

Mike DeWine, Governor  
Paolo DeMaria, Superintendent of Public Instruction

June 12, 2019

Dear Superintendent,

Thank you for submitting the Columbus 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:**

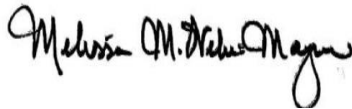
- Inclusion of Universal Design for Learning
- Intentional focus and inclusion of preschool programming

**This plan will benefit from:**

- The plan will benefit from a deeper analysis of factors contributing to literacy achievement, including adult indicators and examining factors at specific buildings requiring additional attention.
- The plan will benefit from increased clarity for the responsibilities of building administrators. This will allow building administrators to use the plan to drive building level planning and implementation.

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](mailto:readingplans@education.ohio.gov).

Sincerely,



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

## 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.

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EARLY CHILDHOOD PROVIDER/LEA: **COLUMBUS CITY SCHOOLS**

IRN: **043802**

ODE/ODJFS LICENSE NUMBER (IF APPLICABLE):

STEP UP TO QUALITY RATING (IF APPLICABLE):

ADDRESS: **270 EAST STATE STREET, COLUMBUS, OHIO 43215**

LEAD CONTACT: **SANDEE DONALD/LESLIE KELLY/ANN LOCKETT**

CEO/SUPERINTENDENT: **DR. JOHN STANDFORD (INTERIM)**

DATE: **FEBRUARY 27, 2018**

## SUMMARY AND ACKNOWLEDGEMENTS

*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 COLUMBUS CITY SCHOOLS (CCS) LOCAL LITERACY PLAN FOCUSES ON DATA DRIVEN DECISION MAKING AND PROGRESS MONITORING, EXPLICIT FOUNDATIONAL SKILL INSTRUCTION AND TARGET VOCABULARY PROGRAMMING, WITH THE SUPPORT OF ONGOING PROFESSIONAL DEVELOPMENT TO ENSURE FIDELITY OF IMPLEMENTATION. THERE IS A CLEAR AND PURPOSEFUL CONNECTION TO THE DISTRICT IMPROVEMENT PLAN AND WAS COLLABORATIVELY DEVELOPED WITH A VARIETY OF STAKEHOLDERS. THE PLANNING TEAM WAS ABLE TO UTILIZE THE EXPERTISE OF THE STATE SUPPORT TEAM, THE PREVIOUSLY SUBMITTED CCS READING ACHIEVEMENT PLAN AND RESOURCES PROVIDED BY THE OHIO DEPARTMENT OF EDUCATION, TO COMPLETE THE LOCAL LITERACY PLAN (LLP).**

## CONTENT OF THE PLAN

Section 1: Leadership Team, Development Process and Monitoring Implementation

Section 2: Alignment Between the Local Literacy Plan and Other Improvement Efforts

Section 3: Comprehensive Needs Assessment

Section 4: Literacy Mission and Vision Statement(s)

Section 5: Measurable Learner Performance Goals

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Section 8: Expectations and Supports for Learners and Professionals

Appendices

## 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	Email
Leslie Kelly	Director, Elementary Curriculum	Columbus City Schools	<a href="mailto:lkelly@columbus.k12.oh.us">lkelly@columbus.k12.oh.us</a>
Brenda Krum	Reading Recovery Coordinator	Columbus City Schools	<a href="mailto:bkrum8588@columbus.k12.oh.us">bkrum8588@columbus.k12.oh.us</a>
Amber Bernal	K-5 Reading Coordinator	Columbus City Schools	<a href="mailto:abernal8121@columbus.k12.oh.us">abernal8121@columbus.k12.oh.us</a>
Andrea Richardson	Supervisor, Federal and State Programs	Columbus City Schools	<a href="mailto:arichardson10082@columbus.oh.us">arichardson10082@columbus.oh.us</a>
Michael Sain	Director, ESL Services	Columbus City Schools	<a href="mailto:msain2444@columbus.k12.oh.us">msain2444@columbus.k12.oh.us</a>
Alisa Jones	ESL Instructional Support	Columbus City Schools	<a href="mailto:ajones3892@columbus.k12.oh.us">ajones3892@columbus.k12.oh.us</a>
Keisha Fletcher-Bates	Director of Academics, Special Education Support Services	Columbus City Schools	<a href="mailto:kfletcher7111@columbus.k12.oh.us">kfletcher7111@columbus.k12.oh.us</a>

Ann Lockett	Director, Division of Early Childhood Education	Columbus City Schools	<a href="mailto:alockett@columbus.k12.oh.us">alockett@columbus.k12.oh.us</a>
Rochelle Wilkerson	Supervisor, Division of Early Childhood Education	Columbus City Schools	<a href="mailto:rwilkerson8090@columbus.k12.oh.us">rwilkerson8090@columbus.k12.oh.us</a>
David Baker	Senior Executive Director, Academic Services	Columbus City Schools	<a href="mailto:dbaker1@columbus.k12.oh.us">dbaker1@columbus.k12.oh.us</a>

## 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.*

## SECTION 2: ALIGNMENT BETWEEN THE LOCAL LITERACY PLAN AND OTHER IMPROVEMENT EFFORTS

This Columbus City Schools (CCS) local literacy plan has been developed by building upon the District's 5-year Continuous Improvement Plan and the Reading Achievement Plan (RAP) submitted in December 2017, which were developed in strong collaboration and collective buy-in at all levels of the district and community. From the CCS Ohio Improvement Process and the resulting 5-year plan, four academic priorities emerged:

1. High quality PreK and Kindergarten readiness
2. Improved third grade reading proficiency
3. Improved graduation rate
4. Improved school culture and climate

All of these priorities either are directly or indirectly impacted by improvements in literacy achievement in grades PreK-3. Thus, the local literacy plan is focused on PreK-3 and addressing student performance and instructional practices in these critical foundational grade-levels.

Throughout the planning process, the teams relied heavily on the Ohio Improvement Process (OIP) to inform the data collection, planning and goal-setting, particularly as it relates to student literacy performance within the district at all grade-levels. Specific to the district's local literacy plan (LLP), the team focused on PreK-3 data, areas of weakness, practices and interventions and desired student and adult outcomes.

As part of the CCS district improvement process, in late April and early May 2017, a team of district and building leaders gathered to develop and complete a collective District Decision Framework, in preparation for the 2017-2018 school year. The team compiled and reviewed a variety of data from an array of sources, including the NWEA MAP results, state assessment results and snapshots of OTES and OPES evaluations from the previous school year (SY2016-2017). Through the Decision Framework process, the district identified several areas of concern related to early literacy, including:

- Influenced by PreK academic data, K-3 Literacy Cohort;
- The Achievement Gap for reading among subgroup student populations, such as: Students with Disabilities/Special Education, African American and English Language Learners (ELL) or ESL;
- On-track status of all students in 3<sup>rd</sup> grade relative to state assessments (i.e. 3GRG) and nationally normed assessments such as the NWEA MAP Reading assessment.

Based upon the OIP process, the team identified several key strategies to address the areas of concern, including the following that have a direct impact on PreK-3 literacy:

- High-quality professional development is job-embedded to enhance instructional practices.
- Instructional practices expect students to demonstrate a high-level of understanding.
- Division of Early Childhood Education (ECE) facilitates high quality professional development opportunities that support effective early literacy instruction
- Formative assessments are aligned across the learning standards, grade-levels and across subjects to promote high-level of student achievement.
- Principal uses disaggregated achievement data to determine the performance and needs of particular students and groups, and regularly examines school-wide students' performance data to determine under- and over-identification of student in gifted and special education.
- Division of ECSE teachers, support staff, and building principals use disaggregated and aggregated achievement data to monitor needs of individual students and student groups, as well

as regularly examines district-wide kindergarten performance data to inform instruction and [targeted] professional development.

From there, the District developed its 2017-18 District Improvement Plan (DIP) with these areas of concern at the forefront. Goals around early literacy were written to demonstrate student growth and student achievement. Action steps for each goal were developed and include, but are not limited to:

- The Division of Early Childhood Education (ECE) will support and provide ongoing, intensive and job-embedded PD regarding the use of effective instructional practices in PreK and beyond;
- The Office of Teaching and Learning (OTL) will provide K-5 teachers with professional development (PD) opportunities based on the alignment of Writer's Workshop and vocabulary development (i.e. Balanced Literacy Framework);
- The OTL will provide ongoing PD regarding best practices with the use of formative assessment tools;
- The OTL and District Parent Consultants will practice and implement two-way communication with parents to engage parents with activities that can be done at home to support learning and to better understand how schools can support the home learning;
- The District will provide concentrated PD during District PD Days for teachers, support teams and building leaders that includes ongoing support throughout the school year.
- The District will provide ongoing PD regarding inclusive instructional practices (i.e. UDL) (supplemental reading support programs), gifted education strategies and effective instructional strategies to support the achievement of ELLs
- The District Instructional support team (Curriculum - ESL -Special Education - School Improvement - Early Childhood) will collaboratively train in SIOP, UDL and instructional best practices, to ensure consistency in messaging and support for our students, families, teachers and administrators.

