



## Department of Education

Mike DeWine, Governor  
Paolo DeMaria, Superintendent of Public Instruction

May 31, 2019

Dear Superintendent,

Thank you for submitting the Maple Heights City Schools 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 displays evidence of strong team structures in place with a focus on Tier 1 instructional supports for all children.

**This plan will benefit from:**

- This plan could benefit from looking deeply into alignment with Ohio's Plan to Raise Literacy Achievement conceptual models such as the Simple View of Reading and how they measure specific skills and support within the Word Recognition component of the SVR. The district could then be able to create and support the educational journey along the language and literacy continuum within their district.

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

Questions may be sent to Dr. Melissa Weber-Mayrer at [readingplans@education.ohio.gov](mailto:readingplans@education.ohio.gov).

Sincerely,

A handwritten signature in black ink that reads "Melissa M. Weber-Mayrer". The signature is written in a cursive, flowing style.

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

# READING ACHIEVEMENT PLAN

DISTRICT NAME: Maple Heights City Schools

DISTRICT IRN: 044305

DISTRICT ADDRESS: 5740 Lawn Avenue, Maple Heights, Ohio 44137

PLAN COMPLETION DATE:

LEAD WRITERS: Dr. Carol Rami, Amy Berger & Susan Jaroscak

IMPLEMENTATION START DATE:

SUMMARY OF ACKNOWLEDGEMENTS:

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

### SECTION 1: 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
<b>Dr. Carol Rami</b>	Literacy Coach	Elementary Campus	<a href="mailto:Carol.Rami@mapleschools.com">Carol.Rami@mapleschools.com</a>
<b>Amy Berger</b>	Reading Recovery Teacher	Lincoln Elementary	<a href="mailto:Amy.Berger@mapleschools.com">Amy.Berger@mapleschools.com</a>
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<b>Zelina Pames</b>	Principal	John F. Kennedy Elementary	<a href="mailto:Zelina.Pames@mapleschools.com">Zelina.Pames@mapleschools.com</a>
<b>Jennifer Lewis</b>	School Psychologist	Elementary Campus	<a href="mailto:Jennifer.Lewis@mapleschools.com">Jennifer.Lewis@mapleschools.com</a>
<b>Joseph Guiallaume</b>	School Psychologist	Elementary Campus	<a href="mailto:Joseph.Guiallaume@mapleschools.com">Joseph.Guiallaume@mapleschools.com</a>
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<b>Mauriza Allen</b>	Intervention Specialist	Lincoln Elementary	<a href="mailto:Mauriza.Allen@mapleschools.com">Mauriza.Allen@mapleschools.com</a>
<b>Laura Netzband</b>	2nd Grade Teacher	John F. Kennedy Elementary	<a href="mailto:Laura.Netzband@mapleschools.com">Laura.Netzband@mapleschools.com</a>
<b>Lisa Davies</b>	3rd Grade Teacher	John F. Kennedy Elementary	<a href="mailto:Lisa.Davies@mapleschools.com">Lisa.Davies@mapleschools.com</a>
<b>Dr. Meghan Shelby</b>	Director of Special Pupil Services	Board Office	<a href="mailto:Meghan.Shelby@mapleschools.com">Meghan.Shelby@mapleschools.com</a>
<b>Susan Jaroscak</b>	Director of Curriculum & Instruction	Board Office	<a href="mailto:Susan.Jaroscak@mapleschools.com">Susan.Jaroscak@mapleschools.com</a>
<b>Valencia Thomas</b>	Principal	John F. Kennedy Elementary	<a href="mailto:Valencia.Thomas@mapleschools.com">Valencia.Thomas@mapleschools.com</a>
<b>Lauren Bucciare</b>	2nd Grade Teacher	John F. Kennedy Elementary	<a href="mailto:Lauren.Bucciare@mapleschools.com">Lauren.Bucciare@mapleschools.com</a>
<b>Ashley Sokolowski</b>	3rd Grade Teacher	John F. Kennedy Elementary	<a href="mailto:Ashley.Sokolowski@mapleschools.com">Ashley.Sokolowski@mapleschools.com</a>
<b>Jennifer Rogaliner-Novak</b>	1st Grade Teacher	Lincoln Elementary	<a href="mailto:Jennifer.Rogaliner@mapleschools.com">Jennifer.Rogaliner@mapleschools.com</a>
<b>Chelsie White</b>	1st Grade Teacher	Lincoln Elementary	<a href="mailto:Chelsie.Marvin@mapleschools.com">Chelsie.Marvin@mapleschools.com</a>
<b>Kathryn Satterfield</b>	Title 1 Teacher	Lincoln Elementary	<a href="mailto:Kathryn.Satterfield@mapleschools.com">Kathryn.Satterfield@mapleschools.com</a>

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

## 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.*

As we designed our Reading Achievement Plan, we worked diligently to align goals, strategies, implementation, and measurement with the District Improvement Plan in the Comprehensive Continuous Improvement Plan (CCIP). Both plans encompass high quality professional development, improvement goals for Ohio State Testing in Reading and Math, as well as evidenced based assessment and instructional strategies.

We also have aligned the progress monitoring of our plan to the Ohio Improvement Process (OIP). In grades k-3, our Teacher Based Teams (TBTs) will follow the 5-Step process to analyze reading data exclusively to improve instructional strategies and close achievement gaps. Finally, our district has implemented a plan entitled 'No June Surprises' to improve the teaching, learning, assessment, and intervention cycle. Our plan incorporates processes that ensure that we are implementing evidence-based instructional strategies, assessing both formatively and summatively, and designing lessons to meet the needs of our students.

As we designed our Reading Achievement Plan, we worked diligently to align goals, strategies, implementation, and measurement with the District Improvement Plan in the Comprehensive Continuous Improvement Plan (CCIP). Both plans encompass high quality professional development, improvement goals for Ohio State Testing in Reading and Math, as well as evidenced based assessment and instructional strategies. We also have aligned the progress monitoring of our plan to the Ohio Improvement Process (OIP). In grades K-5 our Teacher Based Teams (TBTs) will follow the 5-Step process to analyze reading data exclusively to improve instructional strategies and close achievement gaps.

