



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the Cesar Chavez 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 plan includes specific grade level goals and data.
- Coaching is embedded in plan for multiple stakeholders, including teachers and families.
- The plan includes proactive supports and resources for families to engage as partners in their children's language and literacy development.

This plan will benefit from:

- Continuing to utilize grade level goals and data to further define explicit and systematic instruction and intervention in the areas of phonemic awareness and phonics.
- Additional details of progress monitoring to ensure student growth.

In January 2020, the Department published the revised version of [Ohio's Plan to Raise Literacy Achievement](#). This plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in all manners of educational settings. We encourage district and school teams to review the state plan and contact the Department or State Support Team for professional learning opportunities aimed at implementing this plan in districts and schools across Ohio.

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.

Please note that House Bill 197 of the 133rd General Assembly contains emergency legislation regarding spring testing and state report cards. The Department is working on further guidance pertaining to FY20 Reading Achievement Plan requirements.

Sincerely,

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

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Educational Solutions Company
Literacy Plan
2019-2020

Section I: District Leadership Team Membership, Development Process, and Plan for Monitoring Implementation

A. District Leadership Team

Name	Title/Role	Location	Email
Dr. Robert Stephens	Executive Director	Educational Solutions Company	rstephens@edsolns.com
Dr. Barbra Bowers	Director of Academics	Educational Solutions Company	bbowers@edsolns.com
Mr. Mark Selvaggio	Principal	Cesar Chavez	mselvaggio@edsolns.com
Dr. Sandra Jackson	Assistant Principal	Cesar Chavez	sjackson@edsolns.com
Mrs. Sara Casper	NCOESC Educational Consultant	Cesar Chavez	scasper@edsolns.com
Mr. Mohammed Omer	Community Ambassador	Cesar Chavez	momer@edsolns.com
Mrs. Naomi Garcis	Community Liaison	Cesar Chavez	ngarcia@edsolns.com

B. Developing, Monitoring, and Communicating the Reading Achievement Plan This Reading Achievement Plan is the work of the district leadership team in an effort to improve literacy outcomes for all students. It's basis is the historical data of student performance on multiple assessments administered by the district and classroom teachers.

Literacy Plan Review Timeline

- Literacy plan will be delivered to the district for approval January 16, 2020. The plan will then be distributed to the building leadership team (BLT) to review and release to the building staff by February 1, 2020 for implementation with fidelity.
- Literacy plan and data will be reviewed quarterly and adjustments made according to the results.
- The plan will be revised yearly in the spring for the following year based on Ohio State Testing Data.

Section II: Alignment Between the Reading Achievement Plan and Overall Improvement Efforts
Describe how the RAP is aligned to and supports the overall continuous improvement efforts of the community school.

The CCIP goals for Cesar Chavez states the following: 1)
Reading/Language Arts and Mathematics

- By 2020-2021, the number of 3rd graders scoring proficient on the Reading OST will increase 5% from the 2019-2020 results.

Performance Measure:

The percentage of students, in the aggregate and for each subgroup (students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency), who are at or above the proficient level in reading/language arts and math on the State's assessment (ESEA Section 1111(h)(1)(C)(i)) will increase 5% annually.

The goals and strategies outlined in this plan are aligned to the CCIP and work in conjunction with improvement efforts being made by the district in multiple areas.

The district is working diligently with all stakeholders to increase success in the following areas:

- Achievement
- Gap Closing
- K-3 Literacy
- Progress

Section III: Why a Reading Achievement Plan is Needed in our District or Community School

A. Analysis of Relevant Learner Performance Data

NWEA MAP 2018-2019 School Year

Grade	Performance Level	BOY 2018	MOY 2019	EOY 2019
Kinder	<i>Low</i>	65%	65%	62%
	<i>Average</i>	25%	15%	17%

Grade	Performance Level	BOY 2018	MOY 2019	EOY 2019
	<i>High</i>	10%	20%	21%
Grade 1	<i>Low</i>	64%	61%	55%
	<i>Average</i>	20%	25%	21%
	<i>High</i>	16%	14%	24%
Grade 2	<i>Low</i>	70%	53%	48%
	<i>Average</i>	12%	16%	24%
	<i>High</i>	18%	31%	28%
Grade 3	<i>Low</i>	61%	44%	40%
	<i>Average</i>	10%	20%	22%
	<i>High</i>	29%	36%	38%

