

John R. Kasich, Governor
Paolo DeMaria, Superintendent of Public Instruction

June 3, 2019

Dear Superintendent,

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

Strengths of the Reading Achievement Plan:

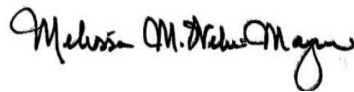
- This plan has positive attributes of shared leadership activities. They describe how implementing a reciprocal teaching approach will enhance their internal partnerships and collaboration efforts.

This plan will benefit from:

- This plan included data but the root cause analysis was not evident thus missing opportunities to truly reflect deeply as to factors impeding growing in their MTSS design.

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

Sincerely,



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

READING ACHIEVEMENT PLAN

DISTRICT NAME: Defiance City Schools

DISTRICT IRN: 043869

DISTRICT ADDRESS: 801 South Clinton Street, Defiance, Ohio 43512

PLAN COMPLETION DATE: December 2018 (revised April 2019)

Section 8A/B revisions highlighted in yellow

LEAD WRITERS:

- Karri Ashbaugh, Grade 3 ELA Teacher
- Melissa Barnhart, Middle School Intervention Specialist
- Amy Brubaker, Grade 1 Teacher
- Todd Fruth, Director of Student Services
- Deanne Held, K-2 Principal
- Sheryl Keller, Grade 4 ELA Teacher
- Alexandra Milano, High School ELA Teacher
- Jane Myers, Gr. 3-5 Principal
- Chelsie Powell, Kindergarten Teacher
- Sheri Steyer, Asst. Superintendent for Curr and Instruction

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Insert a list of all leadership team members, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Karri Ashbaugh	Grade 3 ELA Teacher	Defiance Elementary	kashbaugh@defianceschools.net
Rex Baldwin	Social Studies Teacher	Defiance Middle School	rbaldwin@defianceschools.net
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Deanne Held	K-2 Principal	Defiance Elementary	dheld@defianceschools.net
Cyndi Heighland	Math Teacher	Defiance High School	cheighland@defianceschools.net
Todd Fruth	Director of Student Services	Central Office	tfruth@defianceschools.net
Lindsay Long	Math Teacher	Defiance Middle School	llong@defianceschools.net
Bob Morton	High School Principal	Defiance High School	rmorton@defianceschools.net
Jane Myers	Gr. 3-5 Principal	Defiance Elementary	jmyers@defianceschools.net
Richie Peters	Middle School Principal	Defiance Middle School	rpeters@defianceschools.net
Scott Saner	Social Studies Teacher	Defiance High School	ssaner@defianceschools.net
Kate Smolik	English Teacher	Defiance High School	ksmolik@defianceschools.net
Megan Stambaugh	Intervention Specialist	Defiance Elementary	mstambaugh@defianceschools.net
Michael Struble	Superintendent	Central Office	mstruble@defianceschools.net
Sheri Steyer	Asst. Superintendent	Central Office	ssteyer@defianceschools.net

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

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

Development of the Plan: The District Leadership Team (DLT) created a sub-committee (listed above as lead writers). The sub-committee analyzed data from Kindergarten Readiness Assessment, Ohio Special Education Profile, Ohio State Tests, NWEA-MAP, and grade level formative assessments to create the District Reading Achievement Plan. This plan was shared and analyzed by the DLT.

Monitoring of the Plan: The District Reading Achievement Plan (RAP) will be monitored at a variety of levels. Each Teacher-Based Team will review and adjust instructional strategies in order to achieve their learning targets for all students. This information will then be shared with their Building Leadership Team who will comply the information to share and discuss at the monthly District Leadership Team meetings.

Communication of the Plan: The initial District Reading Achievement Plan (RAP) developed by the sub-committee was discussed at the December Administrative Council and DLT meeting. The final RAP will then shared at each Building Leadership Teams' following meeting. BLT members then reviewed the RAP with each Teacher-Based Team. The plan will be then shared with the Board of Education and posted on our website for the community to view and give input.