Additional data collected from the Reading Tiered Fidelity Inventory supports our Local Literacy Plan to improve our Tier 1 instruction. The two greatest areas of need are implementation (30-33%) and evaluation (30%)

Finally, our district has implemented a plan entitled 'No June Surprises' to improve the teaching, learning, assessment, and intervention cycle. Our plan incorporates processes that ensure that we are implementing evidence-based instructional strategies, assessing both formatively and summatively, and designing lessons to meet the needs of our students.

## 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.**

#### KRA – FALL

Kindergarten Readiness Assessment		
	Not on Track	On Track
2015-2016	115/219, 53%	104/219, 47%
2016-2017	115/213, 54%	98/213, 46%
2018-2019	107/235, 46%	128/235, 54%
PASS Fall 2018-19		

Kindergarten: The average score out of 100 on the PASS was 41.2

#### STAR 2015-2016

Grade	BOY (Beginning)		MOY (Middle)		EOY (End)	
	Not on Track	On Track	Not on Track	On Track	Not on Track	On Track
Kindergarten	127/231 55%	104/231 45%	60/230 26%	170/230 74%	82/239 34%	157/239 66%
First Grade	80/237 34%	157/237 66%	45/241 19%	196/241 81%	77/237 32%	160/237 68%
Second Grade	154/259 60%	105/259 40%	113/258 44%	145/258 56%	130/253 51%	123/253 49%
Third Grade	178/285 63%	107/285 37%	106/273 39%	166/273 61%	121/268 55%	147/268 45%

#### STAR 2016-2017

Grade	BOY (Beginning)		MOY (Middle)		EOY (End)	
	Not on Track	On Track	Not on Track	On Track	Not on Track	On Track
Kindergarten	172/210, 82%	38/210, 18%	122/226, 54%	104/226, 46%	33/233, 14%	200/233, 86%
First Grade	149/23, 63%	87/236, 37%	86/249, 35%	163/249, 65%	79/254, 31%	175/254, 69%
Second Grade	143/232, 62%	89/232, 38%	117/249, 47%	132/24, 53%	75/248, 30%	173/248, 70%
Third Grade	150/ 265, 57%	115/265, 43%	122/280, 44%	158/280, 56%	115/275, 41%	160/275, 59%

#### MAP NWEA Fall 2017-2018

Foundational Skills						
Grade	Print Concepts		Phonological Awareness		Phonics and Word Recognition	
	Not on Track	On Track	Not on Track	On Track	Not on Track	On Track
Kindergarten (Fall Benchmark 133)	152/204, 81%	37/204, 18%	167/204, 81%	37/204, 18%	167/204, 81%	37/204, 18%
First Grade (Fall Benchmark 153)	173/235, 74%	62/235, 26%	173/235, 74%	62/235, 26%	173/235, 74%	62/235, 26%

**MAP NWEA Fall 2018-2019**

Foundational Skills (PA/Phonics)				
Grade	Not on Track	On Track	Low	At/Above
Kindergarten	79/231, 34%	152/231, 65%	106/252, 42%	146/252, 58%
1st Grade	127/225, 57%	98/225, 43%	76/242, 31%	166/242, 69%

**MAP NWEA Fall 2017-2018**

Grade	Literature		Informational		Vocabulary	
	Not on Track	On Track	Not on Track	On Track	Not on Track	On Track
Second Grade (Fall Benchmark 166)	140/225, 62%	85/225, 38%	186/248, 75%	62/248, 25%	177/248, 71%	71/248, 29%
Third Grade (Fall Benchmark 179)	118/246, 48%	128/246, 52%	150/266, 56%	116/266, 44%	146/261, 56%	115/261, 44%

**MAP NWEA Fall 2018-2019**

Grade	Not on Track		On Track			
2nd Grade	152/239 63%		87/239 37% (overall)			
	Literature		Informational		Vocabulary	
	159/239 67%	80/239 33%	176/239 74%	63/239 26%	175/239 74%	64/239 26%

Grade	Not on Track		On Track			
3rd Grade	131/268 48%		137/268 52% (overall)			
	Literature		Informational		Vocabulary	
	159/268 59%	109/268 41%	170/268 64%	98/268 36%	175/239 74%	64/239 26%

**MAP NWEA Fall 2018-2019**

Grade	Limited (>20 Percentile)	On Track
4th Grade	117/280 41%	163/280 59%
5th Grade	87/248 35%	161/248 65%

**DIBELS – Fall 2017-2018**

WCPM Fall Benchmark		
Grade	Below < or = to 51	At or Above 52
Second Grade	133/246 54%	113/246 46%

**Rasinski's 3 Minute Fluency**

Assessment Fall 2018-2019		
Grade	Below Benchmark	At or Above Benchmark
Second Grade	132/241 55%	109/241 45%

## Ohio's Third Grade ELA Test

Third Grade State Test (Spring)	Not on Track	On Track
2015-2016	33.4%	66.7%
2016-2017	39.4%	60.6%
2017-2018	57%	43%