Diagnostic Data (KRA, State approved vendor assessment- NWEA MAP)

	2017-2018	2018-2019
Kindergarten	52% (38/73) Not on track	55% (53/96) Not on track
Grade 1	45% (25/56) Not on track	43% (26/60) Not on track
Grade 2	62% (42/68) Not on track	59% (32/54) Not on track

	2017-2018	2018-2019
Grade 3	41% (24/58)Not on track	47% (28/59)Not on track

Ohio State Testing- Spring ELA Assessment

	2017-2018	2018-2019
Grade 3	42% proficient	49% proficient

ODE School Report Card 2018-2019

Achievement	D
Gap Closing	A
Improving At-Risk K-3 Readers	D
Progress	A
Graduation Rate	Not Rated
Prepared for Success	Not Rated

B. Analysis of Factors Contributing to Low Reading Achievement

Internal Factors:

- 1) Lack of teacher knowledge of literacy instruction and delivery
- 2) Lack of leveled reading materials

External Factors:

- 1) English proficiency of families and community
 - a. Lack of basic English vocabulary (Tier 1 words)
- 2) Socio-economic status
 - a. 100% free-reduced breakfast/lunch program

Section IV: Literacy Mission and Vision Statements

I. Literacy Mission Statement

It is our mission to ensure that every student is reading on or above grade level by 3rd grade. We will do this by using evidence-based programs and best instructional practices to increase learner achievement in reading, writing, speaking, and listening across all content areas.

Section V: Measurable Learner Performance Goals

I. Overarching Goal

80% of students will be reading at grade level as measured by BAS by the end of second grade by the 2022-2023 school year.

II. Subgoals

- a. Student reading achievement will increase as a result of effective implementation of best literacy instructional practices.
 - a. In Kindergarten, 75% of students will reach the end of the year benchmark (Level D) on the BAS.
 - b. In grade 1, 75% of students will reach the end of the year benchmark (Level J) on the BAS.
 - c. In grade 2, 75% of students will reach the end of the year benchmark (Level M) on the BAS.
 - d. In grade 3, 75% of students will reach the end of the year benchmark (Level P) on the BAS.
- b. Student comprehension will increase as a result of effective implementation of best literacy instructional practices.
- c. Family involvement

Section VI: Action Plan Maps

Goal #1

Statement: Student reading achievement will increase 10% due to teachers implementing research-based instructional strategies learned during job-embedded professional development.

Evidence-Based Strategy or Strategies: Leveled Literacy Intervention (LLI)

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Classroom Observations	Establish integrity and validity of intervention groups across the building	Use Progress Monitoring to ensure students are responding to intervention
Timeline	October-May	October-May	October- May
Lead Person(s)	Selvaggio, Jackson, Casper, Bowers	Casper, Selvaggio, Jackson, Pace, Ponder, Bowers	LLI Teachers and Casper, Bowers
Resources Needed	None	Leveled Literacy Intervention (LLI)	LLI Leveled books, running record forms
Specifics of implementation	*Administration and Literacy coach will	*LLI Lead teachers will deliver monthly	*LLI teachers meet daily with small

	Action Step 1	Action Step 2	Action Step 3
	<p>monitor lesson plans to ensure proper ELA lesson planning is taking place.</p> <p>*Based on testing results, classrooms who may need heavy support will be identified and literacy coach will observe lessons, model lessons, co-teach, share research, provide resources as needed, etc.</p>	<p>professional development to LLI teachers. Data will be monitored to ensure lessons are being delivered to students in a timely manner.</p> <p>*Observing and modeling lessons as needed by Literacy Coach, or LLI Lead teachers. Feedback will be given immediately.</p>	<p>groups of students. Small group instruction will help students achieve at grade level literacy expectations. Teachers will monitor performance by conducting running records with comprehension checks.</p> <p>*Data will be recorded on google sheets.</p>
		*Administration conducts learning walkthroughs to ensure intervention is happening and is being implemented with fidelity	
Measures of success	Teacher growth as indicated by OTES Student growth as indicated by PM and benchmark data, lesson plans	Observations Lesson plans Attendance at team meetings	Progress Monitoring data Fidelity checks Benchmark data
Check in/Review Date	weekly/bi-weekly	daily/weekly	monthly