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

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

In 2016, the Defiance City Schools Board of Education convened a diverse group of community members and school district staff to consider and plan of the continued process and future of our district. This year long process resulted in our five year Strategic Plan surrounding the vision of “a diverse community inspiring excellence in each student every day.” It is our mission to “offer quality academic instruction, a community committed to students beyond the classroom and a staff invested in fostering relationships to prepare each student for lifelong learning and success.” Literacy improvement is at the heart of this success. Defiance City Schools made a commitment to this mission through the development of four goals: student achievement, student and family support, staff support and communication. Specifically, under the student achievement strategic goal, our District Leadership Team created a literacy goal (as found in our CCIP - Goal 1) that students will meet or exceed expected growth in all subgroups through the following strategies:

Strategy 1: Implement Ohio’s revised learning standards with fidelity (CCIP Strategy 1).

Strategy 2: Implement Universal Design for Learning framework and co-teaching along with the most effective research-based instructional strategies (CCIP Strategy 1.2).

Strategy 3: Adjust instruction based on formative and summative assessment data (CCIP Strategy 1.3).

Defiance City Schools, with the assistance from State Support Team Region 1, refined the Ohio Improvement Process over the past several years through the State Personnel Development Grant Cohort 3 by receiving training in leadership, coaching, parent partnership and integrated comprehensive services. The Ohio Improvement Process with the 5-step process has been, and will continue to be our guiding framework for our Teacher-Based Teams to drill down in order to analyze specific data related to grade-level literacy improvement.

Our Reading Achievement Plan was configured to mirror both documents; however, it is designed to delineate more action steps in order to accomplish our overarching goal of literacy improvement across the district.

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

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

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

Kindergarten Readiness Assessment Language and Literacy – on track

2016 – 2017	2017 -2018	2018 – 2019
51%	50.6%	48.1%

Upon analyzing the KRA, the following are Areas of Concern:

1. Letter Sounds
2. Word Meaning
3. Beginning Sounds
4. Rhyming
5. Story Details
6. Predicting

English Language Arts State Testing – percent proficient

Grade	2015 - 2016	2016 - 2017	2017 - 2018
3	53.1	54.6	58.4
4	49.4	55.1	58.8
5	61.5	72.8	64.9
6	54.1	60.1	59.8
7	50.9	62	61.1
8	40.4	43.4	51.3
ELA 1	56.4	61.9	68.2
ELA II	53.5	56.8	73

NWEA MAP Growth: Reading K-2 (Percentage below average)

Grade	Reading: Language and Writing	Reading: Literature and Information	Reading: Foundational Skills	Reading: Vocabulary use and Functions
K	40%	19%	42%	28%
1	42%	35%	38%	40%
2	35%	33%	40%	31%

NWEA MAP Growth: Reading 2-5 and 6+ (Percentage below average)

Grade	Vocabulary	Informational Text: Lang., Craft, & Structure	Literacy: Key Ideas and Details	Informational Text: Key Ideas and Details	Literacy: Lang., Craft, & Structure
3	45%	51%	44%	47%	45%
4	39%	40%	37%	41%	40%
5	45%	47%	46%	49%	46%
6	44%	46%	51%	49%	47%

Grade	Vocabulary	Informational Text: Lang., Craft, & Structure	Literacy: Key Ideas and Details	Informational Text: Key Ideas and Details	Literacy: Lang., Craft, & Structure
7	37%	45%	40%	40%	42%
8	35%	46%	42%	45%	39%
9	37%	38%	48%	47%	44%
10	28%	37%	47%	38%	33%
11	21%	26%	30%	31%	22%

2017-2018 Ohio Special Education Profile

Essential Question #1- Are young children with disabilities entering kindergarten ready to learn?	Target	Results	Not Met
Indicator 7B: Acquisition of Knowledge (growth)	80% or greater	62.5%	✓
Indicator 7B: Acquisition of Knowledge (skills)	49.5%	12.5%	✓
Indicator 5B: School-aged Restrictive Educational Environment	10% or less	16.87%	✓
Indicator 5C: School-aged Restrictive Educational Environment Separate Facilities	4% or less	6.02%	✓

Essential Question #2 – Are children with disabilities achieving at high levels?	Target	Results	Not Met
Indicator 3C: Reading Proficiency Rate	24.18% or greater	19.9%	✓
Indicator 5B: School-aged Restrictive Educational Environment	10% or less	16.87%	✓
Indicator 5C: School-aged Restrictive Educational Environment Separate Facilities	4% or less	6.02%	✓