- For the 2015-16 and 2016-17 Fall administration of the KRA, our incoming kindergarten students were not demonstrating readiness, meaning they needed significant support to be able to engage with kindergarten-level instruction. For 2015, 115 out of 219 or 53% of the Kindergarten students' scores placed them in the "Not on Track" category. For 2016, 115/213 or 54% of the kindergarten students' scores also placed them in the "Not on Track" category. This trend in KRA readiness indicates that a majority of our students are not prepared for Kindergarten-level instruction. For 2018-19, 107/235 or 46% of the kindergarten students' scores placed them in the "Not on Track" category. Once again, this trend continues to show that a large percent of our kindergarten population is still not prepared for Kindergarten-level instruction.
- The PASS test was administered Fall 2018 to identify specific areas of phonological need for our students. Last year's data showed a weakness in phonemic awareness skills and this year's results from the PASS test can drive instruction to improve specific areas of need. The PASS results indicated rhyme recognition, syllable blending, and syllable segmentation were relative strengths. Phoneme identification and production appeared to be the lowest areas. Rhyme production was difficult for many students and that should be further developed skill for this time of the year. This data will give teachers useful information when working with students in small groups.
- STAR data for Kindergarten for the beginning of the year indicated, for both 2015-16 and 2016-17, that our Kindergarten students are at risk for not meeting Kindergarten grade level benchmarks. Fifty-five percent of the students in the Fall of 2015 and eighty-two of the students in the Fall of 2016 earned scores that placed them in the "Not on Track" category.
- At the beginning of Fall 2015, STAR data indicated, 80 out of 237 (34%) first graders were at risk for not meeting first grade benchmarks. For 2016, even more first graders – 149 out of 236 (63%) were at risk for not meeting the grade level benchmarks for first grade.
- Sixty percent (154/259) of the second graders at the beginning of 2015 were unable to meet the "On Track" benchmark for the STAR assessment. For 2016, even more second graders – 143 out of 232 or 62% - were at risk for not meeting the grade level benchmarks for second grade.
- Third grade STAR scores for the beginning of 2015 indicated 63% or 178 out of 285 incoming third graders were at risk for not passing the Third Grade Reading Guarantee. For 2016, our incoming third graders continued to be at risk for not passing the Third Grade Guarantee with 57% or 150 out of 265 not meeting the benchmark.
- One hundred sixty eight out of two hundred five Kindergarten students took the NWEA MAP assessment and 82% started the 2017 year at risk in foundational skills. At this point in Kindergarten, students should be able to hear, identify, and produce 30 letters and 3 sounds. By the middle of the year, students should hear, identify, and produce 40 letters and 9 sounds. For the 2018-19, 106/252 or 42% of this year's kindergarten students scored "Not on Track." These results indicate our new kindergarten students are still unable to meet age-appropriate benchmarks for phonemic awareness and phonological skills.
- In the fall of 2017, 173 out of 235 or 74% of the incoming first graders are at risk in foundational skills based upon the NWEA MAP results. This is a significant concern because foundational skills require readers to notice how letters represent sounds and gives readers a way to approach sounding out and reading new words. It helps readers understand that the letters in words are systematically represented by sounds. For the fall of 2018, 76 out of 242 or 31% of the incoming first graders are at risk in foundational skills based upon the NWEA MAP results. Although, these results showed gains from 81% "Not on Track" in kindergarten to 31% "Not on Track" in first grade this continues to be a area of concern.
- The literature results of the Fall 2017 NWEA MAP indicated that 62% or 140 out of 225 second graders did not meet the Fall benchmark for comprehending literature selections. This is a concern since reading comprehension is critical to students' ability to deeply and actively glean meaning from the text. Reading comprehension is an important skill for acquiring vocabulary and language skills. This trend continues as the literature results of the fall of 2018 NWEA MAP indicated that 67% or 159 out of 239 second graders are not comprehending grade-level literature selections.
- Comprehension of informational text on the Fall 2017 NWEA MAP indicated 75% or 186 out of 248 second graders were at risk for understanding nonfiction text. This is a significant concern because comprehending nonfiction is critical for understanding the natural and social world of informational text. Our new second graders continue to



be at risk for understanding nonfiction text since the fall 2018 NWEA MAP scores indicated 74% or 176 out of 239 second graders are not meeting the benchmark for informational text.

- Seventy-one percent or 177 out of 248 second graders on the Fall 2017 NWEA MAP were unable to meet the vocabulary benchmark for acquisition and use. Vocabulary knowledge is critical to understanding a topic and both literature and informational texts. For the Fall 2018 NWEA MAP, 74% or 175 out of 239 incoming second grade students scored "Not on Track" for acquisition and use. These results indicate that vocabulary continues to be an area of major concern.
- At the beginning of the 2017 school year, second graders were unable to quickly and accurately match sound to symbol and read words fluently since 54% or 133 out of 246 were unable to meet the DIBELS Fall Oral Reading Fluency/Words Correct per Minute benchmark (WCPM). The automatic reading of words will help students' comprehension of both literature and informational text. For fall 2018, Rasinski's 3 Minute Fluency Assessment was used to assess the new second graders. This switch in assessment protocol was done in order to achieve consistency between assessment and Rasinski's Fluency Development Lesson which is being implemented for teaching automaticity. Fifty-five percent or 132 out of 241 incoming second graders were unable to meet Fall fluency benchmark (WCPM) . The trend continues with the majority of the second graders not meeting the Fall fluency benchmark. Attention to automaticity will be continued since it is important for comprehending text.
- The literature results of the Fall 2017 MAP NWEA indicated that 48% or 118 out of 246 third graders did not meet the Fall benchmark for comprehending literature selections. This is a concern since reading comprehension is critical to students' ability to deeply and actively glean meaning from the text. Reading comprehension is an important skill for acquiring vocabulary and language skills. The Fall 2018 MAP NWEA results indicated that 59% or 159 out of 268 incoming third graders were "Not on Track" for comprehending literature selections.
- Comprehension of informational text on the Fall 2017 MAP NWEA indicated 56% or 150 out of 266 third graders were at risk for understanding nonfiction text. This is a significant concern because comprehending nonfiction is critical for understanding the natural and social world of informational text. Sixty-four percent or 170 out of 268 incoming third graders did not meet the benchmark for comprehending informational text on the Fall 2018 MAP NWEA.
- Fifty-six percent or 146 out of 261 third graders on the Fall 2017 MAP NWEA were unable to meet the vocabulary benchmark for acquisition and use. Vocabulary knowledge is critical to understanding a topic and both literature and informational texts. The Fall 2018 MAP NWEA results show that 60% or 161 out of 268 incoming third graders were at risk for vocabulary acquisition and use.
- Results of the spring Third Grade State ELA test indicated for 2015-16, 33.3 percent of the third graders and 39.4 percent of the third graders in 2016-17 did not meet the requirements for passing the Third Grade Guarantee. For spring 2018, 57% of the third-grade students did not meet the requirements for passing the Third Grade Guarantee.

### 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.*

Comprehensive data analysis of the last two years and current year's data indicate weakness in foundational skills for kindergarteners and first graders, an inability to fluently read second grade continuous text for our second graders, and a majority of third graders inability to comprehend grade level literature and informational text.