Goal #2

Statement:

Students will be able to comprehend leveled text to show they are capable to read for meaning

Evidence-Based Strategy or Strategies:

Leveled Literacy Intervention (LLI) coupled with Literacy Coaching

	Action Step 1	Action Step 2
Components	Classroom Observations	Use Progress Monitoring to ensure students are responding to instruction

	Action Step 1	Action Step 2
Timeline	October-May	October-May
Lead Person(s)	Selvaggio, Jackson, Casper, Bowers	Casper, Selvaggio, Jackson, classroom teachers, Bowers
Resources Needed	None	Read alouds, guided reading materials, writing about reading rubrics
Specifics of implementation	*Administration and Literacy coach will observe and monitor lesson plans to ensure proper	*Observing and modeling lessons as needed by Literacy Coach, or
	<p>ELA lesson planning/questioning is taking place.</p> <p>*Based on observations, further intervention can take place</p>	<p>LLI Lead teachers. Feedback will be given immediately.</p> <p>*Administration conducts learning walkthroughs to ensure questioning is happening and students are being challenged.</p>
Measures of success	Teacher growth as indicated by OTES lesson plans	Observations Lesson plans Writing about reading rubrics Benchmark Assessment System reading level scores
Check in/Review Date	weekly/bi-weekly	daily/weekly

Goal #3**Statement:**

Increase our families knowledge of literacy and how they can support their children at home.

Evidence-Based Strategy or Strategies:

Parent workshops

	Action Step 1	Action Step 2	Action Step 3
Components	3rd Grade TGRG Parent Session	K-2 Parent Literacy Session	4-5 Parent Literacy/Testing Session
Timeline	February 2020	February 2020	February 2020
Lead Person(s)	Misty Pace, Sara Casper, Mohammed Omer, Naomi Garcia, Mark Selvagio, Sandra Jackson, Bowers Bowers	Felicia Ponder, Sara Casper, Mohammed Omer, Naomi Garcia, Mark Selvagio, Sandra Jackson, Bowers Bowers	Brianna Jones, Sara Casper, Mohammed Omer, Naomi Garcia, Mark Selvagio, Sandra Jackson, Bowers Bowers
Resources Needed	Ohio State TGRG materials Parent resources for TGRG	At-home literacy materials	Ohio State Testing parent resources
Specifics of implementation	School administration, community liaisons, Literacy consultant, and lead teachers will provide parents with information and home activities to help students develop literacy skills	School administration, community liaisons, Literacy consultant, and lead teachers will provide parents with information and home activities to help students develop literacy skills	School administration, community liaisons, Literacy consultant, and lead teachers will provide parents with information and home activities to help students develop literacy skills
Measures of success	Parent survey	Parent survey	Parent survey
Check in/Review Date	March 2020	March 2020	March 2020

Goal #4

Statement: Based on the job-imbedded professional development plan created by the district, teachers will implement given strategies that will enhance their classroom instruction. This will be measured by teacher performance growth and overall student success.

Evidence-Based Strategy or Strategies:

Job-embedded professional development

	Action Step 1	Action Step 2	Action Step 3
Components	Observations and feedback	Weekly meetings with teachers (professional learning communities)	Monthly professional development sessions for ongoing reflection and refinement of best practices
Timeline	October-May	October-May	October-May
Lead Person(s)	Mark Selvaggio, Sandra Jackson, Barbra Bowers, and Sara Casper	Sara Casper and Barbra Bowers	Sara Casper and Barbra Bowers
Resources Needed	Literacy checklists Rubrics	Admin observations Literacy coach observations Student data	Student data Admin observations Literacy coach observations Staff surveys
Specifics of implementation	Immediate feedback will be given following an informal walkthrough observation	Data meetings with grade levels to determine the needs of students	-Review data from observations -Review and analyze student achievement data -Survey staff and leaders for ongoing PD needs -Determine monthly PD plans using all data set

