

Mike DeWine, Governor  
Paolo DeMaria, Superintendent of Public Instruction

June 6, 2019

Dear Superintendent,

Thank you for submitting the Phoenix Community Learning Center Reading Achievement Plan. The Ohio Department of Education is committed to working with districts to raise student achievement in reading. The submitted plan is missing one or more components required in Ohio Administrative Code (OAC) 3301-56-02. Please find below feedback associated with the district's submitted Reading Achievement Plan and areas that do not currently meet requirements outlined in OAC 3301-56-02:

**Areas of the plan not in compliance with OAC 3301-56-02:**

- Section 3 Part A: All assessments mentioned and analysis is present, but no actual results data is included. Please include results data.

**Strengths of the Reading Achievement Plan:**

- The analysis of learner performance data is well stated, includes a root cause analysis, and is very specific and objective.
- The plan includes a detailed plan to monitor student outcomes.
- The plan includes detailed intervention programs for students in all grades served by the school.

**This plan will benefit from:**

- The plan lacks any reference to the following components of Ohio's Plan to Raise Literacy Achievement: Community Collaboration; the Simple View of Reading; and how the plan will increase collaboration between general and special educators.
- The professional development plan in section 8C is a list of topics and who will provide the training to all staff, but does not include enough of a schedule or detail to determine if the professional development will be: sustained and intensive; collaborative; and job-embedded.
- The plan includes great detail about interventions to be used but lacks information about Tier 1 instruction or a protocol to be followed if learners aren't progressing toward goals.

Please address the above requirement and resubmit the Reading Achievement Plan to [readingplans@education.ohio.gov](mailto:readingplans@education.ohio.gov) by **June 21**. The Ohio Department of Education has created a [template and guidance document](#) to aide districts and community schools in developing their Reading Achievement Plans.

Questions and requests for additional feedback 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, reading "Melissa M. Weber-Mayrer". The signature is written in a cursive style with a large, stylized 'M' at the end.

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

## READING ACHIEVEMENT PLAN

DISTRICT NAME: PHOENIX Community Learning Center

DISTRICT IRN: 133504

DISTRICT ADDRESS: 3595 Washington Avenue

PLAN COMPLETION DATE: December 30, 2018

LEAD WRITERS: Glenda Brown, Jessica Rone, Claudia Ehrle

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

### SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

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

Name	Title/Role	Location	Email
Glenda Brown	Superintendent	PHOENIX Community Learning Center	<a href="mailto:brown.glendora@gmail.com">brown.glendora@gmail.com</a>
Claudia Ehrle	Data Specialist	PHOENIX Community Learning Center	<a href="mailto:cehrle@phoenixclc.org">cehrle@phoenixclc.org</a>
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Melissa Brown	Principal K-3	PHOENIX Community Learning Center	<a href="mailto:mbrown@phoenixclc.org">mbrown@phoenixclc.org</a>
Charlene Hawes	Teacher Leader	PHOENIX Community Learning Center	<a href="mailto:cionnamom@gmail.com">cionnamom@gmail.com</a>
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Elaine Wilson	Director 4-8	PHOENIX Community Learning Center	<a href="mailto:ewilsonpclc@gmail.com">ewilsonpclc@gmail.com</a>
Luther Brown	Board Member	PHOENIX Community Learning Center	<a href="mailto:lbj@cinci.rr.com">lbj@cinci.rr.com</a>
Dena Combs	Parent	PHOENIX Community Learning Center	<a href="mailto:dcombs@phoenixclc.org">dcombs@phoenixclc.org</a>

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

#### Developing The Plan

PHOENIX Community Learning Center's (PCLC) leadership team developed the Reading Achievement Plan by analyzing relevant student performance data from the English language arts assessment (grades 3-8), the Kindergarten Readiness Assessment (KRA), and the NWEA MAP, a reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee) and the school's state report card. The schools literacy grade for K-3 and its Value Added grade on the state report card were both F's. KRA-L data showed that almost 98 percent of kindergarten learners entered PCLC not on track with kindergarten reading readiness skills such a phonological awareness and phonics skills. Upon closer inspection of KRA-L and MAP data we found that over 95 percent of the students enrolling in K are consistently not on track and scored low in phonemic awareness and phonics. The MAP data also revealed that students in grades K-3 needed critical support in phonics and phonemic awareness. The team proceeded to come up with a plan to increase student reading performance. We agreed that we needed goals that would support our students in getting on track and thus improve the K-3 Literacy report card grade. The team decided to set a goal for K-3 that involved increasing phonemic awareness and phonics skills as well as comprehension. We also agreed to set a goal of a 2019 summer school reading for students in grades 1-3 and kindergarten repeaters. The focus for summer school will be to increase all students decoding and reading comprehension skills using Reading Recovery as an evidence based strategy. Additional teachers will be hired and trained as Reading Recovery teachers by Summer, 2019 to work with struggling readers throughout the school year.

We also decided to increase reading time to 120 minutes per day beginning Winter, 2019. This additional time will support the individual and small group tutoring provided by teachers, paraprofessionals and instructional assistants.

The team also focused on setting reading goals for students in grade 4-8. While the reading curriculum is rigorous, the failure for assessment scores in reading for grades 4-8 was found to be lack of leaderships accountability to teacher implementation. We decided that short cycle assessment (SCA's) in reading would be given approximately every 4 weeks throughout the school year in grades 4-8. These SCA's are to be used formatively for planning and adjusting instruction to meet individual student's reading needs. Once the short cycle assessments are given, reports will be generated immediately and an analysis meeting will be scheduled. Teachers, principals, and administrators will analyze the student score data reports before the analysis meeting. In the analysis meeting, an item analysis is performed by the teacher and administrator together and a plan of action is created based on individual student performance.

