

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

June 3, 2019

Dear Superintendent,

Thank you for submitting the East Liverpool 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:

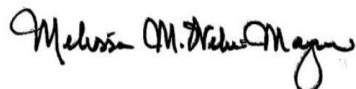
- Ohio Improvement Process with an emphasis on literacy learning is stated clearly throughout plan.
- The Simple View of Reading (SVR) is used as a framework to support the plan and process of student and adult learning.
- The plan is outlined using the elements of a MTSS and all data provided is supported with a clear and concise narrative.

This plan will benefit from:

- The preschool goal could be strengthened by adding support for vocabulary development; supporting both sides of the Simple View of reading will be important for Reading Achievement by 3rd grade.
- PreK and K should monitor Letter-ID as well as phonemic awareness; Letter ID is a predictor of future reading achievement. It can be assumed that current instruction in grades K-3 already supports the Language Comprehension side of the SVR, however, noting its importance to reading achievement may strengthen the RAP.

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

ELCSD READING ACHIEVEMENT PLAN: BIRTH THROUGH GRADE 12

EARLY CHILDHOOD PROVIDER/LEA: EAST LIVERPOOL CITY SCHOOLS

IR N : 043919

ODE/ODJFS LICENSE NUMBER (IF APPLICABLE) :

STEP UP TO QUALITY RATING (IF APPLICABLE) : FIVE STAR

ADDRESS: 810WEST 8TH STREET, EAST LIVERPOOL, OHIO 43920

SUPERINTENDENT: RANDY TAYLOR

DATE: DECEMBER 31, 2018

SUMMARY AND ACKNOWLEDGEMENTS

The East Liverpool City School District Reading Achievement Plan was composed by a group of administrators, teachers and community members. The Reading Achievement Plan identifies areas for improvement in the early years of literacy and support that can be provided from all levels of the district.

While creating the Reading Achievement Plan, the district was able to identify key foundational reading skills that will require explicit systematic instruction. The district also was able to see the important steps that were taken to support areas of need. The continuation of the plan will be a vital factor in the improvement of literacy. The team and stakeholders understand that the process to improve reading will have a wave effect, starting in the preschool and traveling with those students as they move through the grade levels.

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 Statements

Section 5: Measurable Learner Performance Goals

Section 6: Action Plan Maps

Section 7: Plan for Monitoring Progress

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

Leadership Team Membership

Name	Title/Role	Organization	Email
Randy Taylor	Superintendent of Schools	East Liverpool City Schools	rtaylor@elcsd.k12.oh.us
Betty Ann Phillips	LaCroft Elementary Building Administrator	East Liverpool City Schools	bphillips@elcsd.k12.oh.us
Sunny Wright	Elementary Teacher	East Liverpool City Schools	swright@elcsd.k12.oh.us
Phillip Davis	Elementary Teacher	East Liverpool City Schools	pdavis@elcsd.k12.oh.us
Carolyn Allison	Elementary Teacher	East Liverpool City Schools	callison@elcsd.k12.oh.us
Courtney Dalrymple	Elementary Teacher	East Liverpool City Schools	cdalrymple@elcsd.k12.oh.us
Jenna Page	Elementary Teacher	East Liverpool City Schools	jpage@elcsd.k12.oh.us

Jacquelyn Bryan	Elementary Teacher	East Liverpool City Schools	jbryan@elcsd.k12.oh.us
Dorothy Orio	Elementary Teacher	East Liverpool City Schools	dorlo@elcsd.k12.oh.us
Karley Herzick	Elementary Teacher	East Liverpool City Schools	kherzick@elcsd.k12.oh.us
Brittney Marino	Elementary Teacher	East Liverpool City Schools	bmarino@elcsd.k12.oh.us
Catherine Talbert	Elementary Teacher	East Liverpool City Schools	catalbert@elcsd.k12.oh.us
Sara Green	Preschool Teacher	East Liverpool City Schools	sgreen@elcsd.k12.oh.us
Linda Henderson	Community Partner	East Liverpool Community Center	lhenderson@elcsd.k12.oh.us
Amy Maltarich	District Parent	Parent	maltarichs@att.net
Jack Cunningham	North Elementary Building Administrator	East Liverpool City Schools	jcunningham@elcsd.k12.oh.us
Bryan Burson	Westgate Middle School Administrator	East Liverpool City Schools	bburson@elcsd.k12.oh.us

Julie Rowe	EL JR/SR High School Administrator	East Liverpool City Schools	jrowe@elcsd.k12.oh.us
------------	---------------------------------------	--------------------------------	--

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

The leadership team is comprised of volunteers from the district and community. The team met on multiple occasions during non-school hours to discuss, plan, research, gather data, analyze data, and write the proposed Reading Achievement Plan. The team will monitor the plan through discussions at each level of our Ohio Improvement Process, analyze data with the district benchmark assessment and progress monitoring tool, and by increased results of students considered "on track" according to the Third Grade Guarantee measure. The plan will be communicated to our Board of Education; will become a monthly discussion at the District's DLT and BLT meetings; presented during our Parent Teacher conferences; PTA meetings; and our parent/school communication program.

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

The Reading Achievement Team will continue to align with the Reading Achievement Plan and the district's current Ohio Improvement Process (OIP), by monthly District Leadership Team (DLT) meetings aligning the mission/visions through the collected data analyses, specific strategies, actions, and professional development.

