August 31, 2018

Dear Ms. Cosby,

Thank you for submitting the Campbell 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:**

- The reading achievement plan is aligned to the district’s focused plan and was determined to be an area of need as defined by the decision framework needs assessment.
- The plan identified the impact of collective teacher efficacy and shared literacy vision as lever to impact school improvement in literacy and a response to the factors contributing to poor literacy.
- 3. The plan utilizes the Ohio Improvement Process, specifically components of student data analysis in TBTs and use of adult implementation data (walkthroughs) in BLTs to monitor progress. The plan recognizes a need for providing differentiated interventions in Tiers 2 and 3.

**This plan will benefit from:**

- Alignment of the action maps with the needs assessment data that indicates 92% of students kindergarten were below level in phonics. The plan does not address this need with core instruction in explicit and systematic phonics instruction in Tier 1.
- A plan for a continuum of interventions based on specific data decision rules. There is one option for Tier 2 interventions, and no mention of data based decision making to determine specific intervention needs.
- Including PD in systematic and explicit phonemic awareness and phonics instruction and interventions in the professional development plan, as they have been indicated as missing components from Tier 2 interventions and are not included in Tier 1 instruction.

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.

Questions and requests for additional feedback may be sent to Dr. Melissa Weber-Mayrer at readingplans@education.ohio.gov.

Sincerely,

Stephanie Siddens, Ph.D.
Senior Executive Director, Center for Curriculum and Assessment
READING ACHIEVEMENT PLAN

DISTRICT NAME: Campbell City

DISTRICT IRN: 043703

DISTRICT ADDRESS: 280 6th Street

Campbell, Ohio 44405

December 31, 2017

PLAN COMPLETION DATE: December 20, 2017

LEAD WRITERS: Matthew Bowen Superintendent
Jane Buckingham Special Services Director
Katie Karzmer 2-3 Intervention Specialist
James Klingensmith K-7 Principal
James Goske Associate Principal
Rachael McDougal Primary Literacy Coach
Nereida McDowell English Language Teacher
Margaret McMurray K-1 Intervention Specialist
Melanie Strohecker Intermediate Literacy Coach

IMPLEMENTATION START DATE: February 2018
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### 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Role</th>
<th>Location</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bowen, Matt</td>
<td>Superintendent</td>
<td>Campbell City Schools</td>
<td><a href="mailto:mbowen@campbell.k12.oh.us">mbowen@campbell.k12.oh.us</a></td>
</tr>
<tr>
<td>Buckingham, Jane</td>
<td>Special Services Director</td>
<td>Campbell City Schools</td>
<td><a href="mailto:jbuckingham@campbell.k12.oh.us">jbuckingham@campbell.k12.oh.us</a></td>
</tr>
<tr>
<td>Strohecker, Melanie</td>
<td>Literacy Collaborative Intermediate Coach</td>
<td>Campbell Elementary &amp; Middle School</td>
<td><a href="mailto:mmstrohecker@campbell.k12.oh.us">mmstrohecker@campbell.k12.oh.us</a></td>
</tr>
<tr>
<td>McDougal, Rachael</td>
<td>Literacy Collaborative Primary Coach</td>
<td>Campbell Elementary &amp; Middle School</td>
<td><a href="mailto:rmcdougal@campbell.k12.oh.us">rmcdougal@campbell.k12.oh.us</a></td>
</tr>
<tr>
<td>Goske, James</td>
<td>Administrator</td>
<td>Campbell Elementary &amp; Middle School</td>
<td><a href="mailto:jgoske@campbell.k12.oh.us">jgoske@campbell.k12.oh.us</a></td>
</tr>
<tr>
<td>Klingensmith, James</td>
<td>Principal</td>
<td>Campbell Elementary &amp; Middle School</td>
<td><a href="mailto:jklingensmith@campbell.k12.oh.us">jklingensmith@campbell.k12.oh.us</a></td>
</tr>
<tr>
<td>McDowell, Nereida</td>
<td>English Language Teacher</td>
<td>Campbell Elementary &amp; Middle School</td>
<td><a href="mailto:nmcdowell@campbell.k12.oh.us">nmcdowell@campbell.k12.oh.us</a></td>
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<tr>
<td>McMurray, Margaret</td>
<td>K-1 Intervention Specialist</td>
<td>Campbell Elementary &amp; Middle School</td>
<td><a href="mailto:mmcmurray@campbell.k12.oh.us">mmcmurray@campbell.k12.oh.us</a></td>
</tr>
<tr>
<td>Karzmer, Katie</td>
<td>2-3 Intervention Specialist</td>
<td>Campbell Elementary &amp; Middle School</td>
<td><a href="mailto:kkarzmer@campbell.k12.oh.us">kkarzmer@campbell.k12.oh.us</a></td>
</tr>
</tbody>
</table>