Comprehensive data analysis of MAP NWEA and KRA data (2016 - 2018) along with the current year's data (Fall 2018) indicate a continued weakness in foundational skills for kindergarteners and first graders, an increased ability to fluently read second grade continuous text for our second graders, a majority of third graders inability to comprehend grade level literature and informational text, and a majority of first, second, and third graders at risk in vocabulary acquisition and use. Therefore, our current comprehensive 2018 data continues to show a deficit in the five areas of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Data collected from the Reading Tiered Fidelity Inventory signified that implementation (30-33%) and evaluation (30%) were our two greatest areas of need. These results further support our plan to improve Tier I instruction.

Our current data indicates a continued Tier I reading problem:

- No explicit, systematic instruction for phonemic awareness. (Implementing Heggerty Phonemic Awareness for 2018-19)
- Words Their Way phonics instruction may be inconsistent or nonexistent. Lack of Primary Spelling Inventory (PSI) analysis to drive instruction.
- Jan Richardson's guided reading framework : word work and comprehension fidelity of implementation may be inconsistent.
- Lack of assessments for phonemic awareness.

- Home literacy contributes to students entering school at risk. It is suspected that nothing is happening in the home environment to grow or support literacy:
- Data indicates 34% of kindergarten students “not on track” at the end of the school year (2015-16) entered first grade (2016-17) with 63% of the same students “not on track”.
- Looking at all the reading data collected from the current and past several years, our K-3 students continue to enter school at risk.

## 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](#).*

In Maple Heights, our mission is to inspire all students to become effective readers who have developed an appreciation for literacy. Vision and Beliefs:

We believe that providing challenging, meaningful, and engaging literacy instruction in every classroom, we will ensure that all students can read and comprehend on grade level. We will achieve this goal by implementing the following:

- Providing Systematic Intervention with Standardized Practices
- Cultivating Literary Interest
- Encouraging Parents to Read to their Children
- Utilizing Consistent, Decisive, and Data-Based Decision-Making
- Providing Intensive Intervention to Struggling Readers
- 1 Implementing Evidence Based Strategies for Tier 1 Instruction

## 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.*

1. Third Grade Guarantee:
  - Third Grade: Increase the percentage of third grade students meeting or exceeding the third grade proficiency standards from 43% to 60% as measured on the Ohio Third Grade State Assessments.
2. Foundational Skills: Phonological Awareness/Phonics
  - Kindergarten: Increase the percentage of Kindergarten students meeting or exceeding targets for foundational skills/phonological awareness from 18% to 40% by spring 2018 as measured by NWEA MAP Reading K-2. For 2018-19, increase the percentage of kindergarten students meeting or exceeding targets for foundational skills/phonological awareness from 58% to 64% by spring as measured by NWEA MAP.
  - First Grade: Increase the percentage of first students meeting or exceeding targets for foundational skills (print concepts, phonological awareness, phonics/word recognition) from 26% to 50% by spring 2018 as measured by NWEA MAP Reading K-2. For 2018-19, increase the percentage of first grade students meeting or exceeding targets for foundational skills/phonological awareness from 69% to 76% by spring 2019 as measured by NWEA MAP.
3. Fluency:
  - Second Grade: Increase the percentage of second grade students meeting or exceeding targets for fluency from 46% to 60% by spring 2018 as measured by DIBELS Spring Oral Reading Fluency/Words Correct Per Minute Benchmark. For 2018-19, increase the percentage of second grade students meeting or exceeding targets for fluency from 75% to 83% by spring 2019 as measured by Rasinski's 3 Minute Fluency Assessment.
4. Comprehension:
  - Third Grade: Increase the percentage of third grade students meeting or exceeding targets for literature from 52% to 60% and informational text from 44% to 60% by spring 2018 as measured by NWEA MAP Reading K-3. For 2018-19, increase the percentage of third grade students meeting or exceeding targets for literature from 41% to 45% and informational text from 36% to 40% by spring of 2019 as measured by NWEA MAP.
  - Third Grade: Increase the percentage of third grade students meeting or exceeding targets for vocabulary from 44% to 60% and from 44% to 60% by spring 2018 as measured by NWEA MAP Reading K-3. For 2018-19, increase the percentage of third grade students meeting or exceeding targets for vocabulary from 40% to 44% by spring of 2019 as measured by NWEA MAP.

Based on our past and current data, our student achievement goals will be continued. This year, through our Action Plan we are building upon systems to further the achievement of these goals.

## 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:** Third Grade Guarantee: Increase the percentage of students meetings or exceeding Third grade proficiency standard...

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Schools will develop a School-wide Reading plan that outlines the components of a strong Tier I reading program	Communication plan will be developed between the BLT and other school teams that are working to support the strong Tier I reading program and school and district priorities.	Schools will develop teaming structures (2017-18) to oversee intervention supports and fidelity of implementation of the plan and to engage in individualized intensive problem solving for students with reading difficulties. For 2018-19, the RST will attend Science Implementation workshops with Dr. St. Martin.
<b>Timeline</b>	11/17 to 1/18	12/17 to 1/18	11/17 to 5/18 11/18-6/19
<b>Lead Person(s)</b>	Reading Support Team (RST)	Reading Support Team (RST)	Reading Support Team (RST)
<b>Resources Needed</b>	K-3 Reading Support Team responsibilities and utilize R-TFI information	<ul style="list-style-type: none"> <li>Guidance document to assist the principal and teachers in creating a 90-minutes reading block schedule.</li> <li>Guidance document for implementation of strong Tier I instruction.</li> <li>Strong Tier I grade level instructional plan template.</li> <li>Access to instructional coaching.</li> <li>Sub costs for teachers, grade level team leaders, and the RST to access PD.</li> </ul>	<ul style="list-style-type: none"> <li>Sub costs for teachers, grade level team leaders, and the RST to access PD.</li> <li>Guidance document for implementation of strong Tier I instructional template.</li> <li>Grade level instructional plan template and worked example.</li> </ul>
<b>Specifics of Implementation</b>	<ul style="list-style-type: none"> <li>Create Building Reading Support Team.</li> <li>Building Reading Support Team will complete the R-TFI, analyze results and prioritize needs.</li> <li>Schools will ensure building leadership team members are equipped to address the responsibilities necessary to install a school-wide reading.</li> <li>K-3 Reading Support Teams will access high quality professional learning in the Tier 1 components of a school-wide as outlined in the</li> </ul>	<ul style="list-style-type: none"> <li>Meeting with the school will complete the R-TFI, analyze principals to discuss RST membership and to ensure staff selected or that will be selected can meet the leadership team members are responsibilities.</li> <li>School-Wide Tier I Reading Plan and example of grade level instructional plan. Coaches modeling strong Tier I reading instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Grade level meetings will occur in grades K-3.</li> <li>Schools will install the components of a strong Tier I reading plan and instructional system to ensure students have access to effective and researched-base reading practices.</li> </ul>