The adjoining leadership teams will continue the process down to the Building Leadership (BLT) and Teacher Based Teams (TBT). The BLT has completed the MIBLSI "Reading Tiered Fidelity Inventory" and will continue completing this process annually. Teams will address data specific to K-3 Literacy measures, specifically as it relates to the Simple View of Reading, focusing heavily on foundational skills, paying close attention to reading components across the reading continuum at each grade level.

This Pre-K-4 focus in the Reading Achievement Plan also aligns with our district fifth through twelfth grade improvement initiatives of a systematic phonics program in kindergarten through grade three this current year, and writing across the curriculum in fifth through twelfth grades. As K-3 students are hitting grade level benchmarks from explicit and systematic instruction in the Simple View of Reading skills, they will be successful as they continue through the reading continuum.

As the district continues to focus on reading achievement, running parallel is the focus on improving behavior, time on task, and instructional time. The district has piloted the PAX Learning Good Behavior Game as a component of their school wide PBIS implementation and will continue to strategically increase grade level training and implementation from pre-kindergarten through twelfth grade.

SECTION 3: COMPREHENSIVE NEEDS ASSESSMENT

SECTION 3, PART A: ANALYSIS OF LEARNER PERFORMANCE DATA

SECTION 3, PART A: ANALYSIS OF LEARNER PERFORMANCE DATA

The Learner Performance Data is representative of the levels of language and literacy proficiency and achievement of district students. Student levels of mastery in the foundational components of Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension are indicated through our STAR, KRA, and DIBELS data. The data is reflected as multi-tiered; offering trend data illustrating overall competency, district level reading level percentiles, grade level comparisons, and language and literacy subtests.

Analysis of State of Ohio Reading Proficiency trend data indicates that significant percentages of students were not proficient:

- 76% of K-second graders,
- 83% of third graders,
- 60% of fourth graders,
- 51% of fifth graders,
- 49% of sixth graders,
- 49% of seventh graders,
- 71% of eighth graders,
- 57% taking the ELA I End of Year Course Exam
- 57% taking the ELA II End of Year Course Exam
- 87% of students taking the English portion of the ACT exam needed remediation

Though the data indicate a slight positive trend toward proficiency in some areas, it is clear that targeted intervention is needed to accelerate achievement and gap closing.

Analysis of district data supports the overall findings of reading proficiency by indicating 80% of students enter the school year reading below the 50th percentile of grade level expectations. Finally, a close analysis of key reading skills indicates that at the onset of the current school year, 75% of preschool and greater than 90% of Kindergarten students were not on track in development of phonemic awareness concepts. Similar data was found for phonics in Preschool and Kindergarten, and over 50% of students in Grades 1-3 were found to be missing key phonics skills. In Grades K-4, 35-80% of students were not meeting expectations in vocabulary development, and more than 50% of students in Grades 1-3 were noted not on track in fluency/comprehension proficiency.

The data analysis clearly indicates weaknesses in all five components of reading. It is particularly significant to note the illustration of a "domino effect" if the data is analyzed taking note of the impact of trend data on current year data. Whereby, if 75% of Preschool students did

not have mastery of phonemic awareness concepts, then it is not unlikely that 90% of Kindergarten students would be missing key phonic skills, over 50% of first grade students would be below benchmarks in vocabulary, and nearly 60% of all students in Grades 2-4 would ultimately be not on track for reading comprehension and fluency. Our KRA/STAR reading data calls for immediate and categorical instruction that will explicitly target and ensure students are not only mastering appropriately emphasized components of reading, but that additional intensive interventions are provided to promote high levels of growth in the areas where gaps in instruction have been identified.

SECTION 3, PART 8: ANALYSIS OF FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN LITERACY

East Liverpool City School District is located in a high poverty environment. Above 80% of all students in the district qualify for free or reduced lunch which is double Ohio's average.

Beyond poverty, our community is also battling an ongoing opioid addiction crisis, (see attached photo) as well as a potentially harmful pollution problem. Kent State University and the University of Cincinnati conducted a study of Neurotoxic pollutants in our community and their negative impact on our students' IQs (see attached article and *Neurotoxicology Journal* article). When this study was conducted in 2010, our district had a 19% special education rate while the state of Ohio had a rate of 13%. Furthermore, according to the Ohio EPA (Environmental Protection Agency), manganese concentrations were 30 times higher in East Liverpool than the national EPA reference level.

In addition to the socioeconomic factors, we experience high teacher/administrator turnover resulting in a lack of consistency and direction. These turnovers contribute to poorly defined literacy instructional plans (as identified in the R-TFI), including the five pillars of literacy, as well as consistent literacy programs, professional development and resources. Furthermore, turnovers lead to a need for new teacher onboarding relevant to our literacy plan and procedures (including trainings and/or modules). Lack of consistency has also contributed to increased disruptive and/or negative behaviors in our district which contributes to current levels of underachievement. Development of instructional plans for literacy would also increase consistency across the district.

<https://www.statnews.com/2016/09/21/photo-heroin-ohio/>

<https://www.sciencedirect.com/science/article/pii/S0161813X17301778>

<http://wkbn.com/2017/09/21/university-study-links-high-manganese-levels-in-east-liverpool-with-low-ig/>

According to our RTFI (Reading Tiered Fidelity Inventory), there is a need for our grade level and leadership teams to develop a more defined focus on the development and implementation of a literacy plan. As part of a school wide reading plan, the master schedule should include a specific block of time dedicated to reading instruction and reading intervention, intended for every grade level.