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

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

**Develop:** The plan was developed and written by members of the Reading Achievement Plan Committee. The plan was discussed with the District Leadership Team. The development took place from October through December in eight multiple hour long meetings to view webinars, assemble the plan and attend professional developments to assist with our discoveries. The team members brought data to the meetings, which was broken down by the committee and used to construct the plan.

**Monitor:** The goals set by the RAP Committee will be monitored through the following:

- Documented walk-throughs
- TBT, BLT, and DLT minutes

**Communicate:** This plan will be introduced to the District Leadership Team (DLT) in January, then distributed to the Building Leadership Team (BLT) for review and finally released to the staff for implementation in February 2018. The plan will be communicated by sharing TBT, BLT, and DLT minutes with stakeholders, after assessing diagnostic data at these meetings and creating instructional strategies. Moreover, Step 4 of the Ohio Improvement Process (walk-throughs) results will be examined. All these strategies will be used to adjust instruction in the classroom to benefit students.
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.

Campbell City Schools has implemented the Ohio Improvement Process for many years. We utilize the 5 step process in Teacher Based Teams (TBT), Building Leadership Teams (BLT), and the District Leadership Team (DLT). At the conclusion of this school year, we will revise our three year Focus Plan, ensuring that it remains tied to the Reading Achievement Plan.

This Reading Achievement Plan is aligned to Strategy one, improve core instruction through implementation of research based practices and rigorous curriculum measured by a district wide assessment structure, reflective of the Ohio’s New Learning Standards, in the current OIP Focus Plan.

The Reading Achievement plan is also aligned to the Decision Framework(DF) Needs Assessment. The district has identified K-3 literacy as an area of need in the DF.

This plan will be introduced to the District Leadership Team (DLT) in January, then distributed to the Building Leadership Team (BLT) for review and finally released to the staff for implementation in February 2018. This plan will be reviewed quarterly, and revised yearly, based upon State Testing data.
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.

Data Analysis of 2017 diagnostic results in grades K-3 are based upon I-Ready diagnostics, Kindergarten Readiness Assessment, and state test scores.

Campbell City Schools 2017 achievement results indicated 31 out of 65 students (47.7% of 3rd grade students) scored proficient on third grade reading compared to the 2015-16 results which indicated that 32 out of 86 students (36.8% of third grade students) were proficient. During the 2014-15 year, student proficiency was measured with a different test (PARCC: 69% proficiency rate).

Utilizing 2016-2017 I-Ready data, our students’ initial diagnostic indicated that 19% were proficient. Comparatively, 17% of our students showed proficiency at the start of the 2017-2018 academic year. Although we began at 19% in 2016-2017, our third diagnostic indicated 42% of our students were proficient. Data from the 2015-16 academic year is unavailable in I-Ready.

Campbell City Schools Kindergarten Readiness Assessment data reflects that 47 out of 78 students are not on track (60%) at the beginning of the 2017-18 school year. This compares to 60 out of 88 (68%) students who were not on track at the beginning of the 2016-17 school year.