	Reading Tiered Fidelity Inventory (R-TFI) R-TFI data. <ul style="list-style-type: none"> <li>Products Building leadership team roles and responsibilities, meeting agendas, communication plan, 90-minute reading schedule, intervention schedule.</li> </ul>		
<b>Measure of Success</b>	R-TFI data  Products: Building leadership team roles and responsibilities; meeting agendas, communication plan, 90-minute reading schedule, intervention schedule	R-TFI data	R-TFI data
<b>Check-in/Review Date</b>	Monthly	Monthly	Monthly

### Goal # 2 Action Map

**Goal Statement:** Foundational Skills: Increase the percentage of kindergarten students meeting or exceeding targets for phonological...

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Kindergarten, First and Second Grade teachers will participate in research-based language and literacy professional learning - targeting phonological awareness for kindergarten and print concepts, phonological awareness, and word recognition for first grade teachers.	Grade level data analysis: NWEA MAP PAST Heggerty	Opportunities were established for 2017-18 to explore and review research-based curriculum and assessment supplements for foundational skills and phonological awareness such as: Implement PASS and Heggerty for 2018-19  RST will develop a teacher tool kit for phonological awareness.  Fidelity of implementation using a walk-through check list developed by the RST (2017-18). Fidelity walk-throughs implemented 2018-19
<b>Timeline</b>	2017-2018 school year 2018-2019 school year	2017-2018 school year 2018-2019 school year	2017-2018 school year 2018-2019 school year
<b>Lead Person(s)</b>	RST	RST	RST
<b>Resources Needed</b>	Teachers need access to the K-3 strong Tier 1 reading plan.  Access to high quality professional development  Exploration of possible assessments for foundational skills such as PASS  Substitute costs	Substitute costs (rotating subs)	Provide professional development for 90 minute instructional block and materials.  Funds to pay for training for research-based curriculum supplemental materials.  Opportunity to develop a fidelity implementation check list for walk-throughs.  Substitute costs
<b>Specifics of Implementation</b>	Kindergarten, first and second grade teachers will acquire knowledge, skills, and abilities of Scientifically Based Reading Research in foundational skills so they understand how to	Monthly grade level data analysis meetings will occur  The first grade level meeting will result in the development strong Tier 1 instructional	Teachers will access high-quality professional learning to teach foundational skills including phonological awareness, phonics, word recognition, and print concepts using the

	implement with fidelity these best practices.	plans based on the data analysis.	supplemental materials.  Fidelity check list will be shared with the teachers.
<b>Measure of Success</b>	Module completion data-training evaluation data includes identification of all teachers participating in the research-based foundation all skills PD	Analysis of data  Instructional plans to meet the needs of the students.	Training evaluation data  Fidelity data – walk-through checklists  Assessment data
<b>Check-in/Review Date</b>	Monthly	Monthly meetings	11/2017-11/20/19 and tri-weekly assessments, fidelity checks, coaching

### Goal # 3 Action Map

Goal Statement: Fluency: Increase the percentage of second grade students meeting or exceeding targets for fluency from 75% to 8

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Second grade teachers will participate in researched-based language and literacy professional learning that targets fluency.	Gradelevel data analysis: Rasinski's 3 Minute Fluency Assessment	Review (2017-18) and training/retraining of Rasinski's Fluency Development Lesson (FDL) along with the Synergistic Instructional curriculum resource (2018-19).  Fidelity of implementation following Rasinski's Fluency Protocol.
<b>Timeline</b>	2017-2018 school year 2018-2019 School year	2017-2018 school year 2018-2019 School year	11/2017 to 5/2018 2018-2019 School year
<b>Lead Person(s)</b>	RST	TBT	RST
<b>Resources Needed</b>	Teachers need access to strong Tier 1 K-3 reading plan.  Access to research-based professional development  Substitute costs	Substitute costs (rotating subs)	Provide research-based professional development for fluency.  Funds to pay for a trainer to teach research-based fluency practices.  Substitute costs
<b>Specifics of Implementation</b>	Second grade teachers will acquire knowledge, skills, and abilities of Scientifically-Based Reading Research in fluency so they understand how to implement with fidelity these best practices.	Monthly grade level progress-monitoring data analysis meetings will occur.  The first meeting will result in the development of Grade Level instructional plans for fluency based on the data analysis.	Teachers will access research-based professional development to use Rasinski's Fluency Development Lesson (FDL) and synergistic instructional curriculum resource materials.
<b>Measure of Success</b>	Module completion data - training evaluation data and includes teachers who participated in the research-based fluency PD	Analysis of fluency data.  Instructional Plans based on the data analysis.	Training evaluation data  Fidelity data - using Rasinski's protocol  Assessment data
<b>Check-in/Review Date</b>	Monthly	Monthly meetings	Tri-weekly assessments, fidelity checks, coaching