When focusing on special education in our district, our district has a higher percentage of students with disabilities than the state average for Ohio. These particular students require greater exposure to literacy curriculum and interventions in the regular education classrooms. These exposures will be more successful following proper training for the special education teachers and paraprofessional staff within our district.

According to our district's School Performance Profile data, grade 3 proficiency state target is 24.18% for students with disabilities. Our district's grade 3 students with disabilities scored at 14.4%. This is a difference of -9.78% between state and our district. In East Liverpool Schools, our students with more severe/intensive disabilities are typically educated in self-contained classrooms with limited access to general education environments. This was reflected in the Special Education Profile data, indicating that 14% of our students with disabilities are served

inside the regular class for less than 40% of the day. (Our district does not meet the state target of 10.5%.)

This can be remediated by improving Tier I services and pushing more students with cognitive disabilities in the regular education classrooms, with paraprofessional support. Professional development for paraprofessionals will help to ensure our paras are equipped to assist all student in the rigorous general education curriculum. By including more students with disabilities in the general education classroom, East Liverpool can increase the number of students with disabilities who graduate from high school, which is currently 78.6%, less than the state average of 82.8%

In summary, the above factors combine to create deficits in student achievement that need to be addressed through a focused plan of improvement to core curriculum and interventions, providing professional development to all staff so that all students can be served in the general education classroom, and improving fidelity and focus with grade level, building, and district leadership teams.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

East Liverpool Mission:

Literacy is a critical foundation for all learners and serves as a cornerstone for opportunity and success that prepares students to meet the challenges of the 21st century.

East Liverpool Vision:

In order to become a productive 21st century citizen, every student will develop and demonstrate effective reading and writing skills by actively participating in high quality, explicit, systematic literacy instruction and engaging in learning opportunities that are supported by evidence based practices across all content areas.

To achieve this vision. East Liverpool City School District is committed to

- using the Simple View of Reading to drive literacy acquisition and achievement for school improvement to support the literacy comprehensive plan;
- inclusive explicit instruction for all learners, with supports, throughout the language and literacy development continuum. Struggling readers will use evidence-based language and literacy practices supported by scientific research that meet the individual learners' needs;
- ensuring that all students of need have access to high-quality core instruction in the least restrictive environment in partnership with intervention staff; and
- continuing to enhance the district's Ohio Improvement Process to ensure implementation at all teacher, building, and district levels.

The following expectations have been set to support our literacy mission and vision:

- high quality literacy instruction that specifically addresses the five components (phonemic awareness, phonics, vocabulary, fluency and comprehension) of the Simple View of Reading;
- having language and literacy rich classrooms in every content area;
- using the Ohio Improvement Process as a critical role in the growth and development of teacher implementation using explicit systematic instruction;
- collaboration among teacher based teams in planning, implementing, and monitoring student achievement;
- providing site based professional development to train teachers and others to provide evidenced based strategies across the literacy continuum;
- systematic utilization of small group and individualized instruction for differentiation and support of struggling readers;
- implementation of district wide benchmark and progress monitoring assessments,
- provide supportive systems for families in literacy awareness, including the power of developing oral language; and
- partnerships with community members and programs supporting student learning

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Goal 1: Pre-K through Grade 4: Foundational Skills and Word Recognition

Goal Statement: By the end of the 2020-2021 school year, 80% of Pre-K through Grade 4 students will be at benchmark in foundational and word recognition skills as measured by end of year baseline assessments, with 60% meeting benchmark by the end of the 2018-2019 school year and 70% by the end of the 2019-2020 school year.

Goal 2: Preschool: Phonemic Awareness

Goal Statement: By the end of the 2020-2021 school year, 80% of Pre-K students will be at benchmark in phonemic awareness skills as measured by end of year baseline assessments, with 60% meeting benchmark by the end of the 2018-2019 school year and 70% by the end of the 2019-2020 school year.

Goal 3: Kindergarten: Phonemic Awareness and Phonics

Goal Statement: By the end of the 2020-2021 school year, 80% of Kindergarten students will be at benchmark in basic phonics skills including letter sounds, blending, and segmenting as measured by end of year baseline assessments, with 60% meeting benchmark by the end of the 2018-2019 school year and 70% by the end of the 2019-2020 school year.

Goal 4: Grade 1: Phonemic Awareness and Phonics

Goal Statement: By the end of the 2020-2021 school year, 80% of 1st grade students will be at benchmark in basic phonics skills including letter sounds, blending, and segmenting as measured by end of year baseline assessments, with 60% meeting benchmark by the end of the 2018-2019 school year and 70% by the end of the 2019-2020 school year.

Goal 5: Grade 2 through Grade 8: Phonics and Fluency

Goal Statement: By the end of the 2020-2021 school year, 80% of students in Grades 2-8 will be at benchmark in advanced phonics, multisyllabic words, words and connected text skills as measured by end of year baseline assessments, with 60% meeting benchmark by the end of the 2018-2019 school year and 70% by the end of the 2019-2020 school year.