#### Family and Community Engagement Opportunities:

- [Community Resource Fair](#)- Families are provided with activities that relate to everyday tasks at home and support literacy and the integration of literacy into other content areas (Math, Science and Social Studies). Families also receive information from community organizations that promote learning outside of the school.
- [Family Literacy and Numeracy Academy](#)- Families attend knowing sessions related to the standards and expectations for PreK-3rd grade. Families receive activities that align to the standards, books, and information and resources from community organizations.
- [Countdown to Kindergarten](#)- Provide parents of incoming Kindergarten students with information about what to expect when their child starts school in the Fall. Families receive a ring with "100 Things" to do before school begins. Additional resources such as Enrollment and Immunizations are also shared.
- [3GRG Parent meetings](#)- Parents receive information about Third Grade Reading Guarantee (3GRG) legislation, district policy and resources to support the state initiative. Parents take home a Family Engagement bag containing resources that can be used at home which align to the specific expectations for each grade level.
- [ELA Parent Resources](#)- Digital Access to Winter, Spring and Summer activities that provide learning opportunities for students during Winter, Spring, and Summer breaks.
- Early Childhood Education Parent and Community Engagement opportunities for PreK parent/guardians and students which focus on literacy, health and wellness, math, science, social- emotional skill development, and successful transitions to kindergarten, etc.
- [The CCS District Community Partnership Committee](#) is made up of leaders (faith-based, business, English Language Learner, community service organization, students, parents,

teachers, administrators, special education representatives, city leaders, Academic Services Representatives) who come together to discuss the needs of the community, the strengths and challenges facing our schools and to brainstorm ways to increase the positive impact our schools and community organizations have on our students and families. This partnership has resulted in a deeper understanding of the needs of our ESL communities, literacy programming and resource development and support with our faith-based and community organizations, and community events where families and community members are given the opportunity to engage with district and community leaders and resources to better understanding how to support their students learning and development.

### SECTION 3: COMPREHENSIVE NEEDS ASSESSMENT

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

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

The CCS local literacy plan (LLP) is needed for the district and the community for a number of reasons. The primary driver for the district's LLP is the fact that, based upon currently available data, particularly among all subgroup student populations, more than half of CCS students in kindergarten are not entering ready to learn. In addition, nearly half of CCS students in third grade are not considered on-track academically, demonstrating a need for enhanced interventions at the student-level as well as for ongoing, intensive and job-embedded teacher supports and professional development in grades PreK-3. The following data sources were utilized to review and analyze student performance indicators in language and literacy within the targeted PreK-3 grade-levels, particularly among subgroup populations:

- Kindergarten (KRA): school year (SY) 2015-2016, 2016-2017, 2017-2018;
- NWEA MAP Reading Assessments results in grades K-3: SY 2015-2016, 2016-2017, and Fall 2017);
- Ohio English Language Proficiency Assessment (OELPA) in grades K-3: SY 2015-2016 and 2016-2017;
- Ohio Test of English Language Acquisition (OTELA) in grades K-3: SY 2014-2015;
- Ohio State Test (OST) on 3rd grade English Language Arts (ELA) Assessment: SY 2015-2016 and 2016-2017);

#### Ohio Kindergarten Readiness Assessment (KRA)

As measured by the KRA multi-year trend data for school year (SY) 2015-2016, 2016-2017, 2017-2018, phonics and phonemic awareness are identified as areas of weakness for all students in the district, including subgroups. More specifically, Kindergarten Readiness Assessment data for all CCS Kindergartners indicates that more than 50% of kindergarten students are not-on track at the start of the school year and less than 30% of incoming kindergarten students demonstrate readiness. The standards that make up the components of key phonics and phonemic awareness foundational skills such as, identifying beginning sound, segmenting syllables in words, identifying rhyming words, making letter sounds and naming letters consistently stand out as the lowest scoring areas on the KRA for the past three years. These identified areas of weakness are the early childhood education key precursors to reading achievement. District data also found significant differences in the KRA scores of students who were enrolled in CCS PreK classrooms.

Based upon the multi-year KRA trend data, the following analysis has been made:

- More than 50 percent of students enrolled in kindergarten, including subgroups, in the district are considered not on-track with 44.58, 45.2 and 47.53 percent considered on-track in SY 2015, 2016 and 2017, respectively;
- Less than 30 percent of incoming kindergarten students demonstrate readiness - 24.45, 28.7 and 29.82 percent in SY 2015, 2016 and 2017, respectively.
- For example, according to the KRA average scores (0-2.0) in SY 2017-2018 , the standards that make up the components of the key phonics and phonemic awareness foundational skills such as, identifying beginning sounds (avg. score 0.51), identifying rhyming words (0.50), making letter sounds (0.84), and determining word meaning (0.60) consistently stand out as the lowest scoring areas on the KRA.

- Students who participated in CCS ECE programming demonstrated significant higher percentages of students considered on track when compared to district averages in SY 16 and 17 respectively.
  - In SY 2016, 59% of students who were enrolled in CCS PreK classrooms met the on-track standards as measured by the KRA, which is 13.8% higher than the district average of all kindergarten students
  - In SY 2017, 60% of students who were enrolled in CCS PreK classrooms met the on-track standards as measured by the KRA, which is 12.5% higher than the district average of all kindergarten students

#### NWEA Measures of Academic Progress (MAP) Reading Assessment

The weaknesses in foundational skills in Kindergarten and beyond are further illustrated through an additional multi-year analysis of K-3 student performance particularly on the NWEA MAP Reading Assessment. This assessment specifically measures students' performance on the standards or strands aligned to foundational skills, language and writing, literature and informational, and vocabulary use and function. The Foundational Skills Goal Area on the K-2 Reading Assessment is aligned to Ohio's Reading: Foundational Skills Standards Cluster and assesses phonics and word recognition, phonological awareness, and print concepts. CCS K-2 students have consistently scored lowest in the foundational skill goal area for the past three years. The gap for the district's K-2 students increases each year as the students enter school significantly behind, and although they are making progress, they are not acquiring and mastering the necessary reading skills at a pace that will allow them to close the learning gap. Based upon the multi-year trend data for grades K-3, including fall 2017 and inclusive of special education, ESL and other subgroup populations, the following are the highlights:

- Foundational skills goal area is considered to be the weakest area for students in grades K-2, with Kindergarten students' mean Rasch Unit (RIT) score of 152.0 in SY 2016-2017 for regular education students for the foundational skills strand;
- Vocabulary Acquisition and Usage Goal Area is considered to be the weakest area for students in grades 2-3, with the mean RIT score of 190.2 for students in third grade in SY 2016-2017 for regular education students for the vocabulary acquisition and usage strand;
- Not enough increase/growth to has been achieved to close the gap and the gap continues to grow in grades K-2, particularly among students identified and receiving special education and ESL services.;
- Analyzing the ESL vs. non-ESL MAP reading growth data scores from Fall 2016-Spring 2017, ESL students outperformed their non-ESL peers by 3.2, 0.8, 1.5 and 2.5 percent, in grades K-3 respectively.

CCS continues to see the impact of the lack of skill development in the performance of the district's third graders on the MAP Reading Assessment, where the average gap between third graders is 9.2 RIT points below the National Norm Median RIT score. The gap is present even with the third graders exceeding growth expectations and narrowing the fall to spring gap by 3.5 RIT points. The MAP illustrates a consistent weakness among third graders in literacy, especially in vocabulary acquisition and usage strand which is aligned to Ohio's Vocabulary Acquisition and Use standards cluster and assesses context clues, work relationships, references and nuance.

According to data gathered by the district for the 2016-2017 school year, CCS had 413 students considered English Language Learners (ELL) and 611 students identified and receiving special education services from birth to age five (PreK). Of those 1,024 students, 32 were dually identified as special education and Limited English Proficient (LEP). These students, special education and ESL, represent

nearly 38 percent of the total K-5 student population. Overall, CCS had 3,682 identified as ELL and 3,726 students identified as SWD from kindergarten through grade five, for a total of 7,408 students. Of the 7,408 students 379 were dually identified, with the total special education and LEP student population representing 27 percent of the total student population in grades K-5.

As measured by the NWEA MAP Reading Assessment multi-year trend data, a significant achievement gap between special education and general or regular education students persistently exists. The achievement gap widens as the grade-levels ascend from Kindergarten through to third grade, which is indicative of the need to address gaps in interventions in PreK through grade 3. In particular, the strand data reflects foundational skills in K-2 and Vocabulary Acquisition and usage skills in grades 2-3 as the weakest areas for both special education and regular education students within CCS. Here are some highlights:

- The mean RIT score on the NWEA MAP Reading Assessment administered during spring 2017 for CCS special education students was 147.1 compared to a score of 152.7 for regular education students - representing an overall achievement gap of 5.6, but this gap widens when considering kindergarten students' scores on the MAP foundational skills strand, special education scored 145.3 and regular education scored 152.0 for a gap of 6.7. For both special education and regular education students, foundational skills continue to be the lowest strand or a weakness.
- The achievement gap between specifically special education and regular education students in CCS continues when analyzing the upper grade-level students' mean RIT scores in foundational skills in spring 2017, particularly in first and second grades with gaps of 15.2 and 13.2, respectively, on this strand.
- The widest achievement gap within this analysis is between special education and regular education CCS students in the third grade with vocabulary acquisition and usage skills being the lowest strand area in spring 2017 for both, but the achievement gap is 16.8.

#### Ohio Test of English Language Acquisition (OTELA)/Ohio English Language Proficiency Acquisition (OELPA)

The OELPA has been administered for the past two (2) years in the district (2015-2016 and 2016-2017) as a diagnostic assessment or measure of the level of English language proficiency among the district English learner (EL) student population. The previous assessment, the OTELA (Ohio Test of English Language Acquisition) used different scoring levels are difficult to compare without relevant context. Based upon current data from the OELPA in grades K-3 during SY 2014-2015 (OTELA) as well as 2015-2016 and 2016-2017 (OLEPA), the following analysis of student performance growth specific to the district's ESL student populations:

- Reading and writing domains are considered to be the areas of weakness for ESL students in grades K-3, with an average score of 3.14 and 2.59 in reading and writing, respectively, out of a score of 5.0 based on the 2016-2017 OELPA.
- Based on the 2016-2017 OELPA average scores, reading and writing remained among the lowest scoring areas when analyzing grades one, with an average score of 3.07 and 2.72 in first grade reading and writing, respectively, and the trend continues into second and third grades.