Current Number of Students with Disabilities

Grade	504	IEP	Total
KinderStart	0	1	1
Kindergarten	1	26	27
1 st	0	19	19
2 nd	1	21	22
3 rd	8	24	32
4 th	10	27	37
5 th	12	27	39
6 th	3	28	31
7 th	14	17	31
8 th	7	24	31
9 th	8	20	28
10 th	5	23	27

Grade	504	IEP	Total
11 th	10	19	29
12 th	8	25	33

Preschool Special Needs Program

School Year	Number of Students who Transitioned to Kindergarten	Number of Students as having a disability
2015 - 2016	40	17
2016 – 2017	43	18
2017 – 2018	77	37

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

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

The following internal factors were identified as contributing factors to low reading achievement in the district:

- Gaps in our Kindergarten through Grade 12 English Language Arts curriculum (Tier I)
- Inconsistent instructional approaches/practices
- Lack of instructional materials such as below/at grade level trade books
- Lack of effective early interventions
- Unrefined Multi-tiered System of Support (Tier II and III)
- Insufficient professional learning in the area of balanced literacy and responsive teaching

The following external factors were identified as contributing factors to low reading achievement in the district:

- Social-economic status (54.2% economically disadvantaged)
- High mobility rate (15.8%)
- High percentage of students with disabilities

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

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

Defiance believes that it is important for all students to have access to quality balanced literacy education that develops lifelong learners. We strive to provide students with meaningful and engaging literacy experiences daily by creating a culture of literacy (Gilmore, 2017). This is accomplished through:

- Active student engagement;
- Authentic writing experiences;
- Celebration of reading;
- Collaboration between and among staff;
- Family partnerships and community involvement.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

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

Overall Student Performance Goal #1: Increase the percentage of third grade students meeting the proficiency standards from 32.5% to 80% by spring, 2023 as measured by the Ohio State Assessment.

<u>Kindergarten:</u>	At the start of the 2018-2019 school year, 58% of our kindergarten students were performing at or above grade level expectations in the area of foundational skills according to the MAP assessment given in September of 2018. By the end of the 2018-2019 school year, 80% of our kindergarten students will be at or above grade level expectations in the area of foundational skills according to the MAP assessment. This will increase 3% in subsequent years.
<u>First Grade:</u>	At the start of the 2018-2019 school year, 62% of our first grade students were performing at or above grade level expectations in the area of foundational skills according to the MAP assessment given in September of 2018. By the end of the 2018-2019 school year, 80% of our first grade students will be at or above grade level expectations in the area of foundational skills according to the MAP assessment. This will increase 3% in subsequent years.
<u>Second Grade:</u>	At the start of the 2018-2019 school year, 60% of our second grade students were performing at or above grade level expectations in the area of foundational skills according to the MAP assessment given in September of 2018. By the end of the 2018-2019 school year, 80% of our second grade students will be at or above grade level expectations in the area of foundational skills according to the MAP assessment. This will increase 3% in subsequent years.
<u>Third Grade:</u>	At the start of the 2018-2019 school year, 53% of our third grade students were performing at or above grade level expectations in the area of key ideas and details according to the MAP assessment given in September of 2018. By the end of the 2018-2019 school year, 70% of our third grade students will be at or above grade level expectations in the area of key ideas and details according to the MAP assessment. This will increase 3% in subsequent years.
<u>Fourth Grade:</u>	At the start of the 2018-2019 school year, 59% of our fourth grade students were performing at or above grade level expectations in the area of key ideas and details according to the MAP assessment given in September of 2018. By the end of the 2018-2019 school year, 75% of our fourth grade students will be at or above grade level expectations in the area of key ideas and details according to the MAP assessment. This will increase 3% in subsequent years.
<u>Fifth Grade:</u>	At the start of the 2018-2019 school year, 51% of our fifth grade students were performing at or above grade level expectations in the area of key ideas and details according to the MAP assessment given in September of 2018. By the end of the 2018-2019 school year, 70% of our fifth grade students will be at or above grade level expectations in the area of key ideas and details according to the MAP assessment. This will increase 3% in subsequent years.