We attribute this 11% proficiency gain on the state test, similar projected patterns with I-Ready diagnostics and the KRA due to the fact that the Campbell City School District identified a need in the 2014 - 2015 academic year to change literacy practices based on previous state assessment data, along with a purposeful focus to target literacy. A benchmark assessment system was purchased after this analysis and conversation began to move to a literacy reform framework. In the 2015 - 2016 academic year the staff began to visit sites of neighboring districts and started general professional development that focused on a literacy reform framework. Last year, 2016 - 2017, Campbell City Schools hired both a primary and intermediate Literacy Coach. The intermediate coach was placed in grade three, while the primary coach was placed in kindergarten. This academic year the primary coach is placed in first grade and the intermediate coach is placed in fourth grade. This framework has assisted Campbell City Schools to increase student proficiency in reading. During the 2014 - 2015 school year the need for multi-systems of support were identified. Title tutors were trained in Leveled Literacy Intervention (LLI) and began working with intervention groups. In 2015-16 a first grade teacher was trained and assigned as a Reading Recovery Teacher.

Kindergarten:

Need: Increase Not-on-track students to On-track according to the Ohio Department of Education’s K-3 Literacy Data reporting.

Analysis: The Percentage On-track Reading Diagnostic Charts indicate that our students arrived more prepared for kindergarten in 2016-17 compared to 2015-2016. The difference was a 15.8% increase.

Campbell City Schools Kindergarten Readiness Assessment data reflects that 47 out of 78 students are not on track (60%) at the beginning of the 2017-18 academic year. This compares to 60 out of 88 (68%) students who were not on track at the beginning of the 2016-17 academic year. Moreover, the first I-Ready diagnostic indicates that 64 out of 75 students are below level in reading overall. Kindergarten students did not take a I-Ready diagnostic until the end of the 2016-2017 academic year.
A deeper look shows our students have multiple weaknesses in all six areas the I-Ready assessment addresses. The greatest area of concern in kindergarten was Phonics with 92%, or 69 out of 75 students, scoring below. An analysis also shows that students performed better this year on the KRA compared to last year. (CHARTS: DATA A, DATA B, DATA C)

Next Steps: Campbell City Schools is working with preschools to effectively transition students into the school system. Also, kindergarten registration dates have been moved to the Spring in order to attract families to early registration. Early registration also enables CCS to identify students for the United Way’s Success by 6 program, which runs for four weeks over the summer. This spring, we are looking to increase visibility regarding the registration date. We are also working with local preschools, inviting them to school-wide Community Nights so they can recruit preschool age children for their program.

To address phonics, Teacher Based Teams are examining strategies to aid students in this deficiency. These meetings occur on a biweekly basis, for the other weeks are used for math strategies.

Grade 1:

Need: Increase the need of Not-on-track students to On-track according to the Ohio Department of Education’s K-3 Literacy Data reporting.

Analysis: The Percentage On-track Reading Diagnostics Charts indicate that our students demonstrated that 56.6% of the cohort were On-Track in 2015-16, increasing to 69.0% On-track during the 2016-2017 academic year. According to I-Ready, the component breakdown shows students are consistently weak in all areas, indicating that 92% of the students are overall below grade level. Vocabulary is identified as the largest area of need among Phonological Awareness, Phonics, High Frequency words, Comprehension: Literature, and Comprehension: Informational Text. This data analysis demonstrated a need for a Tier 1 change; hence, transitioning to a schoolwide literacy reform. (CHARTS: DATA A, DATA D, DATA E)

Next Steps: Students needs are identified according to diagnostic assessments. Our Reading Recovery teacher works with the most intensive students (Tier 3). When the Reading Recovery teacher is not with the Tier 3 students, she assists with multiple Leveled Literacy Intervention groups (Tier 2 intervention). A title tutor is also assigned to first grade, leading LLI as a Tier 2 intervention.

Tier 1 instruction will be utilized to address our vocabulary and informational text needs. Utilizing Teacher Based Teams (TBT), the five-step process will be followed to view data, review adult and student strengths and weaknesses, create and adjust strategies, monitor agreed upon strategies, and analyze.

By mid-October, all enrolled students are assessed and it is determined if they need to be placed on a Reading Improvement Monitoring Plan. These RIMPS are tracked in IEP Anywhere, along with a Google Doc. Because of our transient population, Campbell Elementary and Middle School has coordinated with the District’s Central Enrollment Office to notify teachers regarding students new to the school system prior to his or her first day. These students are evaluated within the first 10 days of their enrollment start date, and all students needing a RIMP are provide this. To monitor all students, each new student is added to the Google Doc.