We also reviewed our reading improvement strategies listed in the school's CCIP plan. We also looked for and discussed possible barriers to such as: budget limitations, additional personnel cost, materials, and other technical resources. We found that because our goals were aligned to our CCIP goals for literacy, that we could use CCIP funds to acquire some of the materials and resources needed for the plan to be implemented with fidelity.

### **Monitoring The Plan**

During this planning time we reviewed the school's reading improvement strategies listed in our CCIP plan and spent time brainstorming and focusing on what additional improvement strategies or what new structures and/or processes needed to be created to improve student reading scores. This planning process also gave us the opportunity to examine and delve deeper into root causes for poor student reading performance. The team decided that part of the root cause of low reading scores in grades K-8 was that administrators did not systematically and consistently hold teachers and other relevant staff accountable which led to ineffective implementation of instructional strategies by classroom teachers and other relevant staff. We decided that whatever strategies and programs we chose to use, it was critical that the administrators and principals hold themselves one hundred percent accountable for holding teachers responsible for the effective implementation of instructional strategies.

#### **Grades 4-8**

The team decided that from the 2018-2019 school year through 2020-2021 **Data Driven Instruction and Inquiry (DDI)** would be used as a framework to provide a precise and systematic approach for monitoring teacher implementation of individualized student action plans derived from SCA data.

It will also be used to monitor reading progress for students in grades 3-8 from the 2018-2019 school year through 2020-2021. This inquiry cycle of data-driven instruction includes administering the short cycle reading assessment, an analysis of the results data, and creating an individualized student action plan based on the results analysis. We believe that DDI will be a key framework for school-wide support of all student success in reading.

#### **Grades K-3**

Administrators and principals will monitor K-3 student's progress and growth in reading by comparing students fall, winter, spring, and summer NWEA MAP reading scores. We will then use the skills Navigator in MAP to retrieve a differentiated learning plan for each student based on analysis of their reading score. K-3 reading progress will also be monitored using the students' Reading Improvement and Monitoring Plan (RIMP).

#### **Grades 4-12**

The team will also monitor reading progress for students in grades 4-12 by using Interim short cycle assessments (SCA's) which will show us what our students know and are able to do, and where the gaps are in their learning. To ensure that we're using the data from SCA's to close gaps, principals/administrators will monitor student progress by conducting an analysis of the SCA reading data with individual teachers. We will chart this data in the school's data room and use it to compare students growth of students with and without disabilities across contents areas and grade levels.

SCA's in reading are scheduled to be given approximately every 4 weeks throughout the school year. SCAs are to be used formatively for planning and adjusting instruction to meet individual student needs. Once the short cycle assessments are given, reports are generated immediately. Teachers and administrators analyze the student score data before the analysis meeting. In the analysis meeting, an item analysis is performed by the teacher and administrator together and a plan of action is created based on individual student performance.

During this analysis meeting the teacher and administrator will use a template to form a plan of action for the teachers to follow that differentiates reading instruction per student needs. These identified reading skills will then be addressed again in four weeks on the next interim reading assessment (SCA). Immediate professional development is offered to teachers who need help in how to deliver the needed instruction.

One week after the analysis meetings, principals and/or administrators will meet with the superintendent and /or board members to discuss their analysis of progress being made by students in reading. Any adjustments to the plan will be made at that time. This plan will be followed until the next interim assessment and analysis meeting. The principals will use the time between interim assessments to monitor by conducting formal and informal classroom observations. During these observations and walkthroughs, principals and administrators will be able to monitor and ensure that is given and a new individualized action plan is written.

The superintendent and director of systems accountability will monitor the plan by observing principals and other relevant administrators and analyzing the impact that their practices have on increasing student literacy. If we find, after analyzing student literacy data, that more support in terms of PD, coaching or resources is needed, the superintendent and treasurer will ensure that it will be provided in a timely manner.

### **Professional Development**

We also created professional development topics aligned to the skills needed for implementing the following strategies. DDI, Reading Recovery, Leveled Literacy, Read, Write, and Type! And Sound Partners — Struggling Readers. The team decided that both internal and external presenters were needed for professional development that aligned with school wide instructional practices and the identified performance targets. We will work with Hamilton County Education Service Center (HCESC) to provide additional professional development on data driven instruction and differentiation.. For example, teachers need professional development in how to do deep analysis of interim assessment results and in how to make in-course corrections that guarantee higher student learning results. Administrators and principals will receive training in how to lead effective assessment analysis meetings and how to put in place a productive data-driven culture that defines a higher bar for rigor for all students.

### **Communicate the Plan**

The plan will be shared with the teaching staff during the spring of 2019. Any new teachers hired after that time will be informed of the plan during summer professional development for new teachers. The team will also communicate the Reading Achievement Plan with parents by at the schools open house events, the monthly Saturday parent workshops, the orientation for new families during the summer. In addition, all stakeholders can review the plan on PCLC's website.

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

PCLC's Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts in PCLC's Improvement Plan created through the Ohio Improvement Process. The school improvement plan and the reading achievement plan were both created utilizing the following data sources: Ohio school Report Card, CCIP plan, KRA-L, and MAP. Therefore some reading goals are the same as in the school's overall Improvement Plan such as assuring that students enter third grade on track for reading. In both the schools improvement plan and the Reading Achievement Plan, the team focused on ensuring that all students are reading at grade level by third grade. Both plans include some of the same strategies to strengthen students' foundational skills such as phonological awareness, phonics, comprehension, fluency and vocabulary. We were also able to make use of needs analysis from the schools improvement plan.