#### Ohio State Test (OST) 3rd Grade English Language Arts (ELA) Assessment

When analyzing the CCS 3rd grade student performance on the spring 2017 OST ELA Assessment, the district's 3rd grade students scoring proficient or higher demonstrated an increase of nearly 10 percent. However, the overall percentage of students meeting the proficient standard illustrates the need to identify evidence-based practices/interventions to provide enhanced professional development and strategies to support the district's most at-risk students. A further example of this need is third grade IEP students

demonstrated an only 2.6 percentage point increase when compared to the 2015-2016 OST 3rd grade ELA Assessment and only 14 percent of the CCS 3rd grade special education students met the proficient standard while 44.4 percent of non-IEP students scored proficient, demonstrating a 30 percent achievement gap. In addition, 3rd grade ELL students demonstrated a 10.1 percentage point increase when compared to the 2015-2016 OST 3rd grade ELA Assessment, with 35.2 of ELL 3rd graders meeting the proficient standard. This represents a 5.4 percent achievement gap between ELL and non-ELL students.

Based upon the available multi-year data for the Ohio state test (OST) 3rd grade ELA assessment: SY 2015-2016 and 2016-2017, the following is the analysis of student performance growth:

- All subgroups made gains (+9.2%);
- Female (+7.5%) – Male (+10.5%) – (White +8.4%) – Asian (+2.2%) – African American(+10.1%) – Hispanic (+7.8%) – Multiracial (8.4%) – IEP (+2.6%) – No IEP (10.5%) – ESL (+4.1%) – No ESL (+10.1%);
- IEP Students, Asian Students, ESL Students and Hispanic Students demonstrated the least amount of gains;
- Male Students, African American Students, non-IEP Students and non-ESL Students made the greatest gains (over district average again);
- Female Students (43.5%), White Students (52.5%), Asian Students (47.7%) and Multiracial Students (46.3%) scored above the district proficiency average of 39.8%.

Based upon the available multi-year data for the Ohio State ELA assessment for grades 4-8: SY 2015-2016 & 2016-2017, the following is an analysis of student performance growth.

-4<sup>th</sup> grade ELA = 36% proficient for the 2016-2017 SY

- This is a 2%-point increase over last SY's proficient percentage.

-5<sup>th</sup> grade ELA = 39% proficient for the 2016-2017 SY

- This is a 2%-point increase over last SY's proficient percentage

-6<sup>th</sup> grade ELA = 34.2% proficient for the 2016-2017 SY

- This is an 8.1%- point increase over last SY's proficient percentage

-7<sup>th</sup> grade ELA = 33.1% Proficient

- This is a 4% -point increase over last SY's proficient percentage

-8<sup>th</sup> grade ELA = 24.3% Proficient

- This is a 4%-point increase over last SY's proficient percentage.

We saw the biggest gains from our African American and Multi-Racial students as well as our LEP students.

### 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.*

Within Columbus City Schools (CCS), there are a number of underlying internal and external factors contributing to students' underachievement in literacy. For example, based upon a three-year analysis of K-3 attendance (SY 2014-15, 2015-16 and 2016-17), the average attendance was 91.55 percent, with kindergarten consistently having the lowest three-year average attendance rate among these grades, 91.4, 90.7 and 89.6 percent, respectively. For grades K-3, the district's three-year average Chronic Absenteeism rate is 35.43 percent.

Attendance is considered a critical factor contributing to students' achievement and performance in

literacy.

In addition to attendance and chronic absenteeism, the following represents an analysis of the additional factors believed to contribute to underachievement in literacy among the target student populations.

- **Mobility (based upon three-year trend data for SY 2014-2015, 2015-2016 and 2016-2017):** Although the district mobility rate has consistently decreased over the past three years by seven percent, the average three-year mobility rate for grades K-3, excluding PreK, is 21.39 percent, with Kindergarten demonstrating the highest

three-year average mobility rate of 22.26 percent.

- **Kindergarten Readiness Gap (based upon three-year trend data for SY 2014-2015, 2015-2016 and 2016-2017):** More than 50 percent of the district's kindergarten students are considered not on-track, less than 30 percent of incoming kindergarten students demonstrate readiness, and based on kindergarten MAP MOY data the KRA under-identifies not on-track students.
- **Student Growth on the 3rd Grade ELA Assessment (based upon multi-year trend data for SY 2015-2016 and 2016-2017):** Although progress has been made, many of the district's K-3 students enter significantly behind, as demonstrated by the KRA and MAP assessment data, and are not meeting proficiency in one academic year. This progress is denoted when compared to SY 2015-2016, students in grades K-3 an increase of 9.5 percent in the number of students who moved from off-track to on-track reading status during the SY 2016-2017.
- **Number of Students who Attended District High Quality Early Childhood Education (based upon district enrollment data from SY 2014-2015, 2015-2016 and 2016-2017)**  
Columbus City Schools enrolled 4,701 Kindergarten students in 2014-2015, 4,431 in 2015-2016, and 4,419 in 2016 - 2017. However, the Columbus City Schools ECE enrolled 1,443 students in 2014-2015, in 1,552 students 2015-2016, and in 1,676 students 2016 - 2017. This means on average nearly a third of CCS Kindergarteners attended CCS ECE programs. Although there are many high-quality early childhood education programs throughout the city of Columbus, there is a statistical difference in the number of students who attended CCS ECE programs when compared to the number of students enrolled.
- **Professional Development:**
  1. Consistent lack of qualified substitutes contributes to the inability to access teachers and provide ongoing and intensive professional development.
  2. The need to further define the role of instructional coaches related to literacy and teacher support.
  3. Need to identify a mechanism for ongoing instructional support for teachers to ensure effective implementation of high impact reading instructional strategies particularly pertaining to foundational skills in grades PreK-3.
- **Progress Monitoring:** The need for a singular district-wide approach and progress monitoring tool to identify specific areas of need related to the district identified NWEA MAP K-2 and Kindergarten Readiness Assessment (KRA) of weakness (foundational skills) and grade 3 (Vocabulary Acquisition) is a contributing factor. A singular approach or tool would allow district-level monitoring of reading development and progression,

while providing district leadership, principals, and classroom teachers with detailed and personalized student information relevant to reading skill weakness and strength.

- **Teacher-Based Team (TBT) Process:** There is a need for consistency in the utilization of the TBT and Building-Level Team (BLT) process to evaluate student reading performance and literacy instruction. In addition, there needs to be consistency among TBT's and sharing of data and problem-solving to identify effective practices.

#### SECTION 4: LITERACY MISSION AND VISION STATEMENT(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.*

Current CCS Vision: A world-class model of public education that prepares members of our communities to reach their full potential.

Proposed Mission for Reading Achievement Plan

Reading, writing, speaking and listening are critical literacy skills. Columbus City Schools believes that Literacy is the ability, confidence, and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living. We believe that literacy instruction is grounded in culturally relevant, evidence based practices that support literacy acquisition in school and at home.

**Link:** <https://education.alberta.ca/literacy-and-numeracy/literacy/> **Balanced**

#### Literacy Framework

Columbus City Schools follows a balanced literacy framework that consists of three blocks: language/word study, reading workshop, and writing workshop. This framework utilizes best practices for reading and writing instruction and is seen across all CCS elementary schools with a variety of research-based resources that closely align with the Simple View of Reading. The following documents provide a detailed explanation of district expectations for the Literacy Block:

- [CCS Literacy Block Look Fors](#)
- [Language and Word Study](#)
- [Reading Workshop](#)
- [Writing Workshop](#)

### **Inclusion of ALL learners in the Language and Literacy Development**

In addition to the Balanced Literacy Framework, Columbus City Schools also follows the Universal Design for Learning framework to ensure equal opportunities for all learners. All students that are designated as being “Not on Track” are given a Reading Improvement and Monitoring Plan based on state and district cut scores. Students with a RIMP are monitored regularly to ensure growth and adjust instruction. District resources are available to support teachers in determining appropriate evidence-based interventions to support struggling readers. ([Instruction and Intervention Strategies to Support the 5 Essential Components of Reading](#)) Each building has a Multi-Tiered Support System (MTSS) to help identify strengths and needs of struggling students and to develop a plan for instruction and monitoring growth. All CCS teachers are expected to provide a 30-minute intervention block daily to address the areas of deficiency identified through diagnostic assessments, progress monitoring tools, and classroom assessments.

### **Collaboration of General and Special Education Practitioners and Stakeholders**

District Professional Development opportunities are inclusive of all teachers, administrators, and support personnel. District level Coordinators from the Office of Teaching and Learning (Curriculum, ELL, and SPED departments) will undergo training in UDL, SIOP, iReady, and MAP to ensure common understandings and support for teachers and students. The CCS Principal Academy, the Principal Digital Resource Binder, and the district-wide Reimagine Me conference provide additional learning and support for administrators to share with their building staff. To strengthen and improve our infrastructure, the ELL department and the academic supports of the Special Education department will join the Curriculum department in the Office of Teaching and Learning.

## SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

*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.*

### **OVERARCHING GOAL(S):**

By the end of SY 2018-2019, the Columbus City Schools (CCS) third graders, inclusive of all subgroup student populations, who score proficient or higher on the state's third grade OST Assessment will increase from 39.8 to 50 percent, and increasing to 56 and 62 percent or more in Year 2 and 3, respectively)

### **SUBGOALS:**

1. By the end of the SY 2018-2019, the CCS students who participated in the district's Early Childhood Education (ECE) who also transitioned to CCS kindergarten and considered on-track for language and literacy, will increase from 60 to 65 percent, as measured by the KRA.
2. By the end of the SY 2018-19, third grade CCS students who are identified as needing special education services will demonstrate a 3.5 percentage point increase from 14.5 to 17 percent, as measured by the OST third grade ELA Assessment.
3. By the end of the SY 2018-19, third grade CCS students who are identified as needing ESL services or as English Learners will demonstrate a 5-percentage point increase in proficiency on the state's ELA Assessment from 35.2 percent.

To support the achievement of the overarching goal the District Instructional support team, made up of district administrators and teacher coordinators from: Curriculum - ESL -Special Education - School Improvement - Early Childhood; will collaboratively train in SIOP, UDL and instructional best practices, to ensure consistency in messaging and support for our students, families, teachers and administrators. Administrators and teachers will receive professional development and job embedded support in monthly division meetings, PLCs, district organized and facilitated conferences, classroom modeling and coaching, early release staff meetings, and customized PD based on school need. To ensure alignment of supports, the divisions of ESL, Gifted, and Special Education Academics have been reorganized within the Office of Teaching and Learning.