### Goal # 4 Action Map

Goal Statement: Comprehension: Increase the percentage of third grade students meeting or exceeding targets for literature from 4...Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Third teachers will participate in researched-based language and literacy	Gradelevel data analysis: MAP Lexia	Review research-based supplemental materials to support comprehension strategies (2017-



	professional learning targeting comprehension.		18). Implement Reading Units of Study for 2017-2019.  Fidelity of implementation of Reading Units of Study and comprehension strategies.  Explore Writing Units of Study (2017-18). Pilot Writing Units of Study for 2018-19). RST will develop a teacher too kit for comprehension.
<b>Timeline</b>	2017-2018 school year 2018-2019 School year	2017-2018 school year 2018-2019 School year	11/2017 to 5/2018 2018-2019 School year
<b>Lead Person(s)</b>	RST	TBT	RST
<b>Resources Needed</b>	Teachers need access to strong Tier 1 K-3 reading plan.  Access to research-based professional development  Substitute costs	Substitute costs (rotating subs)	Provide professional development for 90-minute instructional block and materials.  Funds to pay for training research-based comprehension strategies.  Substitute costs
<b>Specifics of Implementation</b>	Third grade teachers will acquire knowledge, skills, and abilities of Scientifically-Based Reading Research so they understand how to implement with fidelity these best practices in comprehension.	Monthly grade level progress-monitoring data analysis meetings will occur.  The first meeting will result in the development of strong Tier 1 comprehension Grade Level instructional plans for fluency based on the data analysis.	Teachers will access research-based professional learning in order to teach effective comprehension strategies.  Implement reading units of study. Explore writing units of study.
<b>Measure of Success</b>	Module completion data - training evaluation data including identification of all teachers participating in the research-based comprehension skills PD.	Analysis of fluency data.  Instructional plans for comprehension based on the needs of the student.	Training evaluation data  Fidelity data  Assessment data
<b>Check-in/Review Date</b>	Monthly	Monthly meetings	Tri-weekly assessments, fidelity checks, coaching

### Goal # 5 Action Map

Goal Statement: Vocabulary: Increase the percentage of third grade students meeting or exceeding targets for vocabulary from 40%

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Third teachers will participate in researched-based language and literacy professional learning targeting vocabulary.	Grade level data analysis: PSI MAP Lexia	Review research-based supplemental materials to support vocabulary acquisition and use strategies (2017-19)  Fidelity of implementation of the Words Their Way framework and the district's vocabulary guidelines and tool kit including Marzano's 6 steps. Retaining/ training for 2018-19.  RST will develop a teacher tool kit for vocabulary.
<b>Timeline</b>	2017-2018 school year 2018-2019 School year	2017-2018 school year 2018-2019 School year	11/2017 to 5/2018 2018-2019 School year
<b>Lead Person(s)</b>	RST	TBT	RST

<b>Resources Needed</b>	<p>Teachers need access to strong Tier 1 reading plan.</p> <p>Access to research-based professional development</p> <p>Substitute costs</p>	Substitute costs (rotating subs)	<p>Provide research-based professional development for vocabulary.</p> <p>Funds to pay for a trainer to teach research-based vocabulary practices.</p> <p>Substitute costs</p>
<b>Specifics of Implementation</b>	Third grade teachers will acquire knowledge, skills, and abilities of Scientifically-Based Reading Research so they understand how to implement with fidelity these best practices in vocabulary.	<p>Monthly grade level progress-monitoring data analysis meetings will occur.</p> <p>The first meeting will result in the development of strong Tier 1 vocabulary Grade Level instructional plans for fluency based on the data analysis.</p>	<p>Teachers will access research-based professional learning in order to teach effective vocabulary strategies.</p> <p>Teachers will implement Words Their Way and the district's vocabulary guidelines tool kit with fidelity.</p>
<b>Measure of Success</b>	Module completion data - training evaluation data including identification of all teachers participating in the research-based vocabulary skills PD.	<p>Analysis of data.</p> <p>Instructional plans for vocabulary based on the needs of the student.</p>	<p>Training evaluation data</p> <p>Fidelity data</p> <p>Assessment data</p>
<b>Check-in/Review Date</b>	Monthly	Monthly meetings	Monthly meetings and tri-weekly assessments, fidelity checks, coaching

## 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.*

The following current modes of assessments will be reviewed to monitor, measure, and report student progress along with the possible implementation of PASS:

1. Tier 1 formative assessments based on the reading framework: Lexia and PASS.
2. Achievement, diagnostic test scores (fall, winter, spring): MAP, Rasinski's 3 Minute Fluency Assessment and Primary Spelling Inventory (PSI)
3. Reading Improvement Plans
4. Observations during fidelity walk-throughs.

Progress monitoring provides a critical piece of data in determining effective Tier 1 instruction. Formative assessment occurs between achievement benchmarks to prepare for student performance at the next benchmarking period. Diagnostic assessment provides school personnel with in-depth information about a student's strengths and weaknesses in key skill areas. It is critical that this data be analyzed and acted upon. We are exploring other assessment options such as PASS to support our identified need for Tier 1 phonological awareness assessment and instruction for gathering additional in-depth data.

### FORMATIVE:

Lexia - research-based, student-driven learning for critical reading and language skills that provide teachers the resources they need for explicit, direct Tier 1 instruction. The program's embedded assessment gives access to norm-referenced and criterion-referenced data supplying customized lesson plans based on each student's needs. Second and third grade teachers use this information to supplement their Tier 1 instruction.

PASS - review and possible implementation of this comprehensive evaluation for phonological awareness

RIMP - Reading Improvement Monitoring Plan - teachers will monitor their students' plans to provide systematic teaching of skills within the Tier 1 framework.

### ACHIEVEMENT/DIAGNOSTIC:

NWEA MAP - NWEA MAP measures what students know and informs what they are ready to learn next. MAP growth reveals how much growth has occurred between testing events. NWEA MAP is administered to students three times a year. Teachers and administrators will analysis the data to drive instruction in the classroom.

Rasinski's 3 Minute Fluency Assessment: a set of procedures and measures for assessing the acquisition of early literacy skills including fluency. Second graders need to demonstrate growth in accurate and automatic word recognition.

Rasinski's 3 Minute Fluency Assessment will be administered three times a year to inform growth in meeting the Words Correct Per Minutes grade level benchmarks.

### PSI - Primary Spelling Inventory/Words Their Way OBSERVATION:

Administrators will ensure fidelity of implementation of the Tier 1 Reading Plan using the Fidelity Walk-through checklist.

R-TFI (Reading Tiered Fidelity Inventory): Baseline data for the R-TFI was collected February 2018 and will be administered in November 2018. Progress toward our Tier 1 Reading Achievement Plan goals will be measured by the results of this inventory.

