAP Assessment data, Implementation checklists |
| Check-in/Review Date        | Quarterly  | Quarterly  | Quarterly   |

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

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

Progress toward each goal will be measured through the use of diagnostic assessments and individual student progress monitoring. All students will take the MAP assessment three times per year (beginning, middle, and

end). The tool provides teachers with data to identify strengths and needs for individual students. It also provides intervention groupings. It is a comprehensive classroom level assessment that is used to drive instruction.

Teacher Based Teams (TBT's) will analyze this data using Ohio's 5-step process. Building Leadership Teams (BLT's) will analyze their building level data using the 5-step process and monitor the TBT's 5-step process forms. The District Leadership Team will monitor the BLT's 5-step process forms.

The progress of individual students will be monitored monthly or bi-weekly according to the Response to Instruction model. Students receiving Tier 2 supports will have their progress monitored monthly relative to the big idea of reading that corresponds to their deficit area, while students receiving Tier 3 supports will be monitored bi-weekly.

Attendance at professional development relative to evidence based instructional practices will be tracked.

## SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

### SECTION 8 PART A: STRATEGIES TO SUPPORT LEARNERS

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

Children who are behind must be provided with reading instruction that is more intensive, more explicit, and more supportive and we should provide that extra support early, preferably in kindergarten and first grade (Torgesen, 2009). Explicit instruction requires daily practice in order to build fluency. For children who enter first grade with less than average ability or reading readiness, explicit instruction in and practice with phonemic awareness and decoding skills are particularly important (Torgesen, 2000). Particularly beneficial, are opportunities for extended practice with decodable texts.

Developmentally appropriate forms of direct instruction should be used to teach core literacy concepts and skills. Ideally these are delivered in grades kindergarten through three. Allocation of instructional time should include at least 150 minutes in kindergarten through grade two and 90 minutes in grades three and beyond with additional time for students in Tiers 2 and 3.

The primary evidence-based practice selected for the Canton City School District Reading Achievement Plan to improve core reading instruction is implementing professional development and coaching on the essential components of reading through Language Essentials for Teachers of Reading and Spelling (LETRS). There are specific evidence-based strategies aligned to the essential components of reading included in the professional development. They are described below.

In order to develop reading comprehension, students need direct and explicit instruction in both components of the Simple View of Reading model: decoding and language comprehension. This includes instruction in developing awareness of the segments of sounds in speech and how they link to letters. This evidence-based practice can be identified as Tier 1: Strong Evidence of the ESSA Tiers of Evidence. The practice meets ESSA Tier 1 evidence requirements due to its significant positive effect on relevant outcome in studies without reservations. According to the studies in the What Works Clearinghouse IES practice guide, Foundational Skills to Support Reading for Understanding in Kindergarten through 3<sup>rd</sup> Grade, there are enough studies to qualify for a large, multi-site sample size. Specifically, there were 839 students across multiple sites including: 680 first graders in Florida, Georgia, North Carolina, and Texas; 92 third graders from Pittsburgh; and 67 kindergarten students from various urban schools throughout the United States. The student populations in all of these studies overlapped that of the Canton City School District. The team made this determination by examining the research studies include in the Institute of Education Science practice guides found on What Works Clearinghouse.

Teachers also need to teach students to decode words, analyze word parts, and write and recognize words. This evidence-based practice meets ESSA Tier 1 evidence requirements due to its significant positive effect on

relevant outcome in studies without reservations. According to the studies in the What Works Clearinghouse IES practice guide, Foundational Skills to Support Reading for Understanding in Kindergarten through 3<sup>rd</sup> Grade, there are enough studies to qualify for a large, multi-site sample size. Specifically, there were 465 students across multiple sites, including: 319 kindergarteners from New York, 79 third graders from Pittsburgh, and 67 kindergarten students from various urban schools throughout the United States. The student population in all of these studies overlapped that of the Canton City School District. The team made this determination by examining the research studies include in the Institute of Education Science practice guides found on What Works Clearinghouse.