Overall Student Performance Goal #2: Increase the percentage of students identified as having a disability meeting the proficiency standards from 19.9% to 25% by spring, 2023 as measured by the Ohio State Assessment.

<u>Kindergarten:</u>	At the start of the 2018-2019 school year, 26% of our kindergarten students with disabilities were performing at or above grade level expectations in the area of foundational skills according to the MAP assessment given in September of 2018. By the end of the 2018-2019 school year, 40% of our kindergarten students with disabilities will be at or above grade level expectations in the area of foundational skills according to the MAP assessment. This will increase 5% in subsequent years.
<u>First Grade:</u>	At the start of the 2018-2019 school year, 18.2% of our first grade students with disabilities were performing at or above grade level expectations in the area of foundational skills according to the MAP assessment given in September of 2018. By the end of the 2018-2019 school year, 30% of our first grade students with disabilities will be at or above grade level expectations in the area of foundational skills according to the MAP assessment. This will increase 5% in subsequent years.
<u>Second Grade:</u>	At the start of the 2018-2019 school year, 28.6% of our second grade students with disabilities were performing at or above grade level expectations in the area of foundational skills according to the MAP assessment given in September of 2018. By the end of the 2018-2019 school year, 40% of our second grade students with disabilities will be at or above grade level expectations in the area of foundational skills according to the MAP assessment. This will increase 5% in subsequent years.
<u>Third Grade:</u>	At the start of the 2018-2019 school year, 12.9% of our third grade students with disabilities were performing at or above grade level expectations in the area of foundational skills according to the MAP assessment given in September of 2018. By the end of the 2018-2019 school year, 30% of our third grade students with disabilities will be at or above grade level expectations in the area of foundational skills according to the MAP assessment. This will increase 5% in subsequent years.
<u>Fourth Grade:</u>	At the start of the 2018-2019 school year, 13.9% of our fourth grade students with disabilities were performing at or above grade level expectations in the area of foundational skills according to the MAP assessment given in September of 2018. By the end of the 2018-2019 school year, 30% of our fourth grade students with disabilities will be at or above grade level expectations in the area of foundational skills according to the MAP assessment. This will increase 5% in subsequent years.
<u>Fifth Grade:</u>	At the start of the 2018-2019 school year, 13.1% of our fifth grade students with disabilities were performing at or above grade level expectations in the area of foundational skills according to the MAP assessment given in September of 2018. By the end of the 2018-2019 school year, 30% of our fifth grade students with disabilities will be at or above grade level expectations in the area of foundational skills according to the MAP assessment. This will increase 5% in subsequent years.

SECTION 6: ACTIONPLAN MAP(S)

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

Goal # 1 Action Map

Goal Statement: **Increase the percentage of third grade students meeting the proficiency standards from 32.5% to 80% by Spring 2023 as measured by the Ohio State Assessment.**

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement standards-based instruction using a balanced literacy framework and vertically aligned pacing guides in Tier 1 instruction.	Utilize data from reading benchmark assessments to guide responsive teaching instruction.	Identify students who are below the reading benchmark and provide additional Tier 2 and 3 literacy intervention using research/evidence based strategies.
Timeline	2018-2020	2018-2020	2019-2021
Lead Person(s)	Building Principal Asst. Superintendent	District Leadership Team	Building Principal Asst. Superintendent
Resources Needed	<ul style="list-style-type: none"> Fountas & Pinnell Classroom Calkins Units of Study 	<ul style="list-style-type: none"> NWEA MAP Benchmark Assessment System 	<ul style="list-style-type: none"> Leveled Literacy Intervention Other evidence-based strategies
Specifics of Implementation	<p>2018 - 2019 = convene monthly ELA meetings to discuss balanced literacy, pilot components of balanced literacy/ share results with grade level and purchase aligned instructional materials.</p> <p>2019 - 2020 = revise pacing guides , implement balanced literacy framework and follow up with individualized professional learning opportunities as needed.</p>	<p>2018 - 2019 = utilize NWEA MAP (first year implementing), receive professional learning regarding NWEA MAP reports and responsive teaching, pilot Benchmark Assessment System (BAS).</p> <p>2019 - 2020 = refine OIP process to include NWEA MAP reports and fully implement BAS.</p>	<p>2019 - 2020 = conduct a needs assessment related to current multi-tiered system of support and RTI protocols</p> <p>2020 - 2021 = create and execute MTSS and RTI process district-wide</p>
Measure of Success	Walk Thru Data	Grade Level Data (NWEA and BAS)	RTI Reports
Check-in/Review Date	Monthly through ELA meetings and TBTs	Monthly DLT meetings	Monthly BLT Reports