In order to support the complex needs of our students, Maple Heights City Schools would like to support progress monitoring through a two-fold process utilizing the data from Tier 1 assessments and acquisition of the MAP Reading Assessments.

Based on this information, the Teacher-Based Teams (TBTs), will identify students in need of progress monitoring. Furthermore, the TBTs

will identify the specific areas in need of progress monitoring and the Building Leadership Teams (BLTs) as well as the Intervention Assistance Team (IAT) will ensure that progress monitoring is carried out with fidelity. Student benchmarking data will be made available to teachers at quarterly, grade-level meetings and progress monitoring will be available to teachers on an ongoing basis. Based on Tier 1 assessments and progress monitoring, students may receive skill-based interventions. Students will be monitored to discern skill acquisition through intervention assignments. Once at least 80% of the students within the intervention group have acquired the identified skill, the students will progress on to the next skill within the intervention.



In addition, the Reading Support Team (RST) will provide embedded professional development, support, as well as instructional/ intervention strategies to colleagues.

## 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.*

The data obtained from achievement/diagnostic testing and formative assessments including benchmarking and progress monitoring will be utilized to obtain valuable information about students' acquisition of foundational reading skills and potential gaps in knowledge to drive our Tier 1 instruction. Likewise, the information gleaned from these assessments will be applied to the district-wide intervention structure, allowing for the identification of the foremost needs of our students as well as the appropriate placement of students within interventions.

Additionally, students' progress will be evaluated on a monthly basis through the use of classroom assessments at grade-level (TBT) meetings. During these meetings, data on student progress, as well as appropriate interventions for RTI time and the possible need for more intensive services (i.e., tier 2 & 3 interventions, special education) will be discussed and acted upon. This monthly data will be shared with the Building Leadership Teams (BLT) and the District Leadership Team (DLT).

Using the guidance provided for evidence-based direct instruction for early literacy (Ohio Department of Education 2005; National Early Literacy Panel, 2008) the following strategies will be systematically implemented into the Reading Achievement Plan. The following scientifically, research-based components are included in our Tier 1 90 minute reading block:

1 Foundational Skills (phonological awareness, phonics, word recognition):

Jan Richardson's Next Step in Guided Reading for word work (including phonological awareness and phonics): evidence-based rating - Strong (WWC)

Words Their Way for word work - phonics and developmental spelling: evidence-based rating - Strong (WWC)

Piloting phonological awareness frameworks for Tier 1 instruction such as Heggerty's Phonemic Awareness and the development of a district "Phonological Tool Kit" and PD for implementation: evidence-based rating - Strong (WWC)

2 Fluency:

Rasinski's Fluency Development Lesson Protocol and Synergistic Instruction: evidence rating - moderate (WWC)

3 Vocabulary:

Marzano's Vocabulary Steps

Maple Heights City School District's Vocabulary Guide and Tool Kit: evidence rating - positive effect based on meta-analysis 4 Text Comprehension:

Reader's Workshop Framework: evidence-based rating - Strong (WWC) Fountas and Pinnell Leveled books: evidence-based rating - minimal (WWC)

Jan Richardson's The Next Step in Guided Reading: evidence-based rating - Strong (WWC) Scholastic leveled books: evidence-based rating - minimal (WWC)

Reading Plus: evidence-based rating - potentially promising (WWC)

Lucy Calkins Reading Units of Study: evidence-based rating - Strong (WWC) Lexia: evidence-based rating - promising (WWC)

On a daily basis, students will be provided with a structured 90-minute reading block broken down into: Reader's Workshop:

1. Mini-Lesson (20% - 25% of reading block) Model Reading Strategy

Guided Practice (i.e., Whole Group, Small Group)

2. Self-Selected Reading (50%-60% of reading block) Students' application of reading strategy Conferencing

Guided Reading Groups (Jan Richardson's framework - students reading continuous text on their instructional level along with using work work strategies)

3. Reflection (20%-25%) sharing of reading responses book sharing checking for understanding

Reading instruction will be prescribed in the following manner for each individual grade: Kindergarten Block (90 minutes):

- Read Aloud
- Direct Phonological Awareness and Phonics Instruction
- Letter identification and fluency
- Sight Words (Dolch)
- Vocabulary
- Fluency - poems (Rasinski's Fluency Lesson Protocol)
- Reader's Workshop Framework (reading continuous texts): mini-lesson; guided practice; independent reading/application of strategy; reflection and response to reading
- Students work in literacy-based centers (listening, word work, writing) practicing previously learned skills while the teacher pulls a guided reading group
- Piloting Reading Units of Study

1st Grade Block (90 minutes): o Read Aloud

- Direct Phonological Awareness and Phonics Instruction
- Letter identification and fluency
- Sight Words (Dolch)
- Vocabulary
- Fluency - poems (Rasinski's Fluency Lesson Protocol)
- Reader's Workshop Framework (reading continuous texts): mini-lesson; guided practice; independent reading/application of the new strategy; reflection and response to reading
- Students work in literacy-based centers (listening, word work, writing) practicing previously learned skills while the teacher pulls a guided reading group
- Piloting Reading Units of Study

2nd Grade Block (90 minutes): o Read Aloud

- Phonemic Awareness-Heggerty
- Direct Phonics Instruction - Words Their Way, Word Sorts
- Sight Words (Dolch)
- Fluency - poems (Rasinski's Fluency Lesson Protocol)
- Vocabulary
- Reader's Workshop framework (reading continuous text): {piloting Reading Units of Study} mini-lesson; guided practice; independent reading/application of new reading strategy reflection and response to reading
- Piloting Reading Units of Study
- Students work in literacy-based centers (listening, word work, writing) practicing previously learned skills while the teacher pulls a group

3rd Grade Block (90 minutes) o Read Aloud

- Direct Phonics Instruction - Words Their Way, Word Sorts
- Sight Words (Dolch)
- Fluency - poems (Rasinski's Fluency Lesson Protocol)
- Vocabulary
- Lucy Caulkins Reading Units of Study: mini-lesson; guided practice; independent reading/application of new reading strategy reflection and response to reading
- Students work in literacy-based centers (listening, word work, writing) practicing previously learned skills while the teacher pulls a group

This Reading Achievement Plan is well grounded in Ohio's literacy vision. Using the Simple View of Reading and our data, our Reading Plan addresses the need for instruction in decoding and language comprehension. Our goals focus on these areas to improve reading achievement by strengthening our Tier I instruction.