SECTION 6: ACTION PLAN MAP(S)

Goal 1: Pre-K through Grade 8: Foundational Skills and Word Recognition Action Plan Map

Goal Statement: By the end of the 2020-2021 school year, 80% of students in Pre-K through 8th Grades will be at benchmark in foundational and word recognition skills as measured by the end of year benchmark assessment, with 60% meeting benchmark by the end of the 2018-2019 school year and 70% by the end of the 2019-2020 school year

Evidence-Based Practice: In order to best develop literacy skills, students must be able to engage in literacy instruction that sequentially emphasizes the five components of reading. These skills allow students to develop awareness of the segments of sound in speech and how they link to letters, and the ability to decode words by analyzing word parts. Additionally, the instruction must ensure that all students are given the opportunity to read connected text every day to support reading accuracy, fluency, and comprehension.

	Action Step 1	Action Step 2	Action Step 3
Components	<p>Implementation of systematic and explicit phonological awareness and phonics instruction curricula in all K-3rd grade classrooms.</p> <p>Explicit phonological awareness and letter naming instruction in pre-k using established curricula.</p> <p>Implementation of decodable readers in all classrooms</p>	<p>-Implement systematic and explicit Tier 2 intervention for students identified as</p> <ol style="list-style-type: none"> 1. Not on track AND 2. identified as needing urgent intervention <p>through quarterly progress monitoring</p> <p>--small group remediation and explicit intervention across grade levels targeting skills of phonemic awareness, phonological awareness, and phonics</p>	<p>-Implementation of a classroom management program, PAX Good Behavior Game, to help increase classroom instructional time</p> <p>-Parent and Community Engagement</p> <p>-Extended school hours</p> <p>-Parent classes to increase and support reading</p> <p>-Community Learning Center</p> <p>-Literacy Night and Parent and Student Make and Take</p>

1. Timeline	2018-2019 School Year	2018-2019 School Year	Duration of plan
2. Lead Person (s)	Reading Administrator, and Building Principal	-Rdg. Administrator -Bldg. Administrator -Title 1/Intervention Specialists -BLT	-Reading Administrator -Building Principal -Building staff
3. Resources Needed	Reading Administrator, -Haggerty Phonemic Awareness -Foundations -Research-Based supplemental materials -PD for staff/ paraprofessionals -Master Reading Schedule -Assessment Tool	Reading Administrator, -Haggerty Phonemic Awareness -Foundations -Research-Based supplemental materials -PD for staff/ paraprofessionals -Master Reading Schedule -Assessment Tool	Supplemental materials for parent classes, extended school hours and literacy nights
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	-PD-Summer training for initial implementation and continuous PD opportunities for subsequent trainings and incoming new staff. -System Structure-minimum of 90 minutes per day -Master Reading Schedule as determined by administration -Collaboration and participation at TBT, BLT, and DLT -Peer to peer instructional rounds	-Reading Administrator, in collaboration with TBT/BLT analyzes data, identifies instructional needs and coordinates implementation of research-based intervention, including additional PD -Master Reading Schedule defines minimum Intervention provision per grade level (Pre-K through 8)	-Training with after school staff to determine expectations and guidelines
5. Measure of success	Data analysis, walk and observations by district administrators	Data analysis, walk and observations by district administrators	Sign in sheets-student

			and parent attendance
6. Check in Review Date	Beginning of school year, after mid-year assessments are given and end of year	Monthly	Beginning, middle and end of school year

Goal 2: Pre-K Phonemic Awareness Action Plan Map

Goal Statement: By the end of the 2020-2021 school year, 80% of Pre-K students will be at benchmark in phonemic awareness skills as measured by end of year benchmark assessments, with 60% meeting benchmark by the end of the 2018-2019 school year and 70% by the end of the 2019-2020 school year.

Evidence-Based Practice: Provide systematic, explicit instruction emphasizing the sub-skill Reading Component of Phonemic Awareness, which indicates that children must develop awareness of the segments of sound in speech and how they link to letters.

	Action Step 1	Action Step 2	Action Step 3
Components	Implementation of systematic and explicit phonemic awareness instruction curricula in all PreK classrooms. Explicit phonemic awareness and letter naming instruction in pre k using established curricula.	-Implement systematic and explicit Tier 2 intervention for students identified as 1. Not on Track AND 2. identified as needing Urgent Intervention through quarterly progress monitoring --small group remediation and explicit intervention targeting skills of, phonological awareness and letter naming	Parent and Community Engagement -Extended school hours -Parent classes to increase and support reading -Community Learning Center -Literacy Night and Parent and Student Make and Take
1. Timeline	2018-2019 School Year	2018-2019 School Year	Duration of plan
2. Lead Person (s)	Reading Administrator, and Building Principal	-Rdg. Administrator -Bldg. Administrator	Reading Administrator,

