



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the Meigs Local 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 school identified learning targets and outlined a plan to communicate expectations with building staff.
- The school outlined a plan to prioritize PBIS implementation in response to data indicating an increase in behavioral incidents distracting students from receiving instruction.

This plan will benefit from:

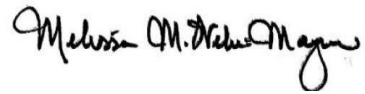
- Conducting a root cause analysis of learner performance data for use to determine areas for teacher professional development and student instruction.
- Using the data analysis to set goals and subgoals for Tier 1, 2 and 3 instruction.
- Outline a review process for curriculum and material selection that includes the identification of the five components of reading (See Ohio's literacy plan).

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,

A handwritten signature in black ink that reads "Melissa M. Weber-Mayrer". The signature is written in a cursive style with a large initial 'M' and a long, sweeping underline.

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

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MEIGS ELEMENTARY READING ACHIEVEMENT PLAN

DISTRICT NAME: MEIGS LOCAL SCHOOLS

IRN: 48520

ADDRESS: 41765 POMEROY PIKE, POMEROY, OHIO 45769

PLAN COMPLETION DATE: 2020-2021 SCHOOL YEAR

LEAD CONTACT: MICHAEL BARNETT

SUPERINTENDENT: SCOT GHEEN

LEAD WRITERS: KRISTIN BAER AND JODY HOWARD

SUMMARY AND ACKNOWLEDGEMENTS

Meigs Elementary is made up of Meigs Primary (grades K-2) and Meigs Intermediate (grades 3-5). For this plan, Meigs Primary and Intermediate Schools worked collaboratively to identify critical needs that will ultimately improve literacy for our student population. The members of the team were selected based on literacy leadership in the district, knowledge of literacy best practices, and commitment to improving literacy achievement for all students. In concordance with the Ohio State Literacy Plan, the team performed a comprehensive literacy needs assessment, researched and selected evidence-based practices, and planned for implementation of the Literacy Plan. The team placed special consideration on how the plan will be monitored throughout its duration. Participation on the Literacy Plan committee was prioritized by the District and Buildings. Likewise, fulfillment of this plan's components and action steps will be continually supported by all stakeholders.

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Leadership Team Membership

Name	Title/Role	Organization	Email
Kristin Baer	Principal	Meigs Primary	Kristin.baer@meigslocal.org
Michael Barnett	Curriculum Coordinator	Meigs Local School District	Michael.barnett@meigslocal.org
Tammy Chapman	SFA Facilitator	Meigs Intermediate	Tammy.chapman@meigslocal.org
Nichol Honaker	Literacy Consultant	SST 16	Nichol.honaker@sst16.org
Jody Howard	Principal	Meigs Intermediate	Jody.howard@meigslocal.org
Missy Howard	First Grade Teacher	Meigs Primary	Melissa.howard@meigslocal.org
Darla Kennedy	Title 1 Teacher, Guided Reading Mentor, First Grade TBT Lead, BLT Member, DLT Member	Meigs Primary	Darla.kennedy@meigslocal.org
Lorri Lightle	Asst. Principal	Meigs Intermediate	Lorri.lightle@meigslocal.org
Kim Miller	SST16 Early Literacy Specialist	SST 16	kim.miller@sst16.org
Susan Miller	Second Grade Teacher-inclusion setting	Meigs Primary	Susan.miller@meigslocal.org
Ann Ramey	Title 1 Teacher	Meigs Intermediate	Ann.ramey@meigslocal.org
Savannah Sahr	Third Grade Intervention Specialist	Meigs Intermediate	Savanah.sahr@meigslocal.org

Name	Title/Role	Organization	Email
Shannon Williams	Kindergarten Teacher	Meigs Primary	Shannon.williams@meigslocal.org

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE LOCAL LITERACY PLAN

The leadership team developed the plan over the course of several weeks. It was a collaborative effort amongst all stakeholders. The plan was developed by performing a comprehensive needs assessment, completing a root cause analysis of the data, researching and selecting evidence-based practices, and planning for implementation of the practices. This plan will be monitored by all stakeholders through various means such as collection of evidence, continuous data analysis, corrective action when needed, self-reflection, and review of action steps throughout this plan’s duration. The team will communicate this plan to the District Leadership Team, the Building Leadership Teams throughout the district, and the Teacher-Based Teams at the Primary and Intermediate Schools.

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

One of the common goals for both the Reading Achievement Plan and the District Improvement Plan is to improve the reading performance of our students. The plans utilize a system of evidenced-based strategies and practices to strive for improved reading achievement. One of the common measurement tools for each plan is the STAR Reading Assessment. Another common thread is the utilization of the Ohio 5-Step Process, along with the corresponding OIP action planning tools. The expectations for TBTs, BLTS, and the DLT in both plans remain hinged on positive communication between the groups and careful monitoring of data points to ensure the strategies and practices are used with fidelity. While some terminology may slightly differ, both plans call for a careful gap analysis to identify the learning standards that seem to be the largest hurdle. Once identified, adjustments in curriculum mapping and pacing are necessary to ensure the correct Depth of Knowledge is met for each standard. Strategies and practices are then identified and implemented. The success of both plans is monitored through the faithful implementation of formative and summative assessments that correlate and drive instruction and intervention.