Goal # 2 Action Map

Goal Statement: **Increase the percentage of students identified as having a disability meeting the proficiency standards from 19.9% to 25% by spring, 2023 as measured by the Ohio State Assessment.**

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Conduct a curriculum audit between the Preschool Special Needs classrooms and kindergarten readiness skills.	Revise transition process between preschool and school-aged programming to include more robust interventions for students who do not qualify for services.	Examine continuum of services (Tier II and III) related to students who are below grade level reading expectations.
Timeline	2018 - 2020	2018 - 2020	2018 - 2020
Lead Person(s)	Preschool Supervisor	Director of Student Services	Director of Student Services Asst. Superintendent
Resources Needed	<ul style="list-style-type: none"> None known at this time 	<ul style="list-style-type: none"> None known at this time 	<ul style="list-style-type: none"> None known at this time
Specifics of Implementation	<p>2018-2019 = perform a deep drive analysis into each student's academic progress after PSN</p> <p>2019 – 2020 = compare High Scope Curriculum to Kindergarten Readiness Standards, complete a fidelity check, and adjust PSN curriculum as needed to increase school-aged student achievement.</p>	<p>2018 – 2019 = analyze current practices and explore other options</p> <p>2019 -2020 = design specific intervention plans and implement protocols</p>	<p>2019 – 2020 = analyze NWEA MAP data from co-taught classrooms and compare to other services, explore other services models/options</p> <p>2020 – 2021 = create a broad continuum of services to incorporate other options</p>
Measure of Success	Ohio Special Education Profile	NWEA Reports	NWEA Reports State Tests
Check-in/Review Date	Quarterly	Quarterly	Quarterly

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

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

Goal #1

	Action Step 1	Action Step 2	Action Step 3
Evidence Collected	Walk Thru Notes Teacher Surveys	DLT notes based on 5 step process feedback to TBTs from BLTs NWEA MAP Reports Benchmark Assessment System	Reading Improvement and Monitoring Plans RTI forms
Frequency	Walk Thru = twice a year Survey = annually	Monthly	Monthly
By Whom	Building Principals	District Leadership Team	Building Principals

Goal #2

	Action Step 1	Action Step 2	Action Step 3
Evidence Collected	Lesson plans Observations	NWEA MAP Reports Benchmark Assessment System	Reading Improvement and Monitoring Plans RTI forms
Frequency	Quarterly	Quarterly	Monthly
By Whom	Preschool Supervisor	Director of Student Services	Building Principal

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

SECTION 8, PART A: STRATEGIES TO SUPPORT LEARNERS

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

Level	Strategy	Effect Size	Program
School	• Collective Teacher Efficacy	1.57	Weekly TBTs
Curricula	• Repeated Reading	.75	Read Live
Curricula	• Writing Programs	.45	Calkins' Units of Study
Classroom	• Small Group Learning	.47	Fountas and Pinnell Classroom
Instruction	• Reciprocal Teaching	.74	

- See appendices

Teachers will utilize Florida Center for Reading Research website for Student Center Activities as described on students' Reading Improvement and monitoring Plans and/or Response to Intervention forms:

Kindergarten – Grade 1

http://www.fcrr.org/Curriculum/pdf/GK-1/PA_Final_Part1.pdf

Grades 2 - 3

http://www.fcrr.org/Curriculum/PDF/G2-3/2-3PA_1.pdf

Grades 4 - 5

<http://www.fcrr.org/curriculum/studentCenterActivities45.shtm>

Phonemic Awareness

Early literacy instruction will include systematic phonemic awareness activities. Tier I instruction in grades K-1 will include Heggerty Phonemic Awareness Curriculum and will be used as needed in grades 2 and 3. Phonemic awareness activities will include, but not limited to, sound and word discrimination, rhyming, phoneme blending, phoneme segmentation, phoneme deletion and phoneme manipulation. Students identified by the universal screener as having a deficit in phonemic awareness will be placed on a Reading Improvement and Monitoring Plan (RIMP) and receive additional phonemic awareness support through Tier II instruction in addition to the Tier I instruction. Group size and frequency of additional Tier II supports will be determined by RIMPs.