		<ul style="list-style-type: none"> -Title 1/Intervention Specialists -BLT 	Parents, Classroom Teachers and Intervention Specialists, Title 1 Reading Teachers, Administration
3. Resources Needed	Systematic and explicit phonemic awareness instruction curricula, supplemental materials, assessment and progress monitoring tools, and PD including paraprofessionals	<ul style="list-style-type: none"> -Haggerty Phonemic Awareness -Foundations -Research-Based supplemental materials -PD for staff/paraprofessionals -Master Reading Schedule -Assessment Tool 	Supplemental materials for parent classes, extended school hours and literacy nights
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	<ul style="list-style-type: none"> -PD-Summer training for initial implementation and continuous PD opportunities during the next 3 years for refresher trainings and incoming new staff. -System Structure-minimum of 30 minutes per day -Master Reading Schedule as determined by administration -Collaboration and participation at TBT, BLT, and DLT -Peer to peer instructional rounds 	<ul style="list-style-type: none"> -Reading Administrator, in collaboration with Program Administrator, in collaboration with TBT/BLT analyzes data, identifies instructional needs and coordinates implementation of research-based intervention, including additional PD -Master Reading Schedule defines minimum Intervention provision -Peer to peer instructional rounds 	-Training with after school staff to determine expectations and guidelines
5. Measure of success	Data analysis through progress monitoring, benchmark	<ul style="list-style-type: none"> -Data analysis -Classroom observations 	Sign in sheets-student and parent attendance

	assessments, walk and observations		
6. Check in/Review Date	Beginning of school year, after mid-year assessments are given and end of year	Monthly	Beginning, middle and end of school year

Goal 3: Kindergarten Phonemic Awareness and Phonics Action Plan Map

Goal Statement: By the end of the 2020-2021 school year, 80% of Kindergarten students will be at benchmark in basic phonics skills including letter sounds, blending, and segmenting as measured by end of year baseline assessments, with 60% meeting benchmark by the end of the 2018-2019 school year and 70% by the end of the 2019-2020 school year.

Evidence-Based Practice: Explicitly instruct students: in letter-sound relations, to recognize and manipulate sounds, in word-building and other phonemic awareness and phonics activities. Use inferential language to engage students in conversations that support comprehension as well as guide in developing narrative language skills.

	Action Step 1	Action Step 2	Action Step 3
Components	Implementation of systematic and explicit phonemic awareness and phonics instruction curricula in all K classrooms. Explicit phonemic awareness and letter naming instruction in established curricula.	-Implement systematic and explicit Tier 2 intervention for students identified as 1. Not on Track AND 2. identified as needing Urgent Intervention through quarterly progress monitoring --small group remediation and explicit intervention targeting skills of, phonological awareness and letter naming	Parent and Community Engagement -Extended school hours -Parent classes to increase and support reading -Community Learning Center -Literacy Night and Parent and Student Make and Take
1. Timeline	2018-2019 School Year	2018-2019 School Year	Duration of plan
2. Lead Person (s)	Reading Administrator, and Building Principal	Reading Administrator, and Building Principal	Reading Administrator,

			Parents, Classroom Teachers and Intervention Specialists, Title 1 Reading Teachers, Administration
3. Resources Needed	Systematic and explicit phonemic awareness and phonics instruction curricula, supplemental materials, assessment and progress monitoring tools, decodable readers, and PD including paraprofessionals	-Reading Administrator -Instructional Materials -PD for staff -Assessment Tool	Supplemental materials for parent classes, extended school hours and literacy nights
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	-PD-Summer training for initial implementation and continuous PD opportunities during the next 3 years for refresher trainings and incoming new staff. -System Structure-minimum of 90 minutes per day -Master Reading Schedule as determined by administration -Collaboration and participation at TBT, BLT, and DLT -Peer to peer instructional rounds	-Work with teachers and administration to analyze data, diagnose instructional needs and identify research-based strategies to close achievement gaps. -Provide PD for teachers and paraprofessionals through modeling engaging, standard-based teaching as needed. -Collaboration and participation at TBT, BLT, and DLT on a bi-monthly basis -Peer to peer instructional rounds	-Training with after school staff to determine expectations and guidelines
5. Measure of success	Data analysis through progress monitoring, benchmark assessments, walk and observations	Data analysis, walk observations	Sign in sheets-student and parent attendance

6. Check in/Review Date	Beginning of school year, after mid-year assessments are given and end of year	Monthly	Beginning, middle and end of school year
-------------------------	--	---------	--

Goal 4: Grade 1 Phonemic Awareness and Phonics Action Plan Map

Goal Statement: By the end of the 2020-2021 school year, 80% of 1st grade students will be at benchmark in basic phonics skills including letter sounds, blending, and segmenting as measured by end of year baseline assessments, with 60% meeting benchmark by the end of the 2018-2019 school year and 70% by the end of the 2019-2020 school year.

Evidence-Based Practice: Explicitly instruct students: in letter-sound relations, to recognize and manipulate sounds, in word-building and other phonemic awareness and phonics activities. Use inferential language to engage students in conversations that support comprehension as well as guide in developing narrative language skills.

	Action Step 1	Action Step 2	Action Step 3
8omponents	Implementation of systematic and explicit phonics and word recognition instruction in all 1st grade classrooms. Explicit phonemic awareness and letter sounds instruction in 1st grade using established curricula.	-Implement systematic and explicit Tier 2 intervention for students identified as 1. Not on TrackAND 2. identified as needing Urgent Intervention through quarterly progress monitoring --small group remediation and explicit intervention targeting skills of: phonological awareness letter naming phonics	Parent and Community Engagement -Extended school hours -Parent classes to increase and support reading -Community Learning Center -Literacy Night and Parent and Student Make and Take
1. Timeline	2018-2019 School Year	2018-2019 school year	Duration of plan
2. Lead Person (s)	Reading Administrator, and Building Principal	Reading Administrator, and Building Principal	Reading Administrator, Parents,