**Section 6: Action Plan Map(s)**

*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.*

**Subgoal #1: Action Plan Map**

**Goal Statement:** By the end of the SY 2018-2019, the CCS students who participated in the district's Early Childhood Education (ECE) who also transitioned to CCS kindergarten and considered on-track for language and literacy, will increase from 60 to 65 percent, as measured by the KRA.

**Evidence-Based Practice:**

**1.1** - Teachers will engage children in explicit print-related discussions during book reading to improve print knowledge (Tier 1).

**1.2** - Teachers will embed oral language strategies across multiple classroom activities to increase vocabulary (Tier 1).

**1.3** - Develop awareness of the segments of sound in speech and how they link to letters to impact phonological awareness (Tier 1).

	Action Step 1	Action Step 2	Action Step 3
<b>Components</b>	District leaders will develop systems to support teachers with creating and implementing effective early childhood literacy instruction.	Develop systems to support effective PreK literacy instruction by building the capacity of staff, students and families.	<b>Develop data systems to support effective and efficient monitoring of PreK literacy skills.</b>
<b>Timeline</b>	<b>August 2018-July 2019</b>	<b>August 2018-July 2019</b>	<b>August 2018-July 2019</b>

Lead Person(s)	Division of Early Childhood Education (ECE)	Division of Early Childhood Education	Division of Early Childhood Education and Vendor Evaluation Process
Resources Needed	Time to meet, meeting schedule, guidance documents, resources about effective progress monitoring aligned with the evidence-based practices, resources/knowledge of instructional strategies <i>[professional development for effective instructional and intervention strategies, support for parent involvement - how parents can support learning at home]</i>	Job-embedded PD related to data analysis, instructional strategies and family engagement; family engagement opportunities at the building level; high quality differentiated instruction; high quality literacy resources	Systemic Progress Monitoring Tool, job-embedded professional development, ongoing coaching and support
Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	<ul style="list-style-type: none"> <li>• Staff will acquire</li> </ul>	knowledge, skills and abilities of Scientifically-Based Reading Research so they understand how to address the wide range of reading needs in their classroom. Staff and families will partner together to build opportunities for learning at home.	<p>August 2018 - June 2019: PerK Year 1</p> <ul style="list-style-type: none"> <li>• Implementation district wide with identified classrooms/schools</li> <li>• Ongoing job embedded professional development regarding implementation and utilization of the program and effective early literacy practices.</li> <li>• Student training on access the program</li> <li>• Schedule ongoing parent learning opportunities</li> </ul>

throughout the  
year

Measure of Success	Collect baseline data on student literacy skills using the ELA	Utilize systemic progress monitoring tools with additional informal teacher assessments,	Usage and Student growth from the beginning of the year and end of the year as measured by program, ELA Spring Administration, report card data, and BOY KRA scores of students entering Kindergarten.
Check-In/Review Date	BOY and EOY ELA	Continuous	Monthly, BOY/EOY ELA, and BOY KRA scores of students previously enrolled in CCS PreK programs

### Subgoal #2 Action Plan Map

**Goal Statement:** By the end of the SY 2018-19, third grade CCS students who are identified as needing special education services will demonstrate a 3.5 percentage point increase from 14.5 to 17 percent, as measured by the OST third grade ELA Assessment.

#### Evidence-Based Practice:

**2.1** - Develop awareness of the segments of sound in speech and how they link to letters to impact phonological awareness (Tier 1).

**2.2** - Teach students to decode words, analyze word parts and recognize words (Tier 1).

**2.3** - Develop awareness of the segments of sound in speech and how they link to letters to impact phonological awareness (Tier 1).

**2.4** - Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (Tier 2).

	Action Step 1	Action Step 2	Action Step 3
<b>Components</b>	District leaders will develop systems to support teachers	Develop systems to support effective K-3	Develop data systems to support effective and

	with creating and implementing effective Reading Improvement and Monitoring Plans.	literacy instruction by building the capacity of staff, students and families.	efficient monitoring of K-3 literacy skills.
Timeline	August 2018 - July 2019	August 2018 - July 2019	August 2018 - July 2019
Lead Person(s)	Department of Accountability, Special Education Support Services, Office of Teaching and Learning	Department of Accountability, Special Education Support Services, Office of Teaching and Learning	Office of Teaching and Learning/Division of Testing and Program Evaluation
Resources Needed	Time to meet, meeting schedule, guidance documents, resources about effective progress monitoring, training resources/knowledge of instructional strategies <i>[professional development for effective instructional and intervention strategies, support for parent involvement - how parents can support learning at home]</i>	Job-embedded PDt related to data analysis, instructional strategies and family engagement; family engagement opportunities at the building level; high quality differentiated instruction; high-quality literacy resources	Systemic Progress Monitoring Tool, job-embedded PDt, ongoing coaching and support
Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	<ul style="list-style-type: none"> <li>• Use Certify System to monitor completion/compliance of Notification Letter, RIMP, and Intervention Flags</li> <li>• Identify data collection strategies to support Progress Monitoring</li> </ul>	Staff will acquire knowledge, skills and abilities of Scientifically-Based Reading Research so they understand how to address the wide range of reading needs in their classroom. Staff and families will partner together to build	<p>Jan - June 2018: Initial introduction and Pre-Pilot</p> <ul style="list-style-type: none"> <li>• Meet with 3 pilot schools to begin implementation</li> <li>• Initial Instructional Coach Training</li> <li>• Elementary administrator introduction to iReady</li> <li>• Ongoing instructional</li> </ul>

opportunities for  
learning at home.

coach and  
administrator  
informational  
sessions and  
exploration  
opportunities

- Selection of schools  
for SY18-19  
District Wide  
Pilot
- June - July  
2018: Summer  
School  
Implementation
- Summer  
professional  
development  
with district wide  
pilot schools
- Utilize with K-3<sup>rd</sup>  
grade students
- Digital Student  
Rostering

August 2018 - June  
2019: K-3 Pilot Year

- Implementation with  
district wide  
iReady Schools
- Ongoing job  
embedded  
professional  
development  
regarding  
implementation  
and utilization of  
the iReady tool  
and effective  
early literacy  
practices.
- Student training on  
access the  
iReady  
Program/Tool

· Parent learning opportunities

Measure of Success	Completed district-wide plans for students identified not on-track, increase in the number of students moving to on-track status, improved score on State Report Card, "Closing the Gap"	iReady progress monitoring, MAP, increase in the # of students that move from not-on-track to on-track.	Usage and Student growth from the beginning of the year and end of the year as measured by iReady and NWEA MAP Assessments
Check-In/Review Date	Monthly	BOY, MOY & EOY	Monthly

### Subgoal # 3 Action Plan Map

**Goal Statement:** By the end of the SY 2018-19, third grade CCS students who are identified as needing ESL services or as English Learners (EL) will demonstrate a 5-percentage point increase in proficiency on the state's ELA Assessment from 35.2 to 40.2

#### Evidence-Based Practice:

**3.1** - Teach students academic language skills, including the use of inferential and narrative language, and vocabulary (Tier 3).

**3.2** - Teach students to decode words, analyze word parts and recognize words (Tier 1).

**3.3** - Develop awareness of the segments of sound in speech and how they link to letters to impact phonological awareness (Tier 1).

**3.4** - Ensure that each student reads connected text everyday to support reading accuracy, fluency and comprehension (Tier 2).

	Action Step 1	Action Step 2	Action Step 3
<b>Components</b>	District leaders will develop systems to support teachers with creating and implementing effective Reading Improvement and Monitoring Plans.	Develop systems to support effective K-3 literacy instruction by building the capacity of staff, students and families.	Develop data systems to support effective and efficient monitoring of K-3 literacy skills.

Timeline	August 2018 - July 2019	August 2018 - July 2019	August 2018 - July 2019
Lead Person(s)	Department of Accountability, Special Education Support Services, Office of Teaching and Learning	Department of Accountability, Special Education Support Services, Office of Teaching and Learning	Office of Teaching and Learning/Division of Testing and Program Evaluation
Resources Needed	Time to meet, meeting schedule, guidance documents, resources about effective progress monitoring, training resources/knowledge of instructional strategies <i>[professional development for effective instructional and intervention strategies, support for parent involvement - how parents can support learning at home]</i>	Job-embedded PDt related to data analysis, instructional strategies and family engagement; family engagement opportunities at the building level; high quality differentiated instruction; high-quality literacy resources	Systemic Progress Monitoring Tool, job-embedded PDt, ongoing coaching and support
Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	<ul style="list-style-type: none"> <li>• Use Certify System to monitor completion/compliance of Notification Letter, RIMP, and Intervention Flags</li> <li>• Identify data collection strategies to support Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will acquire knowledge, skills and abilities of Scientifically-Based Reading Research so they understand how to address the wide range of reading needs in their classroom. Staff and families will partner</li> </ul>	<p>Jan - June 2018: Initial introduction and Pre-Pilot</p> <ul style="list-style-type: none"> <li>• Meet with 3 pilot schools to begin implementation</li> <li>• Initial Instructional Coach Training</li> <li>• Elementary administrator introduction to iReady</li> <li>• Ongoing instructional coach and administrator informational sessions and exploration opportunities</li> </ul>

together to build opportunities for learning at home.