Phonics/Word Study

Explicit, systematic phonics instruction is the cornerstone of our early literacy program. Phonics/Word Study will be taught in kindergarten through fifth grade. Additional phonics instruction will take place in core reading small groups for students identified by the universal screener as having a deficit in phonics. Orthographic Progressing techniques will be explored. Such supports will be given in Tier II and Tier III instruction as dictated on individual RIMPs.

Vocabulary

Following Fountas and Pinnell's word study, vocabulary development will be explicit and meaningful in Tier I instruction. Systematic efforts will be supported through sound/word walls, word sorts, and other strategies suggested by Hattie to teach vocabulary directly and indirectly. In grade 5, *Improving Morphemic Awareness* (Donah) will be employed. Students that have been identified by the universal screener as having a deficit in vocabulary are placed on a RIMP and receive additional supports to be identified through our MTSS action step.

Comprehension

Fountas and Pinnell's System of Strategic Actions will be followed to explore within, beyond and about text strategies. Comprehension skills and strategies will be explicitly taught in order for students to monitor and self correct, solving words, maintaining fluency, adjusting, summarizing, predicting, making connections, synthesizing, inferring, analyzing and critiquing texts. Teachers will explain the strategy, model it, give guided practice with the strategy, allow repeated opportunities to apply and use these strategies as they work through the multi-text approach. Students identified by the universal screener as having a deficit in comprehension are placed on a RIMP and receive additional supports that include a wide range of comprehension strategies to be identified through our MTSS action step.

Fluency

Repeated readings as well as readers' theater opportunities enable students to build fluency skills. Interactive Read Alouds and Shared Readings give students practice at pausing, phrasing, stress, intonation, rate and integration. Students identified by the universal screener as having a deficit in fluency are placed on a RIMP and receive additional supports that include fluency strategies. Read Live is utilized for students needing additional supports as explained the RIMP and determined by the RTI team.

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

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

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

Effectiveness: Above listed strategies align/ will align with our district Multi-tiered System of Support, Ohio Improvement Process, and Universal Design for Learning Implementation Plan. See appendices for details related to UDL Implementation Plan. These strategies are linked to our Reading Improvement and Monitoring Plans that are reviewed by our Teacher Based Teams and Response to Intervention Teams on a regular basis. Appropriate modifications are made to the plan throughout the school year. Monitoring of Adult Implementation will be conducted through the 5 step OIP process.

Progress: Adult implementation will be monitored through Fountas and Pinnell's Classroom Implementation Self Assessment, instructional rounds data and teacher self reported information obtained through annual teacher professional learning surveys. Student progress on RIMPs is analyzed and documented through our RTI process.

Improvement: Current strategies incorporate the Simple View of Reading, including the Five Components of Reading (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension). Strategies will be implemented in a more systematic manner in order to achieve vertical and horizontal alignment. This will, in turn, strengthen our RIMPs. Professional learning opportunities will be suggested through the TBT 5 step process.

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

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

Defiance City Schools Professional Development Plan 2018 -2019

Defiance City Schools							
IRN: 043869							
Sheri Steyer/ ssteyer@defianceschools.net/ 419.782.0070							
Goal: increase time spent on balance literacy framework to improve student achievement							
Evidence-Based Practice or Intervention: Data-driven responsive teaching							
(Check all that apply for each activity.)							
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. NWEA MAP Training	August 2018 October 2018		X			X	
2. Balanced Literacy		X	X	X	X		X
3. Responsive Teaching		X	X	X	X	X	X
Resources Required	Outcomes/Evaluation						
1.	1. Self Reflection Teacher Survey						
2.	2. Action Research						
3.	3. Instructional Rounds Data						