## 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

PCLC needs a reading Achievement Plan because:

- The school received a low score for literacy and achievement for grades K - 3. In looking at the school's annual teacher retention data we found that this was partly due to low teacher retention and teacher shortage. In addition, according to KRA-L and MAP data at least 95 percent of kindergarten students enter school not on track for reading readiness. According to the schools state report card data reading scores have been trending downward for several years (Grade 4-8) with a low K-3 literacy achievement score. We found that lack of consistent explicit instruction in phonics and decoding in grades 3-5. Again, this is partly due to teachers being very transient in grade K-3 for the past several years.
- A challenge for PCLC is teacher retention. PCLC'S leadership team reviewed the Equitable Access Analysis Tool from the 2017-2018 school year. The team reviewed the tool and noted the following gaps: A. PCLC has a low educator workforce strength index of 81.7 and is a high-poverty and high-minority school. B. PCLC has a high student minority and poverty rate and a high teacher transiency rate causing us to continue to have inexperienced teachers year after year. Teacher survey data showed that part of the cause is PCLC's being non-competitive teacher pay when compared to larger surrounding districts.

According to PCLC's KRA-L and MAP data, more than 95% of PCLC students entering Kindergarten do not have the reading readiness skills needed for kindergarten reading success. This has consistently resulted in low reading scores on Ohio's 3rd grade reading assessment. Not aggressively addressing the student reading crisis/need in grades K-2 is also part of the root cause of low performance scores on the Ohio reading assessment in grades 4-8.

PCLC conducted a root-cause analysis to determine the systemic challenge(s) contributing to gaps in equitable access. The team found that according to OTES, PCLC had 18% (3) Ineffective teachers, 18%(3) Developing teachers, 58% (10) Skilled teachers, and 05% (1) Accomplished teachers. It was found that the root cause was connected /related to a high teacher transiency rate.

If the trend from previous years continues, at least 50% of those Skilled teachers will not return for the 2016-2017 school year and 50% of the ineffective and developing teachers will not return. The resulting concern is that because of the high rate of teacher transiency, the economically disadvantaged students at PCLC will continue to be taught by primarily inexperienced teachers.

Not enough consistent administrative observation with feedback due to administrators covering classes during the school day. Highly qualified teachers tend to sign contracts with larger surrounding school districts (many times leaving mid-year) that can pay higher salaries resulting in PCLC having to hire teachers throughout the school year, with little or no experience in their content area.

PCLC school leaders have not been consistent in holding teachers accountable for implementing school improvement efforts such as teachers and staff: collaborating to set quarterly goals, implementing strategies for improvement, and measuring progress. This resulted in low math and reading scores on Ohio's math assessment.

Insufficient classroom and teacher observation (with feedback) by administrative staff resulting in teachers not being held sufficiently accountable for implementation of SCA action plans. This has resulted in teachers not implementing action plans as written - contributing to low student achievement.

Parents and students were disengaged in taking responsibility for individual growth on MAP and SCA assessments. The process in place for parents and students to actively engage in the assessment process was not fully implemented. Parent participation was low. This resulted in students and parents not focusing on their part and what they need to do to improve their performance on SCA and MAP Growth assessments.

There were not enough paraprofessionals and instructional assistants to provide the needed support for small group and individualized tutoring plans. This has contributed to low student growth, especially for students in grades K-2 who may have entered kindergarten not on track.

Over the past four years, PCLC has had a high influx of students from two community schools that were closed. In addition to PCLC's planned student increase, PCLC was hit with the enrollment of students from these 2 closing community schools causing an increase of almost two hundred students. These new students came with varied issues around behavior and lack of capacity to focus and attend for entire class periods. These issues highly impacted classroom instruction and learning which contributed to low scores on the state's reading assessment

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

### **Student's Starting Kindergarten with Readiness Skills**

The school received an F for literacy and achievement in grades K - 3. In looking at the school's annual teacher retention data we found that this was partly due to low teacher retention and teacher shortage. In addition, according to KRA-L and MAP data at least 95 percent of kindergarten students enter school not on track for reading readiness. According to the schools state report card data reading scores have been trending downward for several years (Grade 4-8) with a low K-3 literacy achievement score. We found that lack of consistent explicit instruction in phonics and decoding in grades 3-5. Again, this is partly due to teachers being very transient in grade K-3 for the past several years. We also found that lack of administrative oversight for implementation was a cause.

According to PCLC's KRA-L and MAP data, more than 95% of PCLC students entering Kindergarten each year for the past five years have not had the reading readiness skills needed for kindergarten reading success. This has consistently resulted in low reading scores on Ohio's 3rd grade reading assessment. Leadership did not aggressively address the student reading crisis in grades K-2 and so it became part of the root cause of low reading performance scores on the Ohio reading assessment in grades 4-8.

### **Teacher Retention**

PCLC'S leadership team reviewed the Equitable Access Analysis Tool from the 2017-2018 school year. The team reviewed the tool and noted the following gaps: A. PCLC has a low educator workforce strength index of 81.7 and is a high-poverty and high-minority school. B. PCLC has a high student minority and poverty rate and a high teacher transiency rate causing us to continue to have inexperienced teachers year after year. Teacher survey data showed that part of the cause is PCLC's being non-competitive teacher pay when compared to larger surrounding districts.