			Classroom Teachers and Intervention Specialists, Title 1 Reading Teachers, Administration
3. Resources Needed	Systematic and explicit phonemic awareness and phonics instruction curricula, supplemental materials, assessment and progress monitoring tools, decodable readers, and PD including paraprofessionals	Reading Administrator, Instructional Materials, staff PD, assessment tool	Supplemental materials for parent classes, extended school hours and literacy nights
4. Specifics of implementation (training, coaching, system structures, implementation support and leadership structures)	<ul style="list-style-type: none"> -PD-Summer training for initial implementation and continuous PD opportunities during the next 3 years for refresher trainings and incoming new staff. -System Structure-minimum of 90 minutes per day -Master Reading Schedule as determined by administration -Collaboration and participation at TBT, BLT, and DLT -Peer to peer instructional rounds 	<ul style="list-style-type: none"> -Reading Administrator, in collaboration with Program Administrator, in collaboration with TBT/BLT analyzes data, identifies instructional needs and coordinates implementation of research-based intervention, including additional PD -Master Reading Schedule defines minimum Intervention provision -Peer to peer instructional rounds 	-Training with after school staff to determine expectations and guidelines
5. Measure of success	Data analysis through progress monitoring, benchmark assessments, walk and observations	Data analysis, walk observations	Sign in sheets-student and parent attendance

6. Check in/Review Date	Beginning of school year, after mid-year assessments are given and end of year	Monthly	Beginning, middle and end of school year
-------------------------	--	---------	--

Goal 5: Grade 2 through Grade 8 Phonics and Fluency Action Plan Map

Goal Statement: By the end of the 2020-2021 school year, 80% of students in Grades 2 through Grade 4 will be at benchmark in advanced phonics, multisyllabic words, words and connected text skills as measured by end of year baseline assessments, with 60% meeting benchmark by the end of the 2018-2019 school year and 70% by the end of the 2019-2020 school year.

Evidence-Based Practice: Teach students to recognize common word parts, instruct students in common sound-spelling patterns, have students read decodable words in isolation and text. Ensure that each student reads connected text everyday to support reading accuracy, fluency, and comprehension.

	Action Step 1	Action Step 2	Action Step 3
Components	Implementation of decodable readers in all 2nd-4th grade classrooms	-Implement systematic and explicit Tier 2 intervention for students identified as 1. not on track AND 2. identified as needing urgent intervention through quarterly progress monitoring --small group remediation and explicit intervention targeting skills of, phonological awareness phonics.word recognition, and fluency	Parent and Community Engagement -Extended School Hours -Parent classes to increase and support reading -Community Learning Center -Literacy Night and Parent and Student Make and Take
1. Timeline	2018-2019 School Year	2018-2019 school year	Duration of plan
2. Lead Person (s)	Classroom Teachers and Intervention Specialists, Title 1 Reading Teachers, Administration	Reading Administrator and Building Administrator	Parents, Classroom Teachers and Intervention Specialists, Title 1 Reading Teachers, Administration

3. Resources Needed	Decodable readers, supplemental materials, PD including paraprofessionals	Reading Administrator, Instructional Materials, PD including paraprofessionals	Supplemental materials for parent classes, extended school hours and literacy nights
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	<ul style="list-style-type: none"> -PD-Summer training for initial implementation and continuous PD opportunities for subsequent trainings and incoming new staff. -System Structure-minimum of 90 minutes per day -25-30 minutes daily push in with Title 1 Reading Teachers and Intervention Specialists for small group instruction as determined by Master Schedule from administration -Collaboration and participation at TBT, BLT, and DLT -Peer to peer instructional rounds 	<ul style="list-style-type: none"> -Work with teachers and administration to analyze data, diagnose instructional needs and identify research-based strategies to close achievement gaps. -Provide PD for teachers and paraprofessionals through modeling engaging, standard-based teaching as needed. -Collaboration and participation at TBT, BLT, and DLT on a bi-monthly basis -Peer to peer instructional rounds 	Training with after school staff to determine expectations and guidelines
5. Measure of success	Data analysis through progress monitoring, benchmark assessments, walk and observations	Data analysis, walk observations	Sign in sheets-student and parent attendance
6. Check in/Review Date	Beginning of school year, after mid-year assessments are given and end of year	Monthly	Beginning, middle and end of school year

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

Qualitative and quantitative data and specific evidence will be compiled and analyzed monthly by the DLT, BLT, and TBT throughout the process.

The following measures of evidence will be used to support the plan for monitoring progress for all learners, as well as students that are behind. Monitoring data will help address any necessary instructional adjustments where data shows that significant progress towards established goals are not on track of being met.

- Early Learning Assessment (ELA)
- Quarterly DIBELS NEXT benchmark data
- Monthly DIBELS NEXT progress monitoring data
- STAR benchmark and progress monitoring data
- Classroom/Curriculum based assessments
- Reading Improvement and Monitoring Plans (RIMP)
- Phonological Awareness and Phonics assessment (Haggerty, West Virginia Phonics)
- Kindergarten Readiness Assessment (KRA)
- Running Records

Using the Ohio 5 step process, Teacher Based Teams (TBTs) will be our most influential monitoring piece by meeting at least weekly with the principal and/or reading administrator to disaggregate data, discuss areas of strength and improvement, identify/implement targeted and differentiated instructional strategies and chart student progress.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND PROFESSIONALS