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Defiance City Schools Professional Development Plan 2018 -2019

Defiance City Schools							
IRN: 043869							
Sheri Steyer/ ssteyer@defianceschools.net/ 419.782.0070							
Goal: increase time spent on balance literacy framework to improve student achievement							
Evidence-Based Practice or Intervention: Data-driven responsive teaching							
(Check all that apply for each activity.)							
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. NWEA MAP Training	August 2018 October 2018		X			X	
2. Balanced Literacy		X	X	X	X		X
3. Responsive Teaching		X	X	X	X	X	X
Resources Required	Outcomes/Evaluation						
1.	1. Self Reflection Teacher Survey						
2.	2. Action Research						
3.	3. Instructional Rounds Data						

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APPENDICES

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

Visible Learning^{plus} 250+ Influences on Student Achievement

STUDENT	ES	CURRICULA	ES	HOME	ES	SCHOOL	ES
Prior knowledge and background		Reading, writing and the arts		Family structure		Leadership	
Field independence	0.68	Comprehensive instructional programs for teachers	0.72	Adopted vs non-adopted care	0.25	Collective teacher efficacy	1.57
Non-standard dialect use	-0.29	Comprehension programs	0.47	Engaged vs disengaged fathers	0.20	Principals/school leaders	0.32
Piagetian programs	1.28	Drama/arts programs	0.38	Intact (two-parent) families	0.23	School climate	0.32
Prior ability	0.94	Exposure to reading	0.43	Other family structure	0.16	School resourcing	
Prior achievement	0.55	Music programs	0.37	Home environment		External accountability systems	0.31
Relating creativity to achievement	0.40	Phonics instruction	0.70	Corporal punishment in the home	-0.33	Finances	0.21
Relations of high school to university achievement	0.60	Repeated reading programs	0.75	Early years' interventions	0.44	Types of school	
Relations of high school achievement to career performance	0.38	Second/third chance programs	0.53	Home visiting	0.29	Charter schools	0.09
Self-reported grades	1.33	Sentence combining programs	0.15	Moving between schools	-0.34	Religious schools	0.24
Working memory strength	0.57	Spelling programs	0.58	Parental autonomy support	0.15	Single-sex schools	0.08
Beliefs, attitudes and dispositions		Visual-perception programs	0.55	Parental involvement	0.50	Summer school	0.23
Attitude to content domains	0.35	Vocabulary programs	0.62	Parental military deployment	-0.16	Summer vacation effect	-0.02
Concentration/persistence/ engagement	0.56	Whole language approach	0.06	Positive family/home dynamics	0.52	School compositional effects	
Griffincemental vs. entity thinking	0.25	Writing programs	0.45	Television	-0.18	College halls of residence	0.05
Mindfulness	0.29	Math and sciences		Family resources		Desegregation	0.28
Morning vs. evening	0.12	Manipulative materials on math	0.30	Family on welfare/state aid	-0.12	Diverse student body	0.10
Perceived task value	0.46	Mathematics programs	0.59	Non-immigrant background	0.01	Middle schools' interventions	0.08
Positive ethnic self-identity	0.12	Science programs	0.48	Parental employment	0.03	Out-of-school curricula experiences	0.26
Positive self-concept	0.41	Use of calculators	0.27	Socio-economic status	0.52	School choice programs	0.12
Self-efficacy	0.92	Other curricula programs				School size (600-900 students at secondary)	0.43
Stereotype threat	0.33	Bilingual programs	0.36			Other school factors	
Student personality attributes	0.26	Career interventions	0.38			Counseling effects	0.35
Motivational approach, orientation		Chess instruction	0.34			Generalized school effects	0.48
Achieving motivation and approach	0.44	Conceptual change programs	0.99			Modifying school calendars/ timetables	0.09
Boredom	-0.49	Creativity programs	0.62			Pre-school programs	0.28
Deep motivation and approach	0.69	Diversity courses	0.09			Suspension/expelling students	-0.20
Depression	-0.36	Extra-curricula programs	0.20				
Lack of stress	0.17	Integrated curricula programs	0.47				
Mastery goals	0.06	Juvenile delinquent programs	0.12				
Motivation	0.42	Motivation/character programs	0.34				
Performance goals	-0.01	Outdoor/adventure programs	0.43				
Reducing anxiety	0.42	Perceptual-motor programs	0.08				
Surface motivation and approach	-0.11	Play programs	0.50				
Physical influences		Social skills programs	0.39				
ADHD	-0.90	Tactile stimulation programs	0.58				
ADHD – treatment with drugs	0.32						
Breastfeeding	0.04						
Deafness	-0.61						
Exercise/relaxation	0.26						
Gender on achievement	0.08						
Lack of illness	0.26						
Lack of sleep	-0.05						
Full compared to pre-term/low birth weight	0.57						
Relative age within a class	0.45						