PCLC conducted a root-cause analysis to determine the systemic challenge(s) contributing to gaps in equitable access. The team found that according to Ohio Teacher Evaluation System (OTES), PCLC had 18% (3) Ineffective teachers, 18%(3) Developing teachers, 58% (10) Skilled teachers, and 05% (1) Accomplished teachers.

The team found that the root cause for low low student reading performance in grades K-2 was connected /related to a high teacher transiency rate. If the trend from previous years continues, at least 50% of those Skilled teachers will not return for the 2016-2017 school year and 50% of the ineffective and developing teachers will not return. The resulting concern is that because of the high rate of teacher transiency, the economically disadvantaged students at PCLC will continue to be taught by primarily inexperienced teachers.

### **Leadership**

Because of our school teacher shortage, school leaders have had to cover classrooms and did not always have time to hold teachers as accountable as they should have for instructional delivery and responsibility for student growth. There was not enough consistent administrative observation with feedback due to administrators covering classes during the school day. From the school's report card and interim assessment (SCA) data we found that administrator's lack of consistent accountability for the teacher's effective implementation of instructional strategies played a part in low reading scores.. Highly qualified teachers tend to sign contracts with larger surrounding school districts (many times leaving mid-year) that can pay higher salaries resulting in PCLC having to hire teachers throughout the school year, with little or no experience in their content area.

PCLC school leaders have not been consistent in holding teachers accountable for implementing school improvement efforts such as teachers and staff: collaborating to set quarterly goals, implementing strategies for improvement, and measuring progress. This resulted in low math and reading scores on Ohio's math assessment.

Insufficient classroom and teacher observation (with feedback) by administrative staff resulting in teachers not being held sufficiently accountable for implementation of SCA action plans. This has resulted in teachers not implementing action plans as written - contributing to low student achievement.

According to PCLC's KRA-L and MAP data, more than 95% of PCLC students entering Kindergarten do not have the reading readiness skills needed for kindergarten reading success. This has consistently resulted in low reading scores on Ohio's 3rd grade reading assessment. Because leadership did not aggressively address this student reading crisis in grades K-2 in earlier years, it has become part of the root cause of low performance scores on the Ohio reading assessment in grades 3-11.

#### 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](#).

##### Literacy Mission Statement

##### Literacy Vision Statement

PCLC's vision is for all students to gain the knowledge and skills needed to read at their grade level. Our goals for school improvement is based on improving literacy acquisition for all students. PCLC promotes instructional practices that guide students in learning to think, read and write and increase their achievement across all grades levels and content areas. We believe that reading is meaning driven and that purposely building a child's vocabulary through exposure to rich and varied experiences in the early years contributes greatly to their reading comprehension.

Our vision is to have the facility and budget to work with students at the preschool level (ages 3-5) and ensure that the children in our urban community enter kindergarten exceeding the reading readiness skills required to be on track. These literacy skills include phonemic awareness, phonics, reading fluency, vocabulary acquisition and development, reading comprehension and early writing experiences. This is in alignment with Ohio's definition of early literacy which includes a continuum of literacy development that begins at birth with the development of receptive and expressive language.

Ultimately our vision and mission is to be an inclusive school focused on developing its students as analytical thinkers, readers, writers and problem solvers. Through a culture of positively modeled behavior, PCLC students will demonstrate the social and academic skills needed to become contributing members of a global society now and in the future.

## 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.

### **Overarching Goal**

Increase the percentage of learners with and without disabilities who meet or exceed third grade proficiency standards to at least 75 percent by spring 2021, as measured by Ohio's reading achievement test.

### **Subgoals**

By Summer, 2019, PCLC will commence an eight week summer school focused on teaching reading using Reading Recovery strategies for learners in grades 1-3. Students who are repeating kindergarten are expected to attend summer school.

By Fall, 2019, one hundred percent of PCLC's intervention and general education teachers hired for grades K-3 will be highly qualified as measured by the number of K-3 teachers with HQ credentials... standards set by the Ohio Department of Education for HQ credentials.

By Fall, 2019, PCLC will increase the number of Instructional Assistant (IA) and/or Paraprofessional staff by 4.

By Spring, 2020, increase to at least 75 percent, the percentage of kindergarten learners, with and without disabilities, who meet or exceed targets for phonemic awareness and phonics, as measured by their NWEA MAP reading assessment scores.

By Spring 2020, increase to at least 75 percent the number of K-3 learners meeting or exceeding their MAP targets as measured by their NWEA MAP reading scores.

By Spring, 2020, increase to at least 75 percent the number of students with and without disabilities in grades 1-3 who can successfully, according to a rubric, construct responses and write essays in response to text as measured by PCLC's interim short cycle assessments (SCA).

By Fall, 2019, 100 percent of K-3 students will receive an additional 30 minutes of daily intervention or enrichment using research-based strategies focused on the 5 critical components of reading (Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension).

By Fall, 2019, 100% of K-3 students will participate in a daily 120 minute English Language Arts/Writing block following a balanced literacy model as measured by daily walkthroughs and lesson plan reviews.

### **Overarching Goal**

Increase the percentage of grade 4-12 learners with and without disabilities who meet or exceed proficiency standards to at least 75 percent by spring 2021, as measured by Ohio's reading achievement and end of course assessments.

### **Subgoal**

Increase the percentage of 4-12 learners meeting or exceeding their MAP targets for Reading to at least 75 percent by spring 2020, as measured by NWEA MAP scores.