- Selection of schools for SY18-19 District Wide Pilot
- June - July 2018: Summer School Implementation
- Summer professional development with district wide pilot schools
- Utilize with K-3<sup>rd</sup> grade students
- Digital Student Rostering

August 2018 - June 2019: K-3 Pilot Year

- Implementation with district wide iReady Schools
- Ongoing job embedded professional development regarding implementation and utilization of the iReady tool and effective early literacy practices.
- Student training on access the iReady Program/Tool
- Parent learning opportunities

Measure of Success	Completed district-wide plans for students identified not on-track, increase in the number of students moving	iReady progress monitoring, MAP, increase in the # of students that move	Usage and Student growth from the beginning of the year and end of the year as
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	to on-track status, improved score on State Report Card, "Closing the Gap"	from not-on-track to on-track.	measured by iReady and NWEA MAP Assessments
Check-In/Review Date	Monthly	BOY, MOY & EOY	Monthly

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

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

### **Subgoal One:**

***By the end of SY 2018-19, the CCS students who participated in the district's Early Childhood Education (ECE) who also transitioned to CCS kindergarten and considered on-track for language and literacy, will increase from 60 to 65 percent, as measured by the KRA, increasing to 70 and 75 in Year 2 and 3, respectively.***

11. During the 2018-2019 school year, Columbus City Schools (CCS) will gather language and literacy student performance data at the beginning, middle and end of the year (BOY, MOY, EOY) utilizing the Early Learning Assessment to identify and then monitor progress for all areas of weakness and strength.
12. During the 2018-2019 school year, the Division of ECE will disaggregate PreK student performance from the NWEA Reading MAP Assessment during all three (3) administrations (BOY, MOY and EOY) of the students' Kindergarten year to compare ECE student growth and on-track/off-track status for all CCS Kindergarten students.
13. During the 2018-2019 school year, the Division of ECE will work with the Office of Teaching and Learning and the Office of Accountability to disaggregate CCS PreK student performance data from the Kindergarten Readiness Assessment (KRA) administered with CCS students during their Kindergarten year to compare ECE student growth and on-track/off-track status for all CCS Kindergarten students.

### **Subgoal Two:**

***By the end of the SY 2018-19, third grade CCS students who are identified as needing special education services will demonstrate a 3.5 percentage point increase from 14.5 to 17 percent, as measured by the state's third grade ELA Assessment, and increasing by an additional 3.5 percentage points per year to 20.5 and 24 percent in Year 2 and 3, respectively.***

1. During the 2018-2019 school year, CCS will gather student performance data at the beginning, middle and end of the year (BOY, MOY, EOY) utilizing the NWEA MAP Reading Assessment to determine the number of identified students with disabilities (SWD) are off-track in comparison to aggregate CCS student population in relation to the Third Grade Reading Guarantee (3GRG), and monitor progress in areas of weakness or strength.
2. During the 2018-2019 school year, CCS will gather student performance data from the state's third grade ELA Assessment to determine the number of identified SWD who are struggling and in what areas are they continuing to struggle in comparison to aggregate CCS student population.
3. During the 2018-2019 school year, between the administration of each of the BOY, MOY and EOY with the targeted student population, pilot CCS schools will utilize a system progress

monitoring tool as an ongoing progress monitoring mechanism and the data reports will be provided to classroom, building and district-level teams to inform and adjust instructional practices aligned with the project subgoals and evidence-based practices/interventions.

**Subgoal Three:**

***By the end of the SY 2018-19, third grade CCS students who are identified as needing ESL services or as English Learners (EL) will demonstrate a 5-percentage point increase in proficiency on the state's ELA Assessment from 35.2 to 40.2, and increasing by an additional 5-percentage points per year to 45.2 and 50.2 percent in Year 2 and 3, respectively.***

1. During the 2018-2019 school year, CCS will gather student performance data at the beginning, middle and end of the year (BOY, MOY, EOY) utilizing the NWEA MAP Reading Assessment to determine the number of identified English Language Learners (ELL) are off-track in comparison to aggregate CCS student population in relation to the Third Grade Reading Guarantee (3GRG), and monitor progress in areas of weakness or strength.
2. During the 2018-2019 school year, CCS will gather student performance data from the state's third grade ELA Assessment to determine the number of identified ELL who are struggling and in what areas are they continuing to struggle in comparison to aggregate CCS student population.
3. During the 2018-2019 school year, between the administration of each of the BOY, MOY and EOY with the targeted student population, pilot CCS schools will utilize a system progress monitoring tool as an ongoing progress monitoring mechanism and the data reports will be provided to classroom, building and district-level teams to inform and adjust instructional practices aligned with the project sub goals and evidence-based practices/interventions.

**SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND PROFESSIONALS****SECTION 8, PART A: EVIDENCE-BASED PRACTICES AND INTERVENTIONS TO SUPPORT LEARNERS**

1. *Describe the specific evidence-based practices and interventions that will be used to improve language and literacy development. This description should include evidence-based practices supporting core literacy instruction, as well as evidence-based interventions.*
2. *For each evidence-based practice and intervention, identify the ESSA tier of evidence associated with that practice or intervention, and describe how the 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 the evidence-based practices and interventions support children with developmental delays, disabilities, English learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans).*

**1. Describe the specific evidence-based practices and interventions that will be used to improve language and literacy development. This description should include evidence-based practices supporting core literacy instruction, as well as evidence-based interventions.**

Relevant student data (described in section 3) collected over the last three years in grades PreK-3 consistently shows foundational skills as an area in need of improvement. Specific weakness in phonemic awareness, phonics and vocabulary acquisition have been identified. The evidence-based recommendations outlined in the What Works Clearinghouse (WWC) document, Foundational Skills to Support Reading for Understanding in Kindergarten Through 3<sup>rd</sup> Grade address these weaknesses and support both core literacy instruction as well as explicit intervention instruction. Additional recommendations were gathered from various evidence-based sources from the WWC which identifies well-designed studies, trustworthy research, and meaningful findings to inform decisions and improve students outcomes.

Additional evidence to support the use of these recommendations with the district's ESL and Special Education populations are outlined in the What Works Clearinghouse documents, Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, and Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades.

Evidence-Based Practice	Description
1.1	Teachers will engage children in explicit print-related discussions during book reading to improve print knowledge
1.2	Teachers will embed oral language strategies across multiple classroom activities to increase vocabulary

These recommendations are:

1.3, 2.3 & 3.3	Develop awareness of the segments of sound in speech and how they link to letters to impact phonological awareness
2.1 & 3.1	Teach students academic language skills, including the use of inferential and narrative language, and vocabulary
2.2 & 3.2	Teach students to decode words, analyze word parts and recognize words
2.4 & 3.4	Ensure that each student reads connected text everyday to support reading accuracy, fluency and comprehension

2.

***For each evidence-based practice, and intervention, identify the ESSA tier of evidence associated with that practice or intervention, and describe how the leadership team made that determination.***

**Evidence- Based Practice 1.1:**

***Teachers will engage children in explicit print-related discussions during book reading to improve print knowledge.***

ESSA Tier of Evidence: Tier 1

The WWC identified multiple studies that met WWC group design standards and examined the impact of student print knowledge as a important precursor to reading. Print knowledge is a child's earliest understanding that written language carries meaning. The foundation of all other literacy learning builds upon this knowledge. Researchers have found children engage in more reading and writing activities in print-rich environments. Research also suggests teachers should read regularly to the class as a whole group using print-rich text selections. These instructional read-alouds should embed explicit discussions about print and ensure the print-focused discussions follow a specific scope and sequence.

There were five studies in the WWC that met evidence standards. The following studies reviewed by WWC provide evidence for utilizing this evidence-based practice:

Box, J. A., & Aldridge, J. (1993). Shared reading experiences and Head Start children's concepts about print and story structure. *Perceptual and Motor Skills*, 77(3), 929–930.

Clements, D. H., & Sarama, J. (2007). Effects of a preschool mathematics curriculum: Summative research on the building blocks project. *Journal for Research in Mathematics Education*, 38(2), 136-163. Retrieved from: <https://eric.ed.gov/?id=EJ757034>

Justice, L. M., McGinty, A. S., Piasta, S. B., Kaderavek, J. N., & Fan, X. (2010). Print-focused read-alouds in preschool classrooms: Intervention effectiveness and moderators of child outcomes. *Language, Speech, and Hearing Services in Schools*, 41(4), 504–520. Retrieved from: <https://eric.ed.gov/?id=EJ909127>

Preschool Curriculum Evaluation Research (PCER) Consortium. (2008). *Effects of preschool curriculum programs on school readiness (NCER 2008-2009)*. Washington, DC: National Center for Education

Research, Institute of Education Sciences, US Department of Education. Washington, DC: US Government Printing Office. Retrieved from: <https://eric.ed.gov/?id=ED502153>

Whitehurst, G. J., Epstein, J. N., Angell, A. L., Payne, A. C., Crone, D. A., & Fischel, J. E. (1994). Outcomes of an emergent literacy intervention in Head Start. *Journal of Educational Psychology*, 86(4), 542-555. Retrieved from: <https://eric.ed.gov/?id=EJ500565>

**Evidence-Based Practice 1.2:**

***Teachers will embed oral language strategies across multiple classroom activities to increase vocabulary.***

ESSA Tier of Evidence: Tier 1

The WWWC identified multiple studies that met WWC group design standards and examined the value of language and literacy on the development of vocabulary which as an important precursor to reading. A quality early childhood curriculum should be intellectually engaging and challenging in a way that expands children's knowledge of the world and their vocabulary. Investigating real topics or events that are meaningful to children should be a primary feature of the curriculum. When children investigate, they have opportunities to ask questions and use their literacy skills to explore their worlds.

Research has consistently shown the ability to map sounds onto letter names-the process known as phonics, is related to children's vocabulary development. Children from different socioeconomic groups differs greatly in their language and vocabulary. Research shows explicit vocabulary instruction, such as making connections among words and repeatedly exposing students to content related words, can accelerate vocabulary development regardless of socioeconomic status. Christie, et al (2003) found when teachers used specific teaching techniques, such as cloze techniques (the teacher presents a short sentence or phrase that leaves out a key word for the children to say out loud), student retelling, think aloud activities, and scaffolding, to build oral language skills, there was a significant increase in student oral language vocabulary when assessed using the Peabody Picture Vocabulary Test III (PPVT-III).

There were four studies in the WWC that met evidence standards. The following studies reviewed by WWC provide evidence for utilizing this evidence-based practice:

Christie, J., Roskos, K., Vukelich, C., & Han, M. (2003). In F. Lamb-Parker, J. Hagen, R. Robinson, & H. Rhee (Eds.), *The first eight years. Pathways to the future: Implications for research, policy, and practice.* Proceedings of the Head Start National Research Conference (pp. 447–448). New York: Mailman School of Public Health, Columbia University.