Grade 2:

Need: Increase the need of Not-on-track students to On-track according to the Ohio Department of Education’s K-3 Literacy Data reporting.

Analysis: At the beginning of the 17-18 academic year, 77 students were assessed using I-Ready with 81% of the students scoring below level overall. The greatest area of concern was vocabulary with 87% (67 of the 77) students scoring below.
By comparing student proficiency according to the first I-Ready Diagnostic in 2015-2016 to 2016-2017, CEMS students have demonstrated an 8% growth in reading proficiency. As with first grade, vocabulary is a weakness for our students. The inability to understand words is hindering students’ ability to comprehend. (CHARTS: DATA A, DATA F, DATA G)

Next Steps: Tier 1 instruction will be utilized to address vocabulary to improve comprehension. Utilizing Teacher Based Teams (TBT), the five-step process will be followed to view data, review adult and student strengths and weaknesses, create and adjust strategies, monitor agreed upon strategies, and analyze. A title tutor is also assigned to second grade, leading LLI as a Tier 2 intervention.

As with other grades, by mid-October, all enrolled students are assessed and it is determined if they need to be placed on a Reading Improvement Monitoring Plan. These RIMPS are tracked in IEP Anywhere, along with a Google Doc. Because of our transient population, Campbell Elementary and Middle School has coordinated with the District's Central Enrollment Office to notify teachers regarding students new to the school system prior to his or her first day. These students are evaluated within the first 10 days of their enrollment start date, and all students needing a RIMP are provide this. To monitor all students, each new student is added to the Google Doc.

Grade 3:

Need: Increase the need of Not-on-track students to On-track according to the Ohio Department of Education’s K-3 Literacy Data reporting.

Analysis: At the beginning of the 2017 -- 2018 academic year, 84 students were assessed with 83% scoring below level overall. The greatest area of concern was vocabulary with 88% (74 of the 84) of the students scoring below proficient. By comparing student proficiency according to the first I-Ready Diagnostic in 2015-2016 to 2016-2017, our students decreased 12%. Although it is a different cohort, the data matched the state report that shows Not On-Track to On-Track rates. Moreover, 29 students were not on track in first grade and none of these student improved to on-track in second grade. Examining the cohort, these students dropped 8.5% proficient from the 2015 - 2016 Percentage On-Track Reading Diagnostics Charts to the 2016 - 2017 Percentage On-Track Reading Diagnostics Charts.

Next Steps: Tier 1 instruction will be utilized to address vocabulary to improve comprehension. Utilizing Teacher Based Teams (TBT), the five-step process will be followed to view data, review adult and student strengths and weaknesses, create and adjust strategies, monitor agreed upon strategies, and analyze. A title tutor is also assigned to second grade, leading LLI as a Tier 2 intervention.

As with other grades, by mid-October, all enrolled students are assessed and it is determined if they need to be placed on a Reading Improvement Monitoring Plan. These RIMPS are tracked in IEP Anywhere, along with a Google Doc. Because of our transient population, Campbell Elementary and Middle School has coordinated with the District's Central Enrollment Office to notify teachers regarding students new to the school system prior to his or her first day. These students are evaluated within the first 10 days of their enrollment start date, and all students needing a RIMP are provide this. To monitor all students, each new student is added to the Google Doc. (CHARTS: DATA A, DATA H, DATA I)

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.

Multiple outside factors are considered by the district when examining our literacy data. Campbell City Schools annually addresses influences such as Early Childhood Education/Prior Achievement, English Second Language population, Socio Economic Status, Transiency, and Collective Teacher Efficacy.

Early Childhood Education/Prior Achievement

Other data examined was the number of students who attended a preschool before entering kindergarten. This data was collected on all students who enrolled prior to the first day of school. Of the 86 kindergarten students who registered for
school this year prior to August 28, 2017, 77% attended preschool (68 students attended). Last year (2016-17), 83% attend preschool (69 out of 83).