Hire and retain highly qualified ELA teachers for grades 4-8 for the 2019-2020 school year



## SECTION 6: ACTION PLAN MAP(S)

### Goal # 1 Action Map

Goal Statement: By Summer, 2019, PCLC will commence an eight week summer school focused on improving students reading performance using Reading Recovery strategies and Fountas and Pinnell's Leveled Literacy Intervention (LLI). Learners in grades 1-3 who are not on track for reading as well as kindergartners who have been retained are required to attend summer school.

#### Evidence-Based Strategy or Strategies: Reading Recovery

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>			
Timeline	Winter 2019 - Spring, 2019	Winter 2019 - Spring, 2019	Summer, 2019 8 weeks
Lead Person(s)	Curriculum Administrator	Principal, Curriculum Administrator	Principal, Curriculum Administrator, Data Specialist
Resources Needed	Reading Recovery Trainer Reading Recovery Materials Summer School Teachers (5) Instructional Assistants (3)  Any Reading Recovery materials	Reading Recovery Trainer  5 Summer School Teachers  Reading Recovery and LLI Materials	5 Summer School Teachers  3 instructional assistants  Reading Recovery and LLI Materials
Specifics of Implementation	Contact Reading Recovery Program at Ohio State and start process for PCLC teachers to receive Reading Recovery training over the winter and spring. Purchase any materials and resources needed for the Reading Recovery and LLI.	Teachers will be allowed the time off if necessary to receive the needed training.  Any materials and resources related to summer school and/or Reading Recovery and LLI should be ordered at this time.  Review students individual RIMP's to schedule students whose needs are best matched with these strategies.	Students in grades 1-3 and kindergartners who are repeaters will report for summer school during the 3rd week. Summer school will be from 8:00 am - 1:00 pm. Monday -Friday. From 1:30 - 3:30 teachers will meet with principal, curriculum director, and /or data specialist to discuss student reading progress (RIMP).
Measure of Success	Contact made with Reading Recovery AND LLI and dates have been set up for training	Teachers have been trained in Reading Recovery and resources and materials have arrived.  Teachers have been trained in LLI and resources and materials have arrived.	Increase in students' reading level over 8 weeks of summer school. Progress on RIMP.  Pre and Post Test
Check-in/Review Date	Weekly	Weekly	Daily

## Goal # 2 Action Map

Goal Statement: By Spring 2020, increase to at least 75 percent the number of K-3 learners meeting or exceeding their MAP targets as measured by their NWEA MAP reading scores.

**Evidence-Based Strategy or Strategies: Fountas & Pinnell Leveled Literacy Intervention (LLI)**

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>			
Timeline	Winter 2019 - Spring, 2019		
Lead Person(s)	Curriculum Administrator	Principal, Curriculum Administrator, Teacher	Principal, Curriculum Administrator, Data Specialist, Teacher
Resources Needed	4 certified teachers Any LLI materials and resources		
Specifics of Implementation	<p>Contact representative from Fountas &amp; Pinnell Leveled Literacy Intervention (LLI) over the winter and spring.</p> <p>Set up 3 day training with Heinemann Publishing for teachers to become LLI Interventionists.</p> <p>2 days of in-person training, followed by one day of on-site coaching throughout the year.</p> <p>Purchase any materials and resources needed for the program's success.</p>	Review students individual RIMP's to schedule students whose needs are best matched with this strategy	This intervention strategy will begin for students in grades 1-3 in the Fall of 2019.
Measure of Success			75 percent of K-3 learners meeting or exceeding their spring MAP targets.
Check-in/Review Date	Weekly until done	Weekly until done	Weekly



### Goal # 3 Action Map

Goal Statement: **By Fall, 2019, 100% of K-3 students will participate in a daily 120 minute English Language Arts/ Writing block following a balanced literacy model as measured by daily walkthroughs and lesson plan reviews.**

**Evidence-Based Strategy or Strategies: Fountas & Pinnell Leveled Literacy Intervention (LLI)**

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>			
Timeline	Winter 2019 - Spring, 2019	Winter 2019 - Spring, 2019	Fall, 2019 - Spring, 2021
Lead Person(s)	Curriculum Administrator	Principal, Curriculum Administrator, Teacher	Principal, Curriculum Administrator, Teacher
Resources Needed	4 certified teachers Any LLI materials and resources	4 certified teachers Any LLI materials and resources needed for training	
Specifics of Implementation	<p>Contact representative from Fountas &amp; Pinnell Leveled Literacy Intervention (LLI) over the winter and spring.</p> <p>Set up 3 day training with Heinemann Publishing for teachers to become LLI Interventionists.</p> <p>2 days of in-person training, followed by one day of on-site coaching throughout the year.</p> <p>Purchase any materials and resources needed for the program's success.</p>	<p>Teachers will be allowed the time off if necessary to receive the needed training.</p> <p>Any materials and resources related to LLI should be arriving at this time.</p> <p>Review students individual RIMP's to find students whose needs are best matched with this strategy</p> <p>Daily schedules are adjusted to include this strategy</p>	<p>Beginning Fall, 2019, one certified teacher will work with three K-2 students at a time, conducting up to 6 groups per day</p> <p>The content will focus on oral language, phonics, fluency, vocabulary, and comprehension.</p> <p>Lessons will alternate between "independent level" texts and more challenging "instructional level" texts, which students may also take back to their classrooms or homes.</p>
Measure of Success	Contact has been made with LLI representative and dates are set up for PD to train teachers as.	Teachers have been trained as LLI Interventionists and know how to implement LLI. Purchased resources and materials have arrived.	Students in grades 4-12 reach their targeted MAP scores in reading
Check-in/Review Date	Weekly unit done	Weekly until done	Weekly

### Goal #4 Action Map

**Goal Statement:** By Fall, 2019, 100% of K-3 learners who are not on track for reading will receive an additional 30 minutes of daily intervention or enrichment using research-based strategies focused on the 5 critical components of reading (Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension).