Cope, R., & Cummings, J. (2001). *Evaluation of the Waterford Early Reading Program in Madisonville Consolidated Independent School District.* Huntsville, TX: Sam Houston State University. (Available from the Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101)

Lonigan, C. J., Farver, J. M., Clancy-Menchetti, J., & Phillips, B. M. (2005, April). Promoting the development of preschool children's emergent literacy skills: A randomized evaluation of a literacy-focused curriculum and two professional development models. Paper presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA. Retrieved from: <https://eric.ed.gov/?id=EJ915825>

Wasik, B. A., & Bond, M. A. (2001). Beyond the pages of a book: Interactive book reading and language development in preschool classrooms. *Journal of Educational Psychology*, 93(2), 243-250. Retrieved from: <https://eric.ed.gov/?id=EJ638739>

**Evidence-Based Practice 1.3, 2.3, 3.3:**

***Develop awareness of the segments of sounds in speech and how they link to letters.***

*ESSA Tier of Evidence: Tier 1*

*Correlational studies have identified phonemic awareness and letter knowledge as the two best school entry predictors of reading development in a child's first two years of school. The National Reading Panel found that phonemic awareness instruction helped all types of children in grades pre-kindergarten through 6<sup>th</sup> grade improve their reading including normally developing readers, children at risk for future reading problems, and disabled readers.*

*The WWC identified multiple studies which met their design standards. All of these studies found positive effects in at least one of the practice's key domains (letter names and sounds and phonology). Twelve of the studies meet WWC group design standards without reservations and all of them demonstrated strong internal validity and high external validity. Collectively, the studies show positive gains through both whole group and small group lessons.*

*Although PD opportunities related to phonemic awareness and alphabetic development have been made available to teachers and principals, our data still indicates this as an area of need for our students. Therefore, there is a need to develop a more explicit and systematic way of teaching these skills to our students through both whole group word study lessons and small group guided reading lessons.*

*The following studies reviewed by WWC provide evidence for utilizing this evidence-based practice:*

*Hagans, K., & Good, R. (2013). Decreasing reading differences in children from disadvantaged backgrounds: The effects of an early literacy intervention. Contemporary School Psychology, 17(1), 103–117.*

*Lane, K. L., Fletcher, T., Carter, E. W., Dejud, C., & DeLorenzo, J. (2007). Paraprofessional-led phonological awareness training with youngsters at risk for reading and behavioral concerns. Remedial and Special Education, 28(5), 266–276.*

*Lane, H. B., Pullen, P. C., Hudson, R. F., & Konold, T. R. (2009). Identifying essential instructional components of literacy tutoring for struggling beginning readers. Literacy Research and Instruction, 48(4), 277–297.*

*Oudeans, M. K. (2003). Integration of letter–sound correspondences and phonological awareness skills of blending and segmenting: A pilot study examining the effects of instructional sequence on word reading for kindergarten children with low phonological awareness. Learning Disability Quarterly, 26(4), 258–280.*

*Ouellette, G., & Senechal, M. (2008). Pathways to literacy: A study of invented spelling and its role in learning to read. Child Development, 79(4), 899–913.*

*Rashotte, C. A., MacPhee, K., & Torgesen, J. K. (2001). The effectiveness of a group reading instruction program with poor readers in multiple grades. Learning Disability Quarterly, 24(2), 119–134.*

Scanlon, D. M., Vellutino, F. R., Small, S. G., Fanuele, D. P., & Sweeney, J. M. (2005). Severe reading difficulties—can they be prevented? A comparison of prevention and intervention approaches. *Exceptionality*, 13(4), 209–227.

Walton, P. D., Bowden, M. E., Kurtz, S. L., & Angus, M. (2001). Evaluation of a rime-based reading program with Shuswap and Heiltsuk First Nations pre-readers. *Reading and Writing*, 14(3), 229–264.

Walton, P. D., & Walton, L. M. (2002). Beginning reading by teaching in rime analogy: Effects on phonological skills, letter–sound knowledge, working memory, and word-reading strategies. *Scientific Studies of Reading*, 6(1), 79–115.

**Evidence-Based Practice 2.1 & 3.1:**

**Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.**

ESSA Tier of Evidence: Tier 3

What Works Clearinghouse identified 7 studies which met their design standards. Six of these studies examined outcomes in the vocabulary domain with three showing positive effects and three showing no discernible effects. The three studies showing positive effects demonstrated internal and external validity.

Academic language is a critical component of oral language. Students who enter kindergarten with limited academic language skills lag behind their peers in reading. While students typically acquire social language skills naturally, academic language skills usually require instruction. Students of all ages and text-reading abilities need support in developing inferential & narrative language skills as well as academic vocabulary knowledge. The three studies listed below utilized instructional read-alouds to support these skills which is an integral part of our district K-3 Balanced Literacy Framework.

The following studies reviewed by WWC provide evidence for utilizing this evidence-based practice:

Baker, S.K., Santoro, L. E., Chard, D. J., Fien, H., Park, Y., & Ottersteadt, J. (2003). An evaluation of an explicit read aloud intervention taught in whole-classroom formats in first grade, Elementary School Journal, 113(3), 331-358.

Justice, J. R., Peyton, J. A., & Walpole, S. (2005). Learning new words from storybooks: An efficacy study with at-risk kindergartens. *Language, Speech, and Hearing Service in Schools*, 36(1), 17- 32.

Goodson, B., Wolf, A., Bell, S., Turner, H., & Finney, P. B. (2010). The effectiveness of a program to accelerate vocabulary development in kindergarten (VOCAB) (NCEE 2010-4014). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Nelson, J., Vadasy, P., & Sanders, E. (2011). Efficacy of a tier 2 supplemental root word vocabulary and decoding intervention with kindergarten Spanish-speaking English learners. *Journal of Literacy Research*, 43(2), 184-211. doi:10.1177/1086296x11403088

Silverman, R., & Hines, S. (2009). The effects of multimedia-enhanced instruction on the vocabulary of English-language learners and non-English-language learners in pre-kindergarten through second grade. *Journal of Educational Psychology*, 101(2), 305-314. doi:10.1037/a0014217

The following study review by the National Reading Panel also provides evidence for utilizing this strategy:

White, T.G., Graves, M.F., & Slater, W.H. (1990). Growth of reading vocabulary in diverse elementary schools: Decoding and word meaning. *Journal of Educational Psychology*, 82(2), 281-290.

***Evidence-Based Practice 2.2 & 3.2:***

***Teach students to decode words, analyze word parts, and write and recognize words.***

ESSA Tier of Evidence: Tier 1

The WWC identified multiple studies which met WWC group design standards. Thirteen of these studies had positive effects in the word reading and/or encoding domains. Although no studies that met WWC group design standards examined an outcome in the morphology domain, morphology outcomes are directly associated with analyzing word parts. Six studies had a positive effect regarding using word parts to decode words.

Teaching students to decode and recognize words and word parts was identified by the National Reading Panel as an effective instructional strategy. Once students know a few consonant and vowel letters/sounds, they can begin to use this letter/sound knowledge to decode and read words in isolation or in connected text. Students also need to learn how to break down and read complex words by segmenting these words into smaller word parts. Learning to understand that sounds relate to letters in predictable and unpredictable ways, recognize letter patterns, and recognize words parts will help students read increasingly more complex text with greater accuracy, fluency and comprehension.

The following studies reviewed by WWC provide evidence for utilizing this evidence-based practice:

Blachman, B. A., Fletcher, J. M., Schatschneider, C., Francis, D. J., Clonan, S. M., Shaywitz, B. A., & Shaywitz, S. E. (2004). Effects of intensive reading remediation for second and third graders and a 1-year follow-up. *Journal of Educational Psychology*, 96(3), 444–461.

Coyne, M. D., Kame'enui, E. J., Simmons, D. C., & Harn, B. A. (2004a). Beginning reading intervention as inoculation or insulin: First-grade reading performance of strong responders to kindergarten intervention. *Journal of Learning Disabilities*, 37(2), 90–104.

Graham, S., Harris, K. R., & Chorzempa, B. F. (2002). Contribution of spelling instruction to the spelling, writing, and reading of poor spellers. *Journal of Educational Psychology*, 94(4), 669–686.

Gunn, B., Biglan, A., Smolkowski, K., & Ary, D. (2000). The efficacy of supplemental instruction in decoding skills for Hispanic and non-Hispanic students in early elementary school. *The Journal of Special Education*, 34(2), 90-103.

Jenkins, J. R., Peyton, J. A., Sanders, E. A., & Vadasy, P. F. (2004). Effects of reading decodable texts in supplemental first-grade tutoring. *Scientific Studies of Reading*, 8(1), 53–85.

Johnston, R. S., & Watson, J. E. (2004). Accelerating the development of reading, spelling, and phonemic awareness skills in initial readers. *Reading and Writing*, 17(4), 327–357.

Nelson, J., Vadasy, P., & Sanders, E. (2011). Efficacy of a tier 2 supplemental root word vocabulary and decoding intervention with kindergarten Spanish-speaking English learners. *Journal of Literacy Research*, 43(2), 184-211. doi:10.1177/1086296x11403088

Scanlon, D. M., Vellutino, F. R., Small, S. G., Fanuele, D. P., & Sweeney, J. M. (2005). Severe reading difficulties—can they be prevented? A comparison of prevention and intervention approaches. *Exceptionality*, 13(4), 209–227.

Tse, L., & Nicholson, T. (2014). The effect of phonics-enhanced Big Book reading on the language and literacy skills of six-year-old pupils of different reading ability attending lower SES schools. *Frontiers in Psychology*, 5. doi: 10.3389/fpsyg.2014.01222.

Vadasy, P. F., & Sanders, E. A. (2011). Efficacy of supplemental phonics-based instruction for low-skilled first graders: How language minority status and pre-test characteristics moderate treatment response. *Scientific Studies of Reading*, 15(6), 471–497.