Campbell Schools does house two preschool units. One is the Mahoning County Preschool, while the other is Alta Day Care.

Campbell Schools does collaborate with the United Way, participating in its Success by 6 program. In 2016-17 we had 15 students in the program compared to 30 students this summer (2017-2018)

We also addressed our enrollment procedures by beginning kindergarten registration in the Spring, assuring we can provide summer programs (i.e., Success by 6) for those who have and have not attended preschool.

Upon reviewing kindergarten readiness, approximately 20% of the students who attend Campbell Elementary School have never been introduced to educational routines. A proactive approach is attempted to address this, yet many students are missed because many parents enroll in school during or after the Success by 6 program takes place. (CHARTS: DATA J)

English Second Language Population

Seven percent of Campbell Elementary and Middle School is identified as English Second Language students and, due to recent events, continues to grow. This September, Hurricane Maria tore through Puerto Rico with Category 4 winds. Because of the devastation to the island, many refugees have relocated to many parts of the United States. Campbell, Ohio, is one of these areas.

This has and will continue to be a factor because many of these students do not speak any English. Along with transitioning these students to a new country and new school system, we are also transitioning many of these students to a new language. The District addressed the situation last year by hiring a second ESL teacher, placing this teacher at the high school so the current ESL teacher could focus at the Elementary & Middle School building. The District also hired additional bilingual Educational Assistants to assist these learners. Unfortunately, the recent enrollments of these students have already outgrown our adjustment.

Campbell City Schools is currently looking for additional assistance by discussing the need to hire more Educational Assistants and, possibly, another teacher. However, the current human resource supply does not meet our demand. We are examining transitioning one of our TESOL endorsed title tutors to an ESL assistant position. (CHARTS: DATA K, DATA L)

Socioeconomic Status

Campbell Elementary & Middle School serves a large socioeconomic population. This academic year, over 80% of our population receives Free/Reduced Lunch. Moreover, 76% of our students receive free lunch.

To address student basic essential needs, we have both a clothing/supply and food pantry that our school social worker oversees. The clothing/supply pantry assists students come prepared to learn. Because we are a transient district, our social worker holds intake meetings with families and provides them with materials to be successful. Along with providing materials, she can also coordinate community contacts to introduce or provide continuing services to families after a move.

The food pantry is housed on campus and support for the pantry is provided by a local parish, St. Michael’s, and The Second Harvest Food Bank. This year, we currently have 200 of our approximate 650 students receive weekly or bi-weekly food supplies.

As a school, we hold quarterly community night events. These events provide a meal, along with information provided by multiple outside agencies. Some of these agencies are the town’s water department, children services, OCCHA (Organizacion Civica y Cultural Hispana Americana), The United Way, Youngstown State University, Mahoning County
Education Service Center, Youth Intensive Services, along with the community’s police and fire department to name a few. (CHARTS: DATA M)

Transiency

Campbell Elementary and Middle School’s Annual Daily Membership typically remains, as a whole, a decline of a couple dozen students. However, the same students who begin an academic year do not finish a year. As an example, at the end of the 2014 - 2015 academic year, the school’s ADM was 728. We ended the 2015 - 2016 academic year with an ADM of 697. Although the ADM only changed 31 students, a total of 287 changes occurred over the course of the year: 147 students enrolled during the year and 140 withdrew over the year.

Similar data demonstrates the school’s transient population in 2016 - 17. The ADM changed 33 students from the end of 2015 - 2016 to the end of 2016 - 2017. Despite only being 33 students, the school saw 87 enrollments and 104 withdrawals over the course of the year.

Already this year, the school’s ADM is currently at 652 students. This is 12 student difference from the end of the 2016 - 2017 academic year to its current ADM. However, Campbell Elementary & Middle has welcomed 84 new students already this year. We have also said goodbye to 67. This is a total of 151 students coming or going as our ADM only shifted 12 students.

Please know, kindergarten students are excluded from the enrollment numbers. The data is only for students in grades 1-7.