**Evidence-Based Strategy or Strategies:** Read, Write, and Type! and Sound Partners -Struggling Reader

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>			
Timeline	Winter,2019 -Spring,2019	Winter 2019 - Spring, 2019	Fall, 2019
Lead Person(s)	Curriculum Administrator	Principal, Curriculum Administrator, Teacher	Principal, Curriculum Administrator, Teacher
Resources Needed		4 paraprofessionals or Instructional Assistants.	All materials and resources needed for the success of Read, Write and Type! And Sound Partners.
Specifics of Implementation	<p>Contact representative from Read, Write, and Type! And Sound Partners -Struggling Readers) over the winter and spring.</p> <p>Set up training for teachers</p> <p>Purchase any materials and resources needed for the success of Read, Write and Type! And Sound Partners..</p>		<p>Students in grades 1-3 will pilot these programs in summer school, 2019. Implementation of Read, Write , and Type! in grades 1-3 will begin in Fall, 2019</p> <p>Students are taught beginning reading with a strong emphasis on writing and typing. Students learn touch-typing keyboarding skills as they are learning phonemic awareness and phonics. Students receive four 50-minute sessions per week in groups of three, with one teacher per group.</p> <p>In Sound Partners, students receive tutoring 30 minutes a day, 4 days a week, for 18-20 weeks.</p> <p>Teachers will meet with principal, curriculum director, and /or data specialist weekly to discuss student reading progress (RIMP).</p>
Measure of Success	Materials and resources needed for the success of Read, Write and Type! and Sound Partners have been ordered.	Materials and resources needed for the success of Read, Write and Type! and Sound Partners have arrived.Teachers have been trained in how to implement both strategies.	Students making progress on Rimp and meeting and exceeding their MAP reading target score
Check-in/Review Date	Weekly until done	Weekly until done	Weekly

## Goal 5: Action Map

**Goal Statement:** Increase the percentage of 4-8 learners meeting or exceeding their MAP targets for Reading to at least 75 percent by spring 2020, as measured by NWEA MAP scores.

Evidence-Based Strategy or Strategies: READ 180

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>			
Timeline	Winter, 2019 - Spring 2020	Winter, 2019 - Spring 2020	Fall, 2019 - Spring 2021
Lead Person(s)	Curriculum Administrator	Principal, Curriculum Administrator, Data Specialist	Principal, Curriculum Administrator, Data Specialist
Resources Needed	Teachers Administrators		All Reading 180 resources and materials.
Specifics of Implementation	<p>Contact representative from Read 180 over the winter and spring and Set up the Getting Started Training. This training helps teachers, coaches, and administrators gain confidence in beginning to implement <i>READ 180</i>.</p> <p>Teachers learn how to use program technology, integrate differentiation, and make use of program assessments.</p> <p>Administrators learn what to look for in classrooms and how to support their teachers in effective implementation.</p> <p>Purchase any materials and resources needed for the program's success.</p>	<p>Teachers will be allowed the time off if necessary to receive the needed Getting Started Training.</p> <p>Any materials and resources related to LLI should be arriving at this time.</p> <p>Daily schedules are adjusted to include this strategy</p>	<p>Implementation will begin in Fall, 2019 for students in grades 4-12. READ 180 is delivered in 90-minute sessions that include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction, and independent reading. READ 180 is designed for students in elementary through high school.</p>
Measure of Success	Contact has been made with a Reading 180 representative and dates are set up for PD to train teachers		75 percent of students in grades 4-12 meet or exceed their MAP targeted score in reading by Spring, 2020
Check-in/Review Date	Weekly until done	Weekly until done	Weekly

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

By Fall, 2019, 100% of K-3 students will participate in a daily 120 minute English Language Arts/Writing block following a balanced literacy model as measured by daily walkthroughs and lesson plan reviews.

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

PCLC will we measure progress toward learner performance goals using NWEA MAP reading data for grades K-3.

PCLC will monitor the progress toward learner performance goals through utilizing a Data Room. The purpose of the data room is to post student progress graphically so as to get an overview of how classes are doing school wide on the SCA's and NWEA MAPS assessment. It is a place where educators and other stakeholder can collaborate, compare progress and analyze sets of student reading achievement data.

PCLC will also report progress toward learner performance goals by posting on the school's website, in monthly newsletters, and its weekly (Wednesday) school-to home communication.

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

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

#### **Reading Recovery**

A chief goal of Reading Recovery is to identify first-grade students who, after one year of formal schooling, are struggling with beginning reading and are achieving within the lowest 20-30% of their cohort. Specially trained teachers provide these lowest achieving students daily 30-minute lessons that include fluency instruction, letter and word identification skills, phonemic and orthographic awareness instruction, reading a new, challenging book with scaffolded teacher support, and daily progress monitoring of independent oral reading.

Reading Recovery has been evaluated in four qualifying studies (many other studies did not qualify because they only reported outcomes for successful students, or used developer-made measures). In comparison to control groups, the average effect size across the four studies was +0.43 on measures such as ITBS, CAT, Woodcock, and Gates. These outcomes qualify Reading Recovery for the ESSA “Strong” category, and for the “Solid Outcomes” rating (at least two studies with effect sizes of at least +0.20).