Vadasy, P. F., Sanders, E. A., & Tudor, S. (2007). Effectiveness of para-educator-supplemented individual instruction: Beyond basic decoding skills. *Journal of Learning Disabilities*, 40(6), 508–525.

Wright, J., & Jacobs, B. (2003). Teaching phonological awareness and metacognitive strategies to children with reading difficulties: A comparison of two instructional methods. *Educational Psychology*, 23(1), 17–24.

**Evidence-Based Practice 2.4 & 3.4:**

***Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.***

ESSA Tier of Evidence: Tier 2

The What Works Clearinghouse identified multiple studies that met WWC group design standards and examined the effectiveness of interventions with connected text. Eighteen of these studies showed positive effects on word reading, oral reading accuracy and oral reading fluency, and/or reading comprehension outcomes. Three studies found no discernible effects on any outcome and one found a negative effect in word reading.

The National Reading Panel found compelling evidence that instruction to increase reading fluency is critical to both reading comprehension and future reading success. Reading connected text accurately, fluently, and with appropriate phrasing and comprehension requires students to identify words quickly using a variety of strategies, draw on background knowledge to understand text, self-monitor both accuracy and understanding, and apply strategies to repair misunderstandings. Students should read connected text daily, both with and without constructive feedback. They should interact with a variety of connected texts, including diverse genres and varied levels.

The following studies reviewed by WWC provide evidence for utilizing this evidence-based practice:

Burroughs-Lange, S., & Douetil, J. (2007). Literacy progress of young children from poor urban settings: A Reading Recovery comparison study. *Literacy Teaching and Learning*, 12(1), 19–46.

Case, L. P., Speece, D. L., Silverman, R., Ritchey, K. D., Schatschneider, C., Cooper, D. H., Jacobs, D. (2010). Validation of a supplemental reading intervention for first-grade children. *Journal of Learning Disabilities*, 43(5), 402–417.

Case, L., Speece, D., Silverman, R., Schatschneider, C., Montanaro, E., & Ritchey, K. (2014). Immediate and long-term effects of tier 2 reading instruction for first-grade students with a high probability of reading failure. *Journal of Research on Educational Effectiveness*, 7(1), 28–53.

Cheatham, J. P., Allor, J. H., & Roberts, J. K. (2014). How does independent practice of multiple-criteria text influence the reading performance and development of second graders? *Learning Disability Quarterly*, 37(1), 3–14.

Denton, C. A., Tolar, T. D. Fletcher, J. M., Barth, A. E., Vaughn, S., & Francis, D. J. (2013). Effects of tier 3 intervention for students with persistent reading difficulties and characteristics of inadequate responders. *Journal of Educational Psychology*, 105(3), 633–648.

Jenkins, J. R., Peyton, J. A., Sanders, E. A., & Vadasy, P. F. (2004). Effects of reading decodable texts in supplemental first-grade tutoring. *Scientific Studies of Reading*, 8(1), 53-85.

Lane, H. B., Pullen, P. C., Hudson, R. F., & Konold, T. R. (2009). Identifying essential instructional components of literacy tutoring for struggling beginning readers. *Literacy Research and Instruction*, 48(4), 277– 297.

Martens, B., Eckert, T., Begeny, J., Lewandowski, L., Digennaro, F., Montarello, S., Fiese, B. (2007). Effects of a fluency-building program on the reading performance of low-achieving second and third grade students. *Journal of Behavioral Education*, 16(1), 38–53.

May, H., Gray, A., Gillespie, J. N., Sirinides, P., Sam, C., Goldsworthy, H., Armijo, M., & Tognatta, N. (2013). Evaluation of the i3 scale-up of Reading Recovery year one report, 2011–12. Philadelphia, PA: Consortium for Policy Research in Education. DOI: 10.12698/cpre.2013.rr76

O'Connor, R. E., Swanson, H. L., & Geraghty, C. (2010). Improvement in reading rate under independent and difficult text levels: Influences on word and comprehension skills. *Journal of Educational Psychology*, 102(1), 1–19.

O'Connor, R. E., White, A., & Swanson, H. L. (2007). Repeated reading versus continuous reading: Influences on reading fluency and comprehension. *Exceptional Children*, 74(1), 31–46.

Reutzel, D. R., Fawson, P. C., & Smith, J. A. (2008). Reconsidering silent sustained reading: An exploratory study of scaffolded silent reading. *Journal of Educational Research*, 102(1), 37–50.

Scanlon, D. M., Vellutino, F. R., Small, S. G., Fanuele, D. P., & Sweeney, J. M. (2005). Severe reading difficulties—can they be prevented? A comparison of prevention and intervention approaches. *Exceptionality*, 13(4), 209–227.

Schwartz, R. M. (2005). Literacy learning of at-risk first-grade students in the Reading Recovery early intervention. *Journal of Educational Psychology*, 97(2), 257–267.

Swanson, H. L., & O'Connor, R. (2009). *The role of working memory and fluency practice on the reading comprehension of students who are dysfluent readers*. *Journal of Learning Disabilities*, 42(6), 548–575.

Vadasy, P. F., Sanders, E. A., & Peyton, J. A. (2005). Relative effectiveness of reading practice or word-level instruction in supplemental tutoring: How text matters. *Journal of Learning Disabilities*, 38(4), 364-380.

**3. Describe how the proposed evidence-based practices and interventions support specific learner needs, as identified in Section 3.**

Relevant student data (described in section 3) collected over the last three years in grades PreK-3 consistently shows foundational skills as an area in need of improvement. Specific weakness in phonemic awareness, phonics and vocabulary acquisition have been identified.

Although PD opportunities related to phonemic awareness, alphabetic principle development, and vocabulary acquisition have been made available to teachers and principals, our data still indicates this as an area of need for our students. Therefore, there is a need to develop a more explicit and systematic way of teaching these skills to our struggling students through both whole group word study lessons, small group guided reading lessons and explicit phonics instruction. In addition, PreK students need more consistent student generated progress monitoring data to inform instruction and provide individualized student support.

Utilizing the evidence-based recommendations discussed above will allow our teachers to provide focused instruction in the core literacy program as well targeted intervention instruction for children who continue to struggle with these skills.

**4. Describe how the evidence-based practices and interventions support children with developmental delays, disabilities, English learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans).**

As we review our data, we must consider that instruction for students who continue to struggle and who are at risk of reading delays (students provided Reading Improvement and Monitoring Plans) needs to be “more explicit and comprehensive, more intensive, and more supportive than the instruction required by the majority of children.” (Foorman & Torgesen, 2001). In the *Reading Crisis: Why Poor Children Fall Behind*, Chall states that embedded phonemic awareness in rich guided reading may be clearly effective for early learners with moderate to high literacy skills entering school, however, low literate learners require additional intensive and systematic focus on decoding skills to make comparable gains. (Chall, Jacobs & Baldwin, 1990)

Teaching academic language skills provides all learners the opportunity to develop the academic vocabulary needed for reading, writing, and content area instruction in school. This supports early childhood learners, English language learners, struggling readers, and students with disabilities in gaining access to increasingly complex texts that contain a large amount of content and academic vocabulary. Emergent literacy skills are the specific abilities and interests that children acquire before they become conventional readers. Early literacy experiences provide opportunities to develop critical emergent literacy skills. Developing letter-sound knowledge, decoding words, analyzing word parts, and writing and recognizing words supports English language learners in building their English language skills. The variety of instructional practices implemented in the Balanced Literacy Framework meets the learning styles and needs of English language learners, struggling readers, and students with disabilities. Whole-group explicit instruction, small group instruction and intervention, and opportunities to work with peers allow students to develop proficiency with literacy skills. District assessment and data collection practices informs instruction to ensure that all students are met at their developmental and achievement levels. Ongoing progress monitoring allows for timely adjustments to instructional practice to meet individual student needs. Positive outcomes for both typically developing early learners, but especially early learners identified with disabilities must include accessible high-quality instruction; a language-rich environment in and outside of school; a system that delivers appropriate academic and behavioral supports; and effective literacy instruction and interventions for students with disabilities in less restrictive

settings.

To support development of critical early literacy skills, the district proposes a two-part approach consisting of: a) increasing consistency in implementation of the Balanced Literacy Framework currently in place within grades K-3 and b) strengthening current instruction and intervention with increased emphasis on phonemic awareness and alphabetic principle (K-1) and development of vocabulary (K-3). For children who are placed on a RIMP, but are not making adequate growth through the evidence-based practices in balanced literacy, classroom teachers will be supported in the implementation of individualized literacy strategies to target student needs as identified by ongoing progress monitoring. These students will be provided explicit instruction based on the recommendations of The What Works Clearinghouse document, Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. What Works Clearinghouse offers companion documents with recommendations for both the English language learner and students with disabilities that align to the recommendations from Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. The current and proposed practices of CCS align to the evidence-based practices and interventions recommended in these companion documents and to the What Works Clearinghouse document, Foundational Skills to Support

Reading for Understanding in Kindergarten Through 3rd Grade. These current and proposed practices include: a Balanced Literacy Framework that implements Small Group Guided Reading with flexible grouping, Language and Word Study instruction, and Writer's Workshop that includes the CCS Writing Portfolio process; explicit phonics instruction, multisensory approach to literacy instruction; Benchmark assessment data collection BOY, MOY, EOY with MAP and BAS/DRA2; and Progress Monitoring data, both current and with the implementation of iReady Diagnostic and Growth Monitoring, to be collected every two or four weeks determined by the needs of the student.