These strategies support quality, Tier 1 core instruction for all students including students with disabilities, students who are at risk for reading failure, and students identified as needing a Reading Improvement and Monitoring Plan (RIMP). Explicit instruction supports struggling readers by providing daily practice in order to build fluency. Daily, repeated practice in phonemic awareness and decoding skills will support students on RIMPS who are struggling with the decoding component of the Simple View of Reading. The content specific professional development and coaching associated with LETRS will support students on RIMPS by ensuring that teachers are knowledgeable in the science behind the teaching of reading and that strategies that support effective Tier 1 instructional routines and interventions for struggling readers. It also increases teacher capacity to use data literacy skills to implement screening, progress monitoring, and instructional decision making with fidelity. Progress monitoring is a critical component of each student's RIMP because it monitors a student's response to instruction and identifies those who are not making progress so that adjustments can be made in a timely manner.

#### SECTION 8 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)

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

1. *Be effective;*
2. *Show progress; and*
3. *Improve upon strategies utilized during the two prior consecutive school years.*

Support for the implementation of the identified practices includes professional development and coaching, measuring fidelity, and networking. Building teams, including administrators and teacher leaders will participate in LETRS Administration training and systems coaching. The face-to-face gatherings scheduled throughout each of the LETRS modules will allow for collaboration and networking. LETRS implementation checklists will be used to measure fidelity and to ensure that the language and literacy practices are being utilized and effective.

By providing professional development and coaching focused on evidence-based practices, all Canton City School District preschool teachers, K-5 teachers, PK-5 administrators, and central office administrators will be able to implement and monitor evidence-based language and literacy practices. Additionally, by providing professional development and coaching in literacy strategies addressing each essential component of literacy,

teachers will be able to implement language and literacy core instruction that meets the needs of all learners, thus resulting in increased levels of reading achievement.

The practices will support a multi-tiered system of supports and data based decision making through building teacher capacity. Specifically, the practices will build capacity of preschool through grade 5 teachers to deliver high-quality reading instruction and data driven interventions. In turn, all students, including disadvantaged students will have access to high-quality instruction and intervention to meet their individual needs which will result in more disadvantaged students demonstrating proficiency in reading by third grade and more disadvantaged students graduating ready for college or a career.

Additionally, the specific knowledge gained during the language and literacy professional development will support the district's newly adopted core ELA curriculum and improve upon the fidelity of its implementation and help identify areas in need of enhancements such as the inclusion of Heggerty's Phonemic Awareness lessons, for example.

## SECTION 8 PART C: PROFESSIONAL DEVELOPMENT PLAN

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

Teachers' knowledge of language structure, language and reading development, and the dependence of literacy on oral language proficiency are the prerequisites (but not sufficient) for informed instruction of reading (Moats, 2003). It is imperative that schools provide ongoing professional development because teachers whose basic teaching skills are ineffective will not get results, even when using a great program. Therefore, effective professional development must focus on how to teach/assess.

Professional development topics within the Reading Achievement Plan are focused on the essential components of reading and include the theoretical knowledge of what it means to read through the Language Essentials for Teachers of Reading and Spelling (LETRS). This professional development is intended for all teachers and administrators and is described below.

### Professional Development Plan Template Part A

|  |
|--|
| <b>LEA/Early Childhood Provider or Consortium Lead Name: Canton City School District</b>   |
| <b>IRN or ODE/ODJFS License Number: 043711</b>   |
| <b>Professional Development</b>  |
| <b>Contact Name/Phone Email: Kim Kingsbury 330-438-2500</b>  |
| <b>Goal: The Canton City School District will utilize professional development in language and literacy development to increase both the knowledge and implementation of</b> |



evidence-based language and literacy practices at the district, school, and classroom level. The district will also support a coaching model for instructional coaching.