The non-academic goal for the District Improvement Plan is to ensure we provide a safe, positive learning environment for all students, while the goal for the Local Literacy plan is to decrease chronic absenteeism. On the surface, these goals may not necessarily seem to correlate; however, their common thread is the use of PBIS (Positive Behavior Intervention and Supports) and parental communication/involvement planning.

Data collected through the needs assessment for the Reading Achievement Plan (RAP) will be utilized as we write our next District Improvement Plan (DIP). We are in the process of writing our next DIP now and our district needs assessment has already identified the language arts achievement gap and K-3 Literacy as an area of concern. STAR data indicates at both the district and building level that phonological awareness and reading comprehension are areas of major concern. Both evidenced-based strategies/practices and revision of curriculum maps/assessments will be put into place in order to address the needs in both the RAP and DIP. Additionally, the needs assessment conducted by both the RAP Team and DLT Team also identify chronic absenteeism as a major concern. Chronic absenteeism rates across the district are as follows: District 24.3%, High School 32.1%, Middle School 21.3%,

Intermediate School 17.2%, and Primary School 23.7%. The district has chosen to use PBIS and parent/community awareness and involvement strategies to help address this problem.

SECTION 3: COMPREHENSIVE NEEDS ASSESSMENT SECTION 3, PART A: ANALYSIS OF LEARNER PERFORMANCE DATA

Reading Achievement Data

Meigs Primary and Intermediate Schools administer assessments on reading achievement through several modes from kindergarten entry through fifth grade. Taken together, these data points (described below) illustrate the need in Meigs Local School district for evidence-based language and literacy instruction and intervention practices. Meigs Local School District is determined to make an impact for our most vulnerable students. The following data sources reflect the literacy landscape for Meigs Local School District.

Kindergarten Readiness Assessment

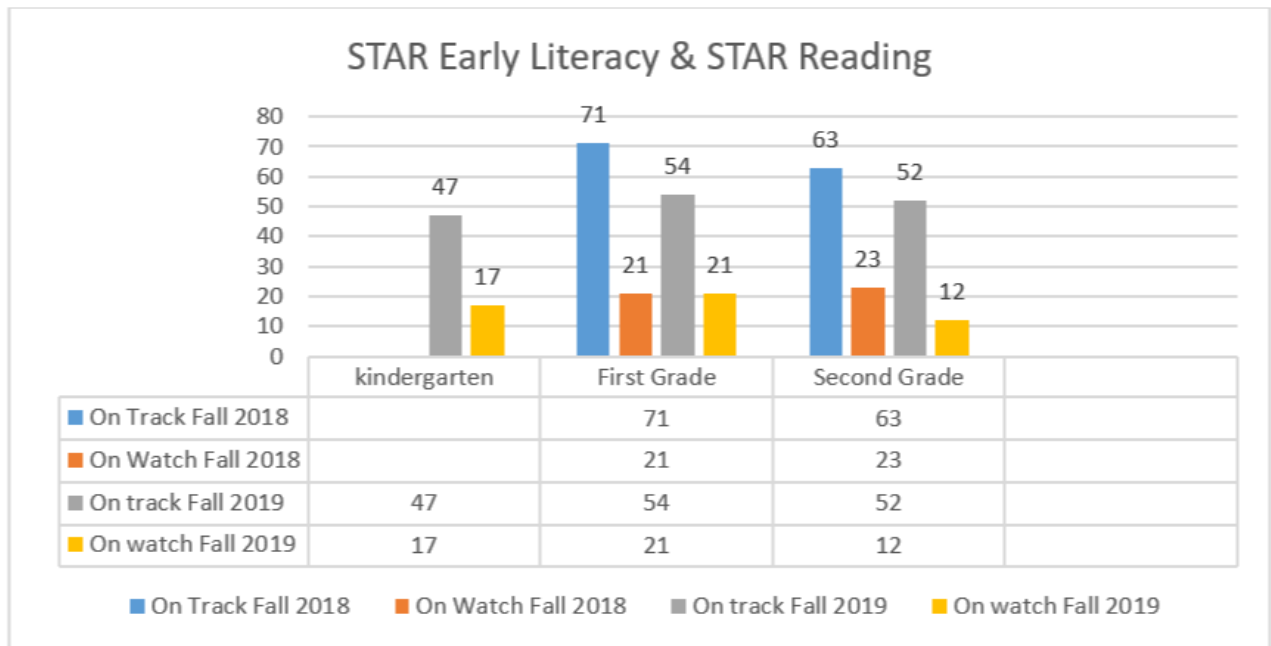
Entering kindergarten, 52.4 percent (2018) of students are not on track at the beginning of the school year in language and literacy. This data point from the Kindergarten Readiness Assessment (KRA) reflects the need for literacy support services in pre-kindergarten settings. In Meigs Local School District, every child entering kindergarten is assessed with Ohio's Kindergarten Readiness Assessment across the essential areas of school readiness, including language and literacy. Children may be "demonstrating" (highest performance), "approaching" or "emerging" (lowest performance) in their overall kindergarten readiness. The outcome of demonstrating, approaching, or emerging readiness considers all 50 items across the essential domains of school readiness. Examining language and literacy readiness with the Kindergarten Readiness Assessment, in 2018 only 47.6 percent of Meigs Primary School Kindergarteners were on track at the beginning of the school year in language and literacy as compared to 62.3 percent of kindergarteners across Ohio. Research shows that without early intervention, these students will continue to struggle as they progress through the early elementary years (K-3).