Measures of success	-Teacher growth as indicated by OTES - Increased student achievement indicated by pre- and post quarterly testing.	-Increased student achievement indicated by pre- and post quarterly testing.	-Evidence of best practices demonstrated during observations (literacy checklists) -Teacher survey data -Increased teacher performance as evidenced by OTES - Increased student achievement
Check in/Review Date	Monthly	Weekly	Monthly

Section VII: Plan for Monitoring Progress Toward the Learner Performance Goal(s)

Monitoring and Measuring Progress:

Progress toward learner performance will be monitored by using the following:

1. Benchmark Assessment System (BAS) administered at the beginning and end of the year. Student growth measured at the end of the year.
2. Running records to monitor reading performance measured weekly to inform their future instruction.
3. NWEA MAP administered three times a year. Student growth is measured each administration.
4. Pre and Post quarterly assessments measured three times a year (1st-3rd quarters).
5. Reading Improvement Plans for students below grade level performance updated each quarter and measured for student growth.

Recording Progress:

1. Google sheets
2. Student portfolios
3. Data walls/binders
4. Reading Improvement Plan documents

Section VIII: Expectations and Supports for Learners and Schools

Part A: Strategies to Support Learners

1. Leveled Literacy Instruction (LLI)- an Intensive intervention program for students who are not achieving grade-level expectations in reading. LLI is also meant to deepen and expand comprehension with close reading opportunities.
2. Daily Guided Reading Groups- students will meet daily with the teacher and work on a book at their instructional level. This will align with student needs based on running records and RIMP data.

3. Writing about Reading- comprehension checks using rubrics. These could be completed on class read alouds or guided reading books. Writing about reading increases student comprehension, vocabulary, and critical thinking skills.
4. Literacy learning centers (includes differentiated activities). This reinforces literacy skills taught during whole and small group instruction.

Part B: Ensuring Effectiveness and Improving Upon Strategies

1. Daily intervention/enrichment blocks are built into daily schedule
2. Balanced Literacy Schedule followed by all teachers- this includes whole group instruction and small group instruction with guided reading groups, literacy centers, and writing practice.

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.

Strategy	What it looks like
Implement all parts of Literacy Framework	<ul style="list-style-type: none"> -Read aloud, writing about reading, interactive writing, shared reading, guided reading, centers, writing workshop -Administration conducts walk throughs and provides immediate feedback and ensures that a balanced literacy program is being implemented -Teachers attend weekly PLC opportunities, read and keep current with best research practice -Teachers implement balanced literacy framework -Literacy Coach models, collaborates, and provides feedback to teachers to ensure success
Guided Reading	<ul style="list-style-type: none"> -Job embedded coaching. Literacy Coach will observe guided reading lessons and provide immediate feedback. Modeling will occur as well.
Monthly Professional Development	<ul style="list-style-type: none"> -Each month teachers receive at least 2 hours of literacy professional development. Presentations are broken into different needs, grade levels (i.e. primary and intermediate), etc. -Teachers will collaborate and conduct data team meetings monthly to discuss student data and instructional strategies.
Literacy/Reading Recovery Conference	<ul style="list-style-type: none"> -The third grade lead ELA teacher will be attending the Ohio Reading Recovery conference, and will share information learned with colleagues.

Strategy	What it looks like
Literacy coach on site	<p>-Literacy Coach on site to observe literacy lessons in grades K-5 classrooms, model lessons, provide immediate feedback, share research, locate and/or share materials needed to best instruct students, videotape teaching and share research. Follow ups will occur as needed.</p>
Administration	<p>-Administration will conduct frequent walk-throughs and observations during literacy blocks to monitor learning and instruction. Administration will discuss their observations with the Literacy Coach and teachers to maximize effective lesson delivery and student learning.</p>
Teachers will receive in-house inservice and ongoing support on interpreting data and conducting data teams.	<ul style="list-style-type: none"> *Administrators will attend to support teacher *Administrators will provide staff meeting time to read and analyze data. *Teachers will plan instruction based on data from formative and summative assessments.