This strategy will support students on a RIMP because they will get assistance daily from a teacher who will focus specifically on the skills identified on the RIMP. All students who are on a RIMP will be required to participate in the Reading Recovery Program at Tier II.

Because Reading Recovery teachers typically work as Title I teachers or classroom teachers during the other half of their teaching assignments, Reading Recovery professional development benefits Tier I (Classroom) instruction and more intensive one-to-one instruction (Reading Recovery) which follows in Tier II.

#### **Fountas & Pinnell- Leveled Literacy Intervention (LLI)**

Leveled Literacy Intervention (LLI) is a one-to-three small-group tutoring model taught by literacy specialists to struggling readers in grades K-2. Sessions are 30 minutes each day for about 16-18 weeks. The content focuses on oral language, phonics, fluency, vocabulary, and comprehension. Lessons alternate between “independent level” texts and more challenging “instructional level” texts, which students may also take back to their classrooms or homes. This strategy will support students on a RIMP because they will get assistance daily from a teacher who will focus specifically on the skills identified on the RIMP. All students who are on a RIMP will be required to participate in the LLI Program.

#### **Read, Write, and Type!**

In Read, Write, and Type! students are taught beginning reading with a strong emphasis on writing and typing. Students learn touch-typing keyboarding skills as they are learning phonemic awareness and phonics. Students receive four 50-minute sessions per week in groups of three, with one teacher per group. One study evaluated Read, Write, and Type! in comparison to controls. On Woodcock measures the average effect size was +0.44, qualifying the program for the ESSA “Strong” category.

This strategy will support students on a RIMP because they will get assistance daily from a teacher who will focus specifically on the skills identified on the RIMP. Some students who are on a RIMP will be required to participate in the Read, Write, and Type! Program.

#### **READ 180**

READ 180 is a reading program designed for struggling readers who are reading 2 or more years below grade level. It combines online and direct instruction, student assessment, and teacher professional development. READ 180® is delivered in 90-minute sessions that include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction, and independent reading. READ 180® is designed for students in elementary through high school. READ 180 was found to have strong positive effects on fluency, comprehension, and general literacy achievement.

### **Sound Partners -Struggling Readers**

Sound Partners is a 1-1 tutoring program that uses paraprofessionals and instructional assistants as tutors. Students receive tutoring 30 minutes a day, 4 days a week, for 18-20 weeks. The tutoring is somewhat different in kindergarten and first grade but at both grade levels it focuses on phonics, phonemic awareness, sight words, and oral reading practice using decodable texts.

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

### **Reading Recovery**

With highly qualified teachers and paraprofessionals implementing Reading Recovery with fidelity, the team expects this intervention will be effective in increasing the number of students in grades K-2 who are on track for reading by 2021. A chief goal of Reading Recovery is to identify first-grade students who, after one year of formal schooling, are struggling with beginning reading and are achieving within the lowest 20-30% of their cohort. The content includes fluency instruction, letter and word identification skills, phonemic and orthographic awareness instruction, reading a new, challenging book with scaffolded teacher support, and daily progress monitoring of independent oral reading. This fits the needs of our K-2 students who are not on track for reading.. Based on the studies conducted the Essa rating for this strategy is strong with an effect size of +0.43. The groups in the studies reflect demographics of PCLC. They were African American learners from an urban community and the majority received either free or reduced lunch. If this strategy is delivered with fidelity, we believe there will be an increase in the reading achievement of our K-2 students

### **Read, Write, Type!**

With highly qualified teachers and paraprofessionals implementing Read,Write,Type! with fidelity, the team expects this intervention will be effective in increasing the number of students in grades K-2 who are on track for reading by 2021.The content of Read,Write,Type! focuses beginning reading with a strong emphasis on writing and typing. Students learn touch-typing keyboarding skills as they are learning phonemic awareness and phonics. The keyboarding skills are great practice for our students who will be taking computer based state test and will have to type responses and essays by grade 3. This strategy also provides additional phonics for students who are not on track for reading. It fits the needs of our K-2 students who are not on track for reading and need additional support in phonemic awareness and phonics. Based on the studies conducted, the Essa rating for this strategy is strong with an effect size of +0.44. The groups in the studies reflect the demographics of PCLC. They were African American learners from an urban community and the majority received either free or reduced lunch. If this strategy is delivered with fidelity, we believe there will be an increase in the reading achievement of our K-2 students

## **Sound Partners - Struggling Readers**

With highly qualified teachers and paraprofessionals implementing LLD with fidelity, the team expects this intervention will be effective in increasing the number of students in grades K-2 who are on track for reading by 2021. The content of LLD focuses on oral language, phonics, fluency, vocabulary, and comprehension. This fits the needs of our K-2 students who are not on track for reading. Based on the studies conducted, the Essa rating for this strategy is strong with an effect size of +0.58. The groups in the studies reflect the demographics of PCLC. They were African American learners from an urban community and the majority received either free or reduced lunch. If this strategy is delivered with fidelity, we believe there will be an increase in the reading achievement of our K-2 students.