- a. Build skills gradually and provide a high level of teacher-student interaction with opportunities for practice and feedback. The What Works Clearinghouse documents, Teaching Academic Content and Literacy to English Learners in Elementary and Middle School and Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, make the following evidence-based recommendations (evidence has been included in section 8A, #2):
- 1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.**
    - a. Choose a brief, engaging piece of informational text that includes academic vocabulary as a platform for intensive academic vocabulary instruction.
    - b. Choose a small set of academic vocabulary for in-depth instruction.
    - c. Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening).
    - d. Teach word-learning strategies to help students independently figure out the meaning of words.
  - 2. Integrate oral and written English language instruction into content-area teaching.**
    - a. Strategically use instructional tools – such as short videos, visuals, and graphic organizers – to anchor instruction and help students develop background knowledge and make sense of content.
    - b. Explicitly teach the content-specific academic vocabulary, as well as the general academic vocabulary that supports it, during content-area instruction.
    - c. Provide daily opportunities for students to talk about content in pairs or small groups.
    - d. Providing writing opportunities to extend student learning and understanding of the content material.
  - 3. Provide regular, structured opportunities to develop written language skills.**
    - a. Provide writing assignments that are anchored in content and focused on developing academic language as well as writing skills.
    - b. For all writing assignments, provide language-based supports to facilitate students' entry into, and continued development of, writing.
    - c. Use small groups or pairs to provide opportunities for students to work and talk together on varied aspects of writing.
    - d. Assess students' writing periodically to identify instructional needs and provide positive, constructive feedback in response.
  - 4. Provide small-group instructional intervention to students struggling in areas of literacy and English language development.**
    - a. Use available assessment information to identify students who demonstrate persistent struggles with aspects of language and literacy development.
    - b. Design the content of small-group instruction to target students' identified needs.
    - c. For students who struggle with basic foundational reading skills, spend time not only on these skills but also on vocabulary development and listening and reading comprehension strategies.
    - d. Provide scaffolded instruction that includes frequent opportunities for students to practice and review newly learned skills and concepts in various contexts over several lessons to ensure retention.

**5. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week, for 20-40 minutes. (Tier 2 intervention)**

- a. Use a curriculum that addresses the components of reading instruction (phonemic awareness, phonics, vocabulary, comprehension, and fluency) and relates to students' needs and developmental level.
- b. Implement this program three to five times a week, for approximately 20 to 40 minutes.

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

- c. Build skills gradually and provide a high level of teacher-student interaction with opportunities for practice and feedback.

1. *Describe how the leadership team will offer/provide support for implementation of the identified evidence-based practices and interventions (professional learning, coaching, etc.).*
2. *Describe how the early childhood provider or LEA will ensure proposed evidence-based strategies in Section 8, Part A will be effective, show progress and **improve upon strategies utilized during the two prior consecutive years** (fidelity of adult implementation).*

With the addition of a new progress monitoring tool that provides detailed information on student strengths and areas of growth in each of the five components of reading, teachers will be able to better target instruction to meet the individualized needs of each student.

We will build on teacher knowledge gained over the past two years by providing learning opportunities that speak to the developmental process of early literacy in order to develop a deep understanding of how students learn and the hurdles that specifically face early and emergent readers. Increasing teacher understanding of how students learn to read with a specific focus on children of poverty, trauma, ESL students and students with special learning needs, will allow teachers to effectively select early literacy strategies (as described above) to meet the specific needs of individual children and effectively adapt instruction based on student response.

As students are identified as off track, reading improvement and monitoring plans will be developed with individualized literacy instructional strategies that target student needs based on performance data. Reading plans will be adjusted as indicated by ongoing data collection; ex. progress monitoring, classroom observations and formative assessments.

Teachers will be supported in developing multi-tiered plans that take into account the varied ways in which students take in information, engage with instruction and express evidence of their learning. This support will come in the form of district and building level professional development, in class modeling and coaching, and access to literacy resources aligned to prescribed interventions and strategies.

As a part of the TBT process teachers will share and discuss student literacy data (benchmark and progress monitoring), identified instructional needs, evidence based instructional strategies, strategy implementation strengths and challenges, and instructional support needs.

**SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN**

*Insert a professional development **plan** that supports the evidence-based strategies proposed in the local literacy plan and clearly identifies the staff involved in the professional development.*

*Refer to the definition of professional development in the guidance document. The early childhood provider or LEA is encouraged to use the professional development plan template from the Striving Readers Comprehensive Literacy subgrant application. This will help to ensure alignment between the local literacy plan and Striving Readers subgrant application, as well as aid the Department's technical review team when reviewing local literacy plans.*

The district's PreK-3 professional development plan will focus on building strong and lasting internal capacity among all educators within the literacy continuum, with a particular focus on the SpEd, ESL and PreK educators and support teams.

The PD plans are aligned with the identified evidence-based instructional practices/interventions for each of the sub goals, which are derived from the comprehensive needs assessment in Section 3 of this literacy plan. The PD plan will focus on aligning resources and structures throughout the PreK-3 continuum to provide a multi-tiered "community" of supports for educators. Within this plan, the district intends to secure a district master literacy coach and develop a model classroom within exemplary strategies to be demonstrated and to build internal capacity and fidelity of implementation.

Professional learning opportunities will be provided by outside experts, and by district Instructional Leadership teams, Department Directors, Supervisors, and Coordinators that will be trained in the literacy strategies described in this plan, and will also provide support and training to buildings and teachers. Providing professional learning opportunities for district leadership and support teams that will then provide the learning opportunities for buildings and teachers will foster the development of common understandings and shared clarity within the district and ensure consistent implementation of instructional strategies.

Instructional Coaches will attend monthly collaborative meetings, during which they will analyze ongoing progress monitoring data and instructional practices and receive additional professional development to support the work in their buildings. I-Ready Teacher Leaders will also meet monthly for professional learning, data analysis of progress monitoring reports, and additional training on the components of the i-Ready program.

There are several targeted professional development topics that are planned for the 2018-2019 school year as part of this plan, aligned with building capacity toward increasing student literacy achievement through the use of the identified evidence-based practices/interventions, they include:

- Conducting training on adoption of systemic progress monitoring tools and informing instructional practices
- Conducting ongoing, job-embedded and intensive PD and coaching with PreK-3 educators and instructional support teams, with an emphasis on building capacity that impacts all students but particularly with SWD, ESL and PreK students
- Conducting coaching and PD related to explicit instructional strategies for targeting ELL in the mainstream classroom
- Conducting UDL training with district-level support teams, with a focus on supporting SpEd and ESL instructional coaches while building internal capacity to support all students' literacy achievement in PreK-3

Coaches: The district will review fiscal policies to determine an effective coaching model to be implemented in the 2018-2019 school year. At this time, a model for professional development targeting coaches and building administrators will be developed to support the efficacy of coaches and administrators. Training for coaches and administrators will emphasize content as well as strategies to deliver PD to staff. The PD model developed for coaches and administrators will be differentiated based on surveys as well as available PD days like the model proposed above for the teaching staff.

Principals will provide their staff with an overview of the district project plan outlining specific details and considerations for implementation. Principals will be trained by Office of Teaching

and Learning division meetings. Principals will be provided with a common resource to present to their staff.

## APPENDICES

*You might include a glossary of terms, data summary, key messages, description of program elements, or any other information as needed.*

### **Data Summary-**

#### **KRA:**

**Based on three-year trend data (SY 2015-2016, 2016-2017, 2017-2018)**

- **Phonics and phonemic awareness are identified as areas of weakness as measured by KRA**
- **More than 50% of kindergarten students are not on-track as measured by KRA reading diagnostic data (44.58, 45.2, 47.53)**
- **Less than 30% of incoming kindergarten students demonstrate readiness as measured by the KRA three-year trend data. (24.45, 28.7, 29.82)**
- **Based on MAP data these results under-identify students who are not on-track.**
- 

#### **MAP:**

**Based on a multi-year trend data (SY 15-16, 16-17 and Fall 2017)**

- **Foundational Skills Goal Area is the weakest area for grades K-2 on the MAP Reading Growth K-2**
- **Vocabulary Acquisition and Use Goal Area is the weakest area for grades 2-3 on the MAP Growth 2-5.**
- **3rd grade exceeds NWEA Growth Norms**
- **Not enough increase/growth to close the gap-the gap is growing K-2**

#### **AIR:**

**Based on a multi-year trend data (SY 15-16 and 16-17) on the 3rd Grade ELA Assessment**

- **From SY16-SY17 all subgroups made gains (+9.2%)**
- **Female (+7.5%) – Male (+10.5%) – (White +8.4%) – Asian (+2.2%) – African American (+10.1%) – Hispanic (+7.8%) – Multiracial (8.4%) – IEP (+2.6%) – No IEP (10.5%) – ESL (+4.1%) – No ESL (+10.1%)**
- **IEP Students, Asian Students, ESL Students and Hispanic Students made the least amount of gains.**
- **Male Students, African American Students, No IEP Students and No ESL Students made the greatest gains (over district average again)**

- Female Students (43.5%), White Students (52.5%), Asian Students (47.7%) and Multiracial Students (46.3%) scored above the district proficiency average of 39.8%
- Male Students (36.2%), African American Students (32.9%), Hispanic Students (38.1%), IEP Students (14.5%), ESL Students (35.2%) scored below the district proficiency average of 39.8%

**KRA 16-17 (students enrolled in CCS PreK in SY 15-16)**

- 971 students were enrolled/941 were tested
- Of the 941 tested
  - 388/941 = 41% are off track
  - 547/941 = 59% are on track
- District on track status as measured by the KRA (Inclusive of all CCS Kindergartners)
  - 45.2% of CCS Kindergarten students were determined on track as measured by the KRA.
  - 59% percent of students enrolled in a CCS PreK program met the on track standard as measured by the KRA.

This is 13.8% higher than the district average inclusive of all kindergarten

**KRA 17-18 (students enrolled in CCS PreK in SY 16-17)**

- 1051 students were enrolled/1019 were tested
- Of the 941 tested
  - 410/1019 = 40% are off track
  - 605/1019 = 60% are on track
- District on track status as measured by the KRA (Inclusive of all CCS Kindergartners)
  - 47.53% of CCS Kindergarten students were determined on track as measured by the KRA.
  - 60% percent of students enrolled in a CCS PreK program met the on track standard as measured by the KRA.

This is 12.47% higher than the district average inclusive of all kindergarten