To address the transiency situation, we are working on making the enrollment process as welcoming as possible. Students and parents, after all paperwork is complete, are invited to an intake meeting at the school. At this intake meeting, our school social worker communicates with the new families and students to address supply and clothing issues. The social worker also assists with explaining services (counseling, medical) they may need to continue services. After the intake, the student and family are introduced to the teacher(s) and a peer is assigned to help them navigate the school.

The school also began Community Nights last year. These events are free and provide a meal, activities and services to school families. Some of our providers have been local water, fire and police departments; area universities, county children services, and various other service provided agencies. These events are created to make the school inviting and work toward building a sense of community. (CHARTS: DATA N)

Collective Teacher Efficacy

Various factors that negatively affect collective teacher efficacy are believed to have contributed to low reading achievement scores to this point. Until recently, we did not have a shared literacy vision in our school. Teachers were using different resources and different teaching methods; consistency within and across grade levels was lacking. Previous professional development has reflected inconsistency also; it has covered a myriad of topics and was not job embedded. Collective teacher efficacy, which John Hattie’s research in 2016 shows is the number one factor influencing student achievement, was not existent under these inconsistent conditions.

A consistent literacy vision across all grades, consistent resources and teaching methods, the addition of literacy coaches, and incorporating embedded professional development are all things that have been done to increase collective teacher efficacy. We are confident this increase will prove to positively affect reading achievement.
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.

Mission:

The mission of Campbell City Schools is to insure that all students are literate by WRAPing our students in success: W-What's best for kids, R-Rigorous curriculum for all, A- All students can learn, P-prevent and do not accept failure.

Literacy Vision and Beliefs:

Our vision is to create a community of learners who lead literate lives, in which reading, writing, speaking, listening, and thinking serve as the foundation for lifelong learning.

We believe:

A. Essential literacy skills: phonemic awareness, phonics, reading fluency, vocabulary acquisition, reading comprehension and writing experiences develop along a continuum of literacy learning.
B. Students progress when provided research-based instruction to guide students in acquiring strategies for maintaining fluency, text comprehension, and vocabulary development.
C. Phonemic awareness and phonics instruction should be provided as students engage in reading, writing, listening, and speaking in a print rich environment.
D. Ongoing, job-embedded, responsive professional development will lead to a comprehensive school reform and will increase achievement levels for all students
E. Our students’ diverse background and experiences are the foundations of their literacy
F. Home, school and community collaboration is critical to literacy teaching and learning
G. Interventions and enrichments reinforce core instruction to meet the diverse needs of all learners
H. All learners, regardless of socioeconomic status, can be successful
I. English Language Learners have academic ability that can be capitalized upon while they learn to communicate (speak and write) in the English Language.
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.

Understanding the state’s goal of 80% proficient on the Reading End-of-Course test, Campbell City School’s goal for the 2017-2018 academic year is 60% proficiency in reading. This goal was established by the school’s Building Leadership Team at its August 11, 2017 meeting. We recognized that the biggest shift is a need to align our curriculum (Tier 1 instruction). While aligning a school wide curriculum, we will still focus on interventions for students in all grades while solidifying core instruction.

All teachers will provide reading instruction utilizing a uniform curriculum. Bi-weekly professional development, along with professional development during waiver days, will be provided over the course of the academic year that totaling 40 hours. This professional development that incorporates classroom reading strategies will be used to assure 60% of our students are proficient on the end-of-year reading test.

By the end of the 2017-2018 academic year, our student reading proficiency will be 60%. This goal is measurable, for we are using the same AIR test that has been implemented by the State of Ohio the previous two years.

The set goal of 60% is achievable based on our previous two year’s Reading proficiency scores. In 2015-16, Campbell Elementary & Middle was 36.8%. In 2016-2017, CEMS increased proficiency to 47.7%. Due to the 10.9% increase, if the same improvements are made, the set goal will be achieved.

The measured outcome is student proficiency.

Because schools are evaluated annually on their academic performance, aligning to the state’s expectations makes this goal timely.
### SECTION 6: ACTION PLAN 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: Campbell City School’s goal for the 2017-2018 academic year is 60% proficiency in reading.