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

Goal 1: Pre-K through Grade 8 Needs

Curriculum based assessments and diagnostic assessment data for the 2017-2018 school year indicate that over 75% of Pre-K and Kindergarten students missing phonological awareness skills and over 50% of 1st through 8th grade students require intensive support in the area of phonics skills and nonsense word fluency-whole word read. Furthermore, 80% of students entered the year reading below grade level and over 60% of 2nd through 8th grade students were determined to have a deficiency in vocabulary development. In view of our district's 98% poverty rate, our students mirror the results of the 30 million vocabulary gap research. With over 60% 2nd and 3rd grade students currently "not on track;" 83% of 3rd grade students and 60% of 8th grade students scoring either Limited or Basic on the Ohio AIR reading assessment, suggests that students would benefit from explicit phonics and advanced phonics instruction. The district 1st grade Classroom Management pilot has shown increased classroom instructional time and a decrease in classroom and office discipline.

Grade Level / Grade Band	Pre-K through Grade 8
IES Practice Guide	<ul style="list-style-type: none"> • Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade • Reducing behavior problems in the Elementary school classroom
Recommendation	<p>Provide direct and explicit instruction to decode words, analyze word parts, and write and recognize words.</p> <p>Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</p> <p>Modify the classroom learning environment to decrease problem behaviors</p> <p>Teach and reinforce new skills to increase appropriate behavior and preserve a positive school climate</p>

ESSA Level of Evidence (based on analysis of studies)	Tier 1
--	--------

Goal 2: Pre-Kindergarten Needs
Curriculum based assessments and early language assessment data for the 2017-2018 school year indicates that 75% of pre-kindergarten students require intensive support in the area of phoneme awareness concepts.

Grade Level / Grade Band	Pre-K
IES Practice Guide	Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade
Recommendation	Provide direct and explicit instruction to develop awareness of the segments of sounds in speech and how they link to letters.
ESSA Level of Evidence (based on analysis of studies)	Tier 1

Goal 3: Kindergarten Needs
Curriculum based assessments and kindergarten readiness assessment data for the 2017-2018 school year indicates that 90% of kindergarten students require intensive support in the area of phoneme awareness concepts and phonics skills.

Grade Level / Grade Band	Kindergarten
IES Practice Guide	Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

Recommendation	Provide direct and explicit instruction to develop awareness of the segments of sounds in speech and how they link to letters. Provide direct and explicit instruction to decode words, analyze word parts, and write and recognize words.
ESSA Level of Evidence (based on analysis of studies)	Tier 1

Goal 4: Grade 1 Needs
Curriculum based assessments and diagnostic assessment data for the 2017-2018 school year indicates that 58% of 1st grade students require intensive support in the area of phoneme awareness concepts and phonics skills and Nonsense Word Fluency-Whole Word Read. Furthermore, 84% of 1st grade students were evaluated as either early or late emergent on the reading continuum and 76% of 1st grade students are currently "not on track."

Grade Level / Grade Band	Grade 1
IES Practice Guide	Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
Recommendation	Provide direct and explicit instruction to develop awareness of the segments of sounds in speech and how they link to letters. Provide direct and explicit instruction to decode words, analyze word parts, and write and recognize words.
ESSA Level of Evidence	Tier 1

Goal 5: Grade 2 through Grade 8 Needs

Curriculum based assessments and diagnostic assessment data for the 2017-2018 school year indicates that 50% or more of 2nd 8th grade students require intensive support in the area of phonics skills and Nonsense Word Fluency-Whole Word Read. Furthermore, over 60% of 2nd through 8th grade students were determined to have a deficiency in vocabulary development. Our data show that students would benefit from explicit phonics and advanced phonics instruction.

Grade Level / Grade Band	Grade 2 through Grade 8
IES Practice Guide	Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
Recommendation	<p>Provide direct and explicit instruction to decode words, analyze word parts, and write and recognize words.</p> <p>Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</p>
ESSA Level of Evidence (based on analysis of studies)	Tier 1

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

The leadership team will ensure effectiveness by supporting implementation by monitoring strategies and data analysis during walkthrough observations, lesson plans, weekly TBT meetings, monthly BLT meetings and ongoing professional development provided by a reading administrator. The district will provide all Kindergarten through grade 8 teachers and administrators LETRS (Language Essentials for Teachers of Reading and Spelling) a comprehensive, highly effective, research-based professional development program over the duration of this grant. We will rely on the RTFI survey and specific student data collected from our data measures listed in section 7 of this Reading Achievement Plan. We will analyze the collected data and coaching notes to design future explicit instructional strategies to arm our teachers with improved targeted tools to close student learning gaps.

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

Professional Development Plan

LEA Lead Name: East Liverpool City Schools							
IRN License Number: 043919							
Contact Name/Phone/Email: Randy Taylor/ 330-385-7132 / rtaylor@elcsd.k12.oh.us							
Goal 1: Pre-K through Grade 8 Foundational Skills and Word Recognition Evidence-Based Practice or Intervention: In order to best develop literacy skills, students must be able to engage in literacy instruction that sequentially emphasizes the Five Components of Reading. These skills allow students to develop awareness of the segments of sound in speech and how they link to letters, and the ability to decode words by analyzing word parts. Additionally, the instruction must ensure that all students are given the opportunity to read connected text every day to support reading accuracy, fluency, and comprehension.							
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job Embedded	Data Driven	Classroom Focused
LETRS Training to all Pre-K through Grade 8 staff online	2018-2021	X	X		X		X
LETRS face to face training				X			
LETRS coaching sessions with online module		X	X	X	X		