This plan addresses the identified gap of phonemic awareness as well as the five pillars of literacy instruction. These evidenced-based instructional practices support specific student needs based on the Reading Achievement Plan data

which encompass all students including those with disabilities and those on Reading Improvement and Monitoring Plans. According to Tim Rasinski and Nancy Padak (2004), Reading Workshop is a daily routine that focuses on individual needs of all students while keeping a cooperative, collaborative classroom environment. This type of environment and framework involves direct teaching and practice of skills necessary for reading, including phonemic awareness, fluency, vocabulary and comprehension (Armbruster & Osborn, 2001). The Reading Workshop framework supports reading and writing abilities through a variety of instructional methods. Read alouds, shared reading and writing, guided reading and independent reading and writing, as well as fluency, vocabulary, and word work are all components included in this framework (Fountas & Pinnell, 1996). The Reading Workshop framework uses each learner's needs to drive instruction (Carolan & Guinn, 2007). Differentiating instruction is an important aspect of the Reading Workshop, therefore these instructional practices scaffold and support all students including those with reading difficulties. As part of Reading Workshop, teachers can support children's reading development in small groups. Guided Reading is one such setting, in which the teacher works with students who have similar reading needs. This meets the individual needs of all students including those on a Reading Improvement and Monitoring Plan.

Reading Workshop also involves choice, authenticity, and time and many researchers agree this encourages and enables all students (to make a commitment to reading (Guthrie, 1996; Rasinski & Padak, 2004; Miller, 2002). Research has also suggests fluency and the level at which children enjoy reading are related to engagement with materials that are interesting to them for extended periods of time (Smith, 1985). Providing choice enables teachers to make a more meaningful and authentic learning environment for their students (Combs, 2002). In fact, Miller (2002) has found that "when children understand that they share in the responsibility for their learning, when they have a say in the books they read, and when what they are asked to do has meaning, they are able to read for long stretches at a time." This key component allows all readers, even those with reading difficulties, to be successful.

These Tier I instructional practices support the needs of all students including those on Reading Improvement and Monitoring Plans. In addition, students with reading difficulties will be monitored and more intense instruction may be implemented. Students on Reading Improvement and Monitoring Plans may receive services with Leveled Literacy Intervention and Reading Recovery as part of their plan.

## 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.*

The Maple Heights City Schools support the identified evidence-based strategies for improving Early Literacy and commits to the implementation of a systemic method to evaluate the effectiveness of the Reading Achievement Plan components and provide support for instructional design and delivery as well as exploring curriculum supplements to foster Early Literacy skills.

The practices detailed within the Reading Achievement Plan (RAP) improve upon the strategies of previous years through the use of norm-referenced assessments, the implementation of a standardized set of progress monitoring tools, a research-based reading framework, systematic intervention practices, and a dedicated feedback loop aimed at improving instructional and intervention practices. Improving literacy skills in the Tier 1 classroom is a keystone to our goal to foster academic growth in reading. Monitoring of the implementation of best practices through achievement, diagnostic, and formative assessments along with Fidelity Walk-throughs will ensure that the research-based strategies our Reading Achievement Plan will occur.

In order to ensure the integrity and effectiveness of the Reading Achievement Plan (RAP), Maple Heights City Schools has identified dedicated teams of individuals at the district and building levels, who specialize in the acquisition, assessment, and instruction of early literacy skills. As part of this Reading Achievement Plan, the Reading Support Team (RST) was created to further support and coach teachers and principals. Building principals will monitor the daily implementation of the Reading Achievement Plan, RST will initiate the

Reading Tiered Fidelity Inventory (R-TFI) annually, and teachers will complete a Needs Assessment based on their professional development needs in reading instruction.

## 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.*

Professional Development will be implemented and sustained on a quarterly-basis to introduce and solidify implementation of classroom instruction. Professional Development will include the Five Component Pillar areas (phonemic awareness, phonics, fluency, vocabulary, and text comprehension).

Professional Development will be designed based on the analysis of the following data: scores from the R-TFI, TBT data, needs assessments, MAP and KRA.

Due to this professional development training, teachers will be equipped to assist parents in understanding the development of early literacy skills.

Professional Development Plan-based on the Ohio Department of Education PD template;

**VISION:** Our vision is for all learners to acquire the knowledge and skills to read at grade level. Our goal is to promote the implementation of evidence-based systems and practices of reading instruction by giving teachers the tools they need through effective district professional development. Professional learning in literacy will focus on the Simple View of Reading which includes the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension based on the research of the National Reading Panel.

**S.M.A.R.T. Goals:**

- **Foundational Skills: Phonological Awareness and Phonics**  
K-2 Teachers will participate in foundational skills training to improve their instructional skills and student outcomes by the Spring of 2019. Improvement will be measured by the November administration of the R-TFI.
- **Fluency**  
Second Grade teachers will participate in fluency skills training to improve their instructional skills and student outcomes by the Spring of 2019. Improvement will be measured by the November administration of the R-TFI.
- **Vocabulary**  
Third grade teachers will participate in vocabulary skills training to improve their instructional skills and student outcomes by the Spring of 2019. Improvement will be measured by the November administration of the R-TFI.
- **Comprehension**  
Third grade teachers will participate in comprehension skills training to improve their instructional skills and student outcomes by the Spring of 2019. Improvement will be measured by the November administration of the R-TFI.

### MODEL

Our PD Model is based on the Ohio Department of Education's Coaching Model which identifies two areas of the coaching process: Instructional coaching which is implemented at the classroom level and systems coaching which is implemented at the leadership team levels (BLT and DLT) including the Reading Support Team (RST).

### ACTION PLAN OUTCOMES

Our outcomes include the fidelity of the implementation of the professional development as measured by the R-TFI and the walk-through checklist developed by the RST as well as student achievement as measured by MAP NWEA Reading Test.

## APPENDICES

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