Evidence-Based Strategy or Strategies:

<table>
<thead>
<tr>
<th>Implementation Component</th>
<th>Action Step 1</th>
<th>Action Step 2</th>
<th>Action Step 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will have a K-6 reading plan that outlines the framework for teaching reading. This framework includes implementation of Word Study to support phonological awareness and phonics.</td>
<td>Teachers will participate in Teacher Based Teams in order to provide differentiated instruction during core instruction. The TBT can be utilized to determine the evidence-based strategies that will be utilized during to differentiate instruction through data analysis and the 5 step process.</td>
<td>All teachers will use the Benchmark Assessment System progress monitoring to make adjustments to instruction and intervention based on the data collected.</td>
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</table>

**Timeline**

- 2017-2018: 40 hours of professional development
- 2018-2019: 20 hours of professional development

**Lead Person(s)**

- Literacy Coaches: Rachael McDougal and Melanie Strohecker
- Teachers, Principals
- Teachers

**Resources Needed**

- Guiding Readers and Writers by Fountas and Pinnell
- Guided Reading by Fountas and Pinnell
- Word Journeys by K. Ganske
- Word Sorts and More by K. Ganske
- Word Matters by Fountas and Pinnell
- Phonics Lessons K-2 Bundles by Fountas and Pinnell
- The Fountas and Pinnell Literacy Continuum: A Tool
- TBT protocols
- TBT training
- Data collection forms
- 3rd Edition, Benchmark Assessment System Kits (BAS)
- Benchmark Assessment System Training
- A building levelled library for implementation
- Running records
- Reading Recovery (RR)
- Leveled Literacy Intervention (LLI)
<table>
<thead>
<tr>
<th>Specifics of Implementation</th>
<th>Action Step 1</th>
<th>Action Step 2</th>
<th>Action Step 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>for Assessment, Planning, and Teaching Expanded Edition by Fountas and Pinnell</td>
<td>Teaching for Comprehending and Fluency by Fountas and Pinnell</td>
<td>K-3 Classroom teachers participate bi-weekly in TBTs. 4-6 Classroom teachers participate weekly in TBTs. Each TBT meeting is 45 minutes in length. The teachers identify an Ohio learning standard to be assessed in pre/post data collection. The teachers collect and chart pre-assessment data prior to the meeting focusing on literacy goals. The teachers analyze the data by identifying the strengths and needs of the students. Next, the teachers discuss each intervention strategy for each tier and discuss what each teacher will do to meet their needs. The teachers will analyze walk-through data and discuss the areas of reinforcement and refinement. The teachers then collect and chart post data and repeat the 5 step process. The teachers evaluate the meeting, discuss a preliminary agenda for the next meeting and discuss the BLT suggestions.</td>
<td>All students are benchmarked 3x per year (September, January, May). Based on the BAS data results, students are selected to receive LLI and/or RR services. These students are then progress monitored weekly at their instructional level. As students show progress, they continue to the next level and a new goal is set. If the student does not meet their goal, instruction/intervention will need to be adjusted. To determine these adjustments, teachers will meet with instructional coaches and with their TBT to identify the necessary instructional changes.</td>
</tr>
<tr>
<td>All K-6 ELA teachers will be trained in the Literacy Collaborative framework. Professional development is targeted by grade level. Teachers will participate in embedded PD sessions on a biweekly basis for a total of 40 hours. Coaches will collaborate, through the coaching cycle, embedded PD and common planning, with K-6 teachers to provide guidance on the word study principles. This year’s focus of professional development is on the overall framework of Literacy Collaborative. In 2018-2019, there will be a heavy emphasis on word study, phonemic awareness, and phonics at the beginning of the school year and throughout.</td>
<td></td>
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</tr>
<tr>
<td>Measure of Success</td>
<td>DSA results and progress monitoring Walk-through forms performed by the Mahoning County Educational Service Center</td>
<td>Teachers meet goals set through the TBT 5 step process. The adult implementation is reflected by the student data.</td>
<td>Benchmarking Data collection Running Record Data Anecdotal Records in Guided Reading</td>
</tr>
</tbody>
</table>
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.