**Evidence-Based Practice or Intervention:** Aligned professional development around language and literacy development.

| PD Description   | Begin/End Dates   | Sustained | Intensive | Collaborative | Job-Embedded | Data-Driven | Classroom-Focused |
|--|---|-----------|-----------|---------------|--------------|-------------|-------------------|
| 1. LETRS Administrator professional development series   | PK-2: Feb. 2019 - June 2019<br><br>3-5: Oct. 2019 - June 2020   | X         | X         | X             | X            | X           | X                 |
| 2. LETRS (K-5) professional development series   | PK-2: Aug. 2019 - June 2022<br><br>3-5: Aug. 2021 - June 2023   | X         | X         | X             | X            | X           | X                 |
| 3. LETRS Early Childhood professional development series   | Aug. 2019 - June 2022   | X         | X         | X             | X            | X           | X                 |
| Resources Required   | Outcomes/Evaluation   |           |           |               |              |             |                   |
| 1. LETRS Administrator Modules with national face to face facilitator<br>2. LETRS Administrator print materials<br>3. LETRS K-5 overview modules | 1. <ul style="list-style-type: none"> <li>Administrators, lead teachers, and central office leaders will support the implement language and literacy evidence-based strategies and core instruction using evidence-based strategies with fidelity.</li> </ul> |           |           |               |              |             |                   |

|  |   |
|--|---|
| 4. Systems coaching  |   |
| 1. LETRS K-5 modules with face to face facilitator<br>2. LETRS Books and Supporting Materials such as Heggerty Phonemic Awareness Lessons<br>3. Systems coaching | 2. <ul style="list-style-type: none"> <li>Teachers of learners in grades K-5 will implement language and literacy core instruction using evidence-based strategies with fidelity as evidenced by the LETRS implementation tool.</li> <li>Teachers of learners in grades K-5 will use data literacy skills to implement screening, progress monitoring, and instructional decision making with fidelity as measured by the Reading Tiered Fidelity Inventory (R-TFI).</li> </ul> |
| 1. LETRS Early Childhood modules with face to face facilitator<br>2. LETRS Books and Supporting Materials<br>3. Systems coaching                                 | 3. <ul style="list-style-type: none"> <li>Teachers of learners in early childhood programs will implement language and literacy core instruction using evidence-based strategies with fidelity as evidenced by the LETRS implementation tool.</li> <li>Teachers of learners in early childhood programs will use data literacy skills to implement screening, progress monitoring, and instructional decision making with fidelity.</li> </ul>                                  |

### Professional Development Plan Template Part B

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

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

The professional development described above takes place over the course of a year in some instances and three years in others. Participants will attend face-to-face sessions spread out over the course of the project and have opportunities for coaching between sessions. Teacher Based Teams will meet on an ongoing basis to participate in data driven decision-making. Finally, by providing facilitator training to our own internal staff, we will be able to sustain the work after the professional development period.

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

The professional development focuses on each of the essential components of reading over time. Each unit contains 5 to 8 sessions that focus on the same concept or big idea. There is a face-to-face session for each unit.

**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.

All Canton City School District teachers and administrators in grades PK-5 will be included.

**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.

Bridge to practice activities embedded in the professional development provide real time, ongoing learning within the context of the classroom or learning environment.

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

The bridge to practice activities offer real-time information about students, while the built in module assessments provide information about adult participants.

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

Coaching to staff improves the instructional skills of the teachers in the context of the actual learning environment during the teaching process.

## APPENDICES

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

Moats, L.C. (2003). Measuring Teachers' Content Knowledge of Language and Reading. *Annals of Dyslexia*, 53, 23-45.

National Institute for Literacy (2007). *Developing Early Literacy: Report of the National Early Literacy Panel; A Scientific Synthesis of Early Literacy Development and Implications for Intervention*.

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Snow, Burns, and Griffin, eds. (1998). *Preventing Reading Difficulties in Young Children*. National Academies Press.

Torgesen, Joseph K. (2009). *Preventing Early Reading Failure and its Devastating Downward Spiral*. National Center for Learning Disabilities.

Torgesen, et al. (2001). The Prevention of Reading Difficulties. *Journal of School Psychology* Vol. 40, No. 1, pp. 7-26.

Vukelica, C. and Christine, J. (2009). *Building a Foundation for Preschool Literacy*. International Reading Association.