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The Visible Learning research synthesises findings from **1,400** meta-analyses of **80,000** studies involving **300** million students, into what works best in education.

Key for rating

- Potential to considerably accelerate student achievement
- Potential to accelerate student achievement
- Likely to have positive impact on student achievement
- Likely to have small positive impact on student achievement
- Likely to have a negative impact on student achievement

ES Effect size calculated using Cohen's *d*



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**UDL Action Plan
2018-2019**

Action Steps <i>What Will Be Done?</i>	Timeline <i>By When? (Day/Month)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political & other)</i>	How will you monitor progress? <i>Who is involved?</i> <i>What methods?</i> <i>How often?</i>
Step 1: Have Staff complete "UDL Progression Rubric"	April 27 , 2018	A. Create an on-line version of the rubric (add a question asking teachers to join UDL Task Force) B. Share with Administrators at 4/6/18 meeting C. Send to staff	A. Melissa B. Sheri C. Sheri
Step 2: Create a Delayed Start Schedule	May 2018	A. UDL Task Doodle to determine May meeting B. Use staff survey results to create DS plan	A. Sheri B. Entire Task Force
Step 3: Create a 'reward' incentive for the staff	May 2018	A. Use Choice board example	A. Melissa
Step 4: Conduct monthly Professional Development sessions with all staff members	September 2018 - May 2019	A. Task Force will create lesson plans as a group B. Plans will be executed in small group format	A. Entire Task Force B. Entire Task Force



Defiance City Schools
Ohio Improvement Process (OIP) District Action Plan
2018-2019



Academic Goal Plan

District Goal 1

Improvement Strategies and Indicators

Action Steps

Goal #1
Academic Goal

Annually,
students will
meet or exceed
expected growth
in all subgroups.

Strategy 1.A

Implement Universal
Design for Learning
framework and Co-
Teaching along with the
most effective research-
based instructional
strategies.

Adult Implementation Indicators:

1.A 100% of staff will plan, utilize, and share most effective
instructional strategies as monitored through 5 Step Process.

Student Performance Indicators:

1.A 100% of students will increase performance on state and
district assessments.

Step 1.A.1 Align staff, resources, and schedules
to create equitable structures for each student

Step 1.A.2 Develop a professional development
plan for Hattie's work and growth-mindset.

Step 1.A.3 Implementation of Task Force UDL
plan.

Strategy 1.B

Adjust instruction
based on formative
and summative
assessment data.

Adult Implementation Indicator:

1.B 100% of all staff will base instruction on formative and
summative assessment data as monitored through 5 Step
Process.

1. B Student Performance Indicator: 100% of students will
increase performance on state and district assessments.

Step 1.B.1 Align learning target with assessments

Step 1.B.2 Implement and monitor 5-Step process
with fidelity

Step 1.B.3 Observe successful teams that excel at
implementing the 5-Step process

Strategy 1.C

Teach Ohio's Learning
Standards with fidelity.

Adult Implementation Indicator:

1.C 100% of staff will teach Ohio's Learning Standards with
fidelity through a Universal Design for Learning (UDL)
framework as monitored through 5 Step Process.

Student Performance Indicators:

1.C 100% of students will increase performance on state and
district assessments.

Step 1.C.1 By October, all content areas
will submit documentation of annual
pacing guide review to the B.L.T.

Step 1.C.2 TBTs will identify strengths and
areas of improvement in reference to the
OST, vendor assessment, and/or common
assessments.

Step 1.C.3 Monitor and provide feedback
through the OIP 5-Step process.