Who: District Leadership Team

Evidence Collected:
- Diagnostic Reports from I-Ready
- BLT Minutes
When: Monthly

Who: Building Leadership Team

Evidence Collected:
- Diagnostic and Growth Monitoring Reports from I-Ready
- TBT Minutes
- Ganske’s Developmental Spelling Assessment
- Benchmark Assessments, 3 times a year
When: Monthly

Who: Administrative Team

Evidence Collected:
- Walk-Through Data (Step 4 OIP process)
When: Weekly

Who: Literacy Coaches

Evidence Collected:
- Walk-Through Data
- Straight A Grant Benchmarking Assessment System Data Collection Form 3 times a year
When: Weekly

Following the Ohio Improvement Process, TBTs will collect data and follow the action steps created in the Reading Achievement Plan. These strategies will be adjusted to fit student needs and formalized at the TBT meetings. This data will further be examined at monthly BLT meetings and this will be reported out at the District Meeting.

As addressed in Section 8 of this plan, appropriate interventions will be utilized to address individual student needs. Again, a plan is already in place to create agreed upon extensive Tier 2 and Tier 3 interventions. Professional Development, along with coaching sessions, will be scheduled to formalize these effective best practices.
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 strategies we will utilize are literacy reform framework (Tier 1), Leveled Literacy Intervention (Tier 2), and Reading Recovery (Tier 3). By analyzing Tier 1 data in Teacher Based Team meetings, multiple strategies will be presented and adjusted. If students continue to struggle, the Tier 2 intervention will be provided to these students and recorded in his or her individual Reading Improvement and Monitoring Plan. Some students who still have difficulties will be provided Tier 3 interventions. These will also be documented in a RIMP.

From our examination of instructional practice, it has been discovered that we do not have extensive Tier 2 and Tier 3 practices. To assure our students are successful, explicit and systematic interventions must be created to address student needs. These interventions will address individual needs such as Phonological Awareness, Phonics, High Frequency words, Vocabulary, Comprehension: Literature, and Comprehension: Informational Text. To do this, the Campbell City School District will continue to build capacity of a balanced literacy framework. The Reading Achievement Team and the addition of other stakeholders will help to create this plan. This plan is better than our current practice because we will address individual needs compared to a one intervention fits all philosophy.

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:

The school is in the transition process, moving toward a literacy reform framework. The Campbell City School District identified a need in the 2014 - 2015 academic year to change literacy practices based on previous state assessment data, along with a purposeful focus to target literacy. A benchmark assessment system was purchased after this analysis and conversation began to move to a literacy reform framework. In the 2015 - 2016 academic year the staff began to visit sites of neighboring districts and started general professional development that focused on a literacy reform framework. Last year, 2016 - 2017, Campbell City Schools hired both a Primary and Intermediate Literacy Coach. The intermediate coach was placed in grade three, while the primary coach was placed in kindergarten. This academic year the primary coach is placed in first grade and the intermediate coach is placed in fourth grade. This framework has assisted Campbell City Schools to increase student proficiency in reading. During the 2014 - 2015 school year the need for multi-systems of support were identified. Title tutors were trained in Leveled Literacy Intervention (LLI) and began working with intervention groups. In 2015-16 a first grade teacher was trained and assigned as a Reading Recovery Teacher.

Along with aligning Tier 1 instruction building wide, strengthening a common curriculum will assist us in identifying students who begin to show deeper instruction is needed. To do this, all ELA teachers began participating in literacy reform professional development in the 2017-2018 school year. Gradual implementation and continued professional development will parallel within classroom practices over the next two school years. Moreover, we will begin creating explicit interventions for specific needs which will strengthen our Tier 2 practices. It is understood that this gap needs to be closed in the early grades when deficits are not as large. Growth Monitoring and student discussion at Intervention Assistant Team meetings will benefit readers.
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.

Grade level teachers are provided systematic professional development for 3 hours once a month. Waiver days are also utilized to provide more extensive professional development. This professional development is provided by our Literacy Coaches, covering various strategies of literacy reform. Furthermore, Literacy Coaches will work directly with teachers in the classrooms providing explicit feedback and support for specific student and teacher needs.

APPENDICES

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