Peer to peer modeling of LETRS explicit instructional strategies			X	X	X	X	X
TBTs		X	X	X		X	
Resources Required	Outcomes/Evaluation						
Heggerty	r"BT/BLT assessment data						
Fundations	Scores improved						
DIBELS Next	Walkthrough data and benchmark and progress monitoring assessment						
PELI	Walkthrough data and benchmark and progress monitoring assessment						

Goal 2: Pre-School Phonemic Awareness Evidence-Based Practice or Intervention: Provide systematic, explicit instruction emphasizing the sub-skill Reading Component of Phonemic Awareness, which indicates that children must develop awareness of the segments of sound in speech and how they link to letters.							
PD Description	Begin/End Dates	Sustain ed	Intensive	Collaborative	Job-Embe dded	Data-D riven	Classroom- Focused
PELI-training for all Preschool teachers face to face	2018-2021	X	X	X	X		X

Foundations- training for all Preschool teachers face to face		X	X	X	X		X
TBTs		X	X	X		X	
LETRS Early Childhood Educators		X	X		X		X
Resources Required	Outcomes/Evaluation						
Heggerty	TBT assessment data						
DIG	TBT assessment data						
ELA (Early Learning Assessment)	TBT assessment data						
PELI	Walkthrough data and benchmark and progress monitoring assessment						
Foundational Pre-Reading Skills	Scores improved using explicit instruction						

Goal 3: Kindergarten Phonemic Awareness and Phonics

Evidence-Based Practice or Intervention: Explicitly instruct students: in letter-sound relations, to recognize and manipulate sounds, in word-building and other phonemic awareness and phonics activities. Use inferential language to engage students in conversations that support comprehension as well as guide in developing narrative language skills.

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Oriented	Classroom-Focused
LETRS for Early Childhood Educators Training online	2018-2021	X	X		X		X
LETRS for Early Childhood Educators Face to face training				X			
LETRS for Early Childhood Educators Coaching session with online modules		X	X	X	X		
Peer to peer modeling of LETRS for Early Childhood Educators explicit instructional strategies			X	X	X	X	X
TBTs		X	X	X		X	
Resources Required	Outcomes/Evaluation						
Foundational Reading and Decoding Assessment	TBT assessment data/scores improved						
ELA/KRA	TBT assessment data						

Benchmark Progress Monitoring Assessment	Walkthrough data and benchmark and progress monitoring assessment
Phonemic Awareness Programs and Materials	Monitoring of students improvement through program(s) assessment(s)

Goal 4: Grade 1 Phonemic Awareness and Phonics

Evidence-Based Practice or Intervention: Explicitly instruct students: in letter-sound relations, to recognize and manipulate sounds, in word-building and other phonemic awareness and phonics activities. Use inferential language to engage students in conversations that support comprehension as well as guide in developing narrative language skills.

PD Description	Begin/End Dates	ustained	Intensive	Collaborative	Job Embedded	Data Driven	Classroom Focused
Foundational Reading and Decoding Training	2018-2021	X	X	X	X		X
Benchmark Progress Monitoring Training		X	X	X	X	X	X
Phonemic Awareness Training		X	X	X	X		X
Resources Required	Outcomes/Evaluation						
Foundational Reading and Decoding Assessment	il"BT Assessment Data/Scores Improved						
Benchmark Progress Monitoring Assessment	il"BT Assessment Data/Scores Improved						
Phonemic Awareness: Programs/Materials	Monitoring of student improvement through program(s) assessment(s)						

Goal 5: Foundational Skills and Word Recognition Evidence-Based Practice or Intervention: Teach students to recognize common word parts, instruct students in common sound-spelling patterns, have students read decodable words in isolation and text. Ensure that each student reads connected text everyday to support reading accuracy, fluency, and comprehension.

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job Embedded	Data Driven	Classroom Focused
LETRS Classic Training to all Grades 2-8 staff online	2018-2022	X	X		X		X
LETRS Classic face to face training				X			
LETRS Classic coaching sessions with online modules		X	X	X	X		
Peer to peer modeling of LETRS Classic explicit instructional strategies			X	X	X	X	X
TBTs		X	X	X		X	

Resources Required	Outcomes/Evaluation
Heggerty	TBT/BLT assessment data
Foundations	Scores improved
DIBELS Next	Walkthrough data and benchmark and progress monitoring assessment

Professional Development Plan Template Part B

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

Sustained: The LETRS training is available throughout the course of the school year. Coaching sessions and online modules provide access as needed for individual areas. Teacher-Based Teams meet weekly to look at data to identify important parts of the educational process. A district literacy administrator will assist individuals and/or the district staff as needed.

Intensive: LETRS training will provide explicit instructional strategies

Collaborative: LETRS training will allow teachers to work together and share ideas to provide explicit instruction for each classroom. Teacher-Based Teams will meet weekly to examine data and assist the grade level members.

Job-Embedded: LETRS training will be used directly to impact the literacy education. The district literacy administrator will provide opportunities to individuals to impact students immediately.

Data-Driven: Teacher-Based Teams will work with data that will identify strengths and weaknesses of individuals and groups of students.

Instructionally-Focused: LETRS training will provide the staff with strategies to use immediately in the classroom.