## **READ 180**

With highly qualified teachers and paraprofessionals implementing READ 180 with fidelity, the team expects this intervention will be effective in increasing the number of students to 75% in grades 4-11 who pass the states reading assessment by 2021. READ 180 is designed for students from grade 4 through high school and it focuses on struggling readers who are reading 2 or more years below grade level. This fits the needs of our learners in grades 4-11 who do not read at grade level. Based on the studies conducted, the Essa rating for this strategy is strong with an effect size of +48. The result of several studies showed a strong effect in literacy achievement and comprehension. The groups in the studies reflect demographics of PCLC. They were African American learners from an urban community and the majority received either free or reduced lunch. If this strategy is delivered with fidelity, we believe there will be an increase in the reading achievement of our students in grades 4-11.

## **Leveled Literacy Intervention (LLI)**

With highly qualified teachers and paraprofessionals implementing LLD with fidelity, the team expects this intervention will be effective in increasing the number of students in grades K-2 who are on track for reading by 2021. The content of LLD focuses on oral language, phonics, fluency, vocabulary, and comprehension. This fits the needs of our K-2 students who are not on track for reading. The Essa rating for this strategy is strong with an effect size of +0.13. The groups in the studies reflect the demographics of PCLC. They were African American learners from an urban community and the majority received either free or reduced lunch. If this strategy is delivered with fidelity, we believe there will be an increase in reading achievement for our K-2 students.

## **RTI ALIGNED:**

Reading Recovery, READ 180, and Leveled Literacy Intervention are all closely aligned to Response to Intervention (RTI). They all are effective interventions for struggling readers as well as learners with reading disabilities.

**Reading Recovery** is a perfect fit with Response to intervention (RTI) and multi-tiered systems of support (MTSS) which are frameworks we use to identify and support struggling students before they are identified with learning disabilities. Reading Recovery is a powerful component of the RTI process. We expect that using Reading Recovery as a strategy will result in earlier reading intervention with students at risk of failure and fewer inappropriate referrals to special education.

**READ 180** provides adaptive individualized instruction and is well suited for implementing RTI for students in both Tier 2 and Tier 3 instruction. However, it can also be implemented as a Tier 1 core instructional program where the majority of students are reading below grade level.

**Fountas and Pinnell's Leveled Literacy Intervention** can be used as a Tier 2 or Tier 3 intervention strategy. If it is used

five days a week with students it is considered Tier 2 . However, if it is used five days a week with a 1:1 or 1:2 ratio it is considered Tier 1 intervention.

PCLC teachers and support staff will be supported in implementing these evidence-based practices and interventions through ongoing embedded professional development provided by Hamilton County Education Service Center, state and national reading conferences, and personalized professional development from local and national reading experts. We will also support teachers through team results meetings where they can collaborate and think tank with colleagues and administrators on implementation issues, and their success and challenges related to these strategies. Adult implementation will be measured and monitored through formal and informal observations, walkthroughs, checklist, and weekly team results meetings.

### **Helpful Mechanism**

One helpful mechanism that we will put in place is the Results Meeting. Three days per week a different teacher will host the morning PD meeting in their classroom. It will be scheduled each morning from 8:00 until 8:50 before students arrive. During this time the host teacher will talk to other teachers and support staff about the reading strategy they are currently using with students. They will lead a discussion on how they are implementing the strategy, what results they are getting, why they are getting those results. They will also share hard copies of student work, rubrics, data from reports, etc. with other teachers, support staff, and administrators. Teachers and support staff will be encouraged to critique the host teacher's presentation using a rubric or checklist to determine if the host teacher is implementing the strategy or intervention with fidelity.

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

PCLC will also utilize Hamilton County Education Service Center (HCESC) as well as notable national experts to provide professional development to all teaching staff. This will ensure that teachers have the tools, resources, and competencies need to increase their confidence and satisfaction in their teaching position at PCLC.

The schools' literacy professional development plan includes training in the following interventions/strategies identified in the school's Reading Achievement Plan:

- Leveled Learning Intervention - Program Representative
- Sound Partners - Program representative, Curriculum Administrator
- Reading Recovery Strategies. -Program Representative, Curriculum Administrator
- READ 180 - Program Representative, Principal 4-8, Principal 9-12
- Read, Write, Type! - Webinar, Program Representative, Principal K-3
- Balanced Literacy Framework - K-3 Principal, Curriculum Administrator
- Rigor Relevance Framework - Superintendent,
- Marzano's High Yield Strategies - Superintendent, Principals, Curriculum administrator

PD will be offered in Data Driven Instruction:

- Analysis - Data Specialist, Superintendent, Principals
- Interim Assessments- Data Specialist, Superintendent, Principals
- Action Plans - Data Specialist, Superintendent, Principals Interim Assessment Tool: edmentum
- Data Driven Culture - Data Specialist, Superintendent, Principals
- Edmentum - ( used as a question bank for SCA questions and for item analysis of SCA data) Data specialist, Principals



As a part of ongoing embedded professional development, teachers, administrators, and relevant support staff will also participate in a Professional Development Book Study. Data analysis plays a critical role in PCLC's plan to improve students' reading performance. To ensure proper implementation, PCLC will conduct an ongoing collaborative book study among administrators, teachers, and support staff. The book being studied is Driven By Data: A Practical Guide to Improve Instruction (Uncommon Schools) by Paul Bambrick Santoyo. This book will be used a guide for everyone in how to use data to increase students' SCA scores and thus increase their performance on the state reading assessment.

#### Other Professional Development Activities

PCLC administrators, principals, and coaches will also provide professional development for teachers and relevant support staff in:

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- Reading A-Z
- Vocabulary A-Z
- Writing A-Z
- Headsprouts A-Z
- Ready Test A-Z
- Brainpop
- Readworks
- Study Island

## APPENDICES

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