STAR Early Literacy and STAR Reading, Fall-2018- Fall 2019

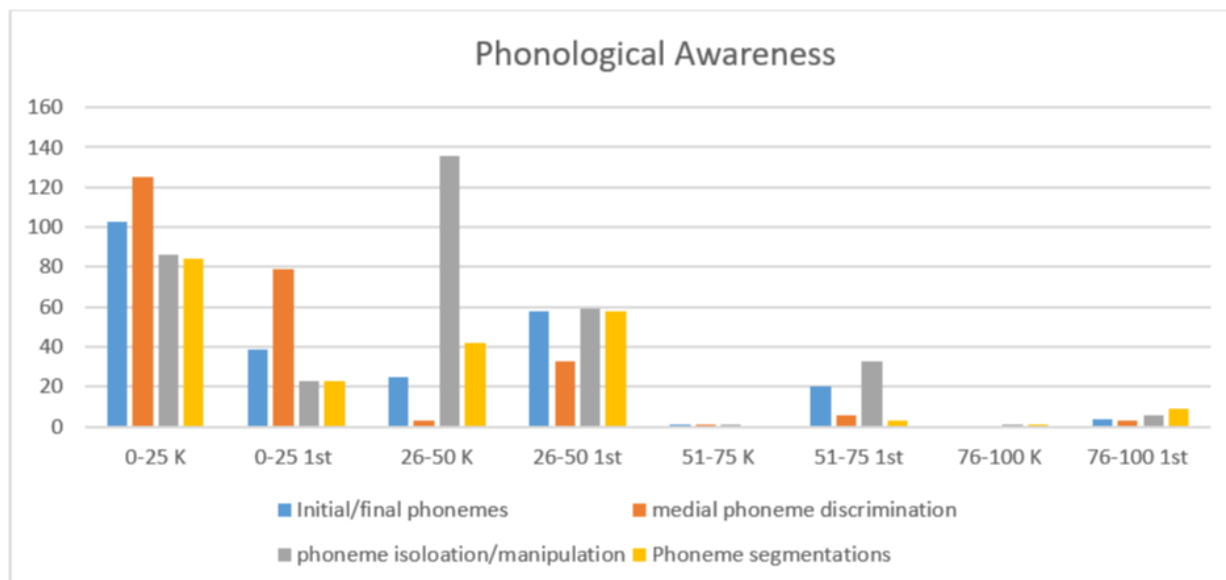
The results of the STAR Early Literacy Assessment (Fall 2018) in first grade indicate that 71 percent of students are on track. Of the 85 students who are considered on track, 18 (21 percent) are in the "on watch" designation. The results of the STAR Reading Assessment (Fall 2018) in second grade indicate that 63 percent of second grade students are on track. Of the 78 students who are considered on track, 18 (23 percent) are in the "on watch" designation.

The results of the STAR Early Literacy Assessment (Fall 2019) in kindergarten indicate that 47% of the students are on track. Of the 61 students who are considered on track, 22 (17%) are in the "on watch" designation. First grade results indicate that 54% percent of students are on track. Of the 67 students who are considered on track, 26 (21 percent) are in the "on watch" designation. The results of the STAR Reading Assessment (Fall 2019) in second grade indicates that 52 percent of second grade students are on track. Of the 62 students who are considered on track, 12 (12 percent) are in the "on watch" designation.

While the results of the STAR Early Literacy and STAR Reading assessments are more in line with what our classroom teachers are seeing, there are discrepancies with the scores. A possible root cause for the discrepancies comes from students taking a multiple-choice test on an iPad and guessing answers. For this reason, our teachers place the most value in the Benchmark Assessment system (BAS). Although, we will report the results of the STAR Reading and STAR Early Literacy measures for the Third Grade Guarantee diagnostic requirement, we will use the BAS to determine students placed on a Reading and Improvement Monitoring Plan (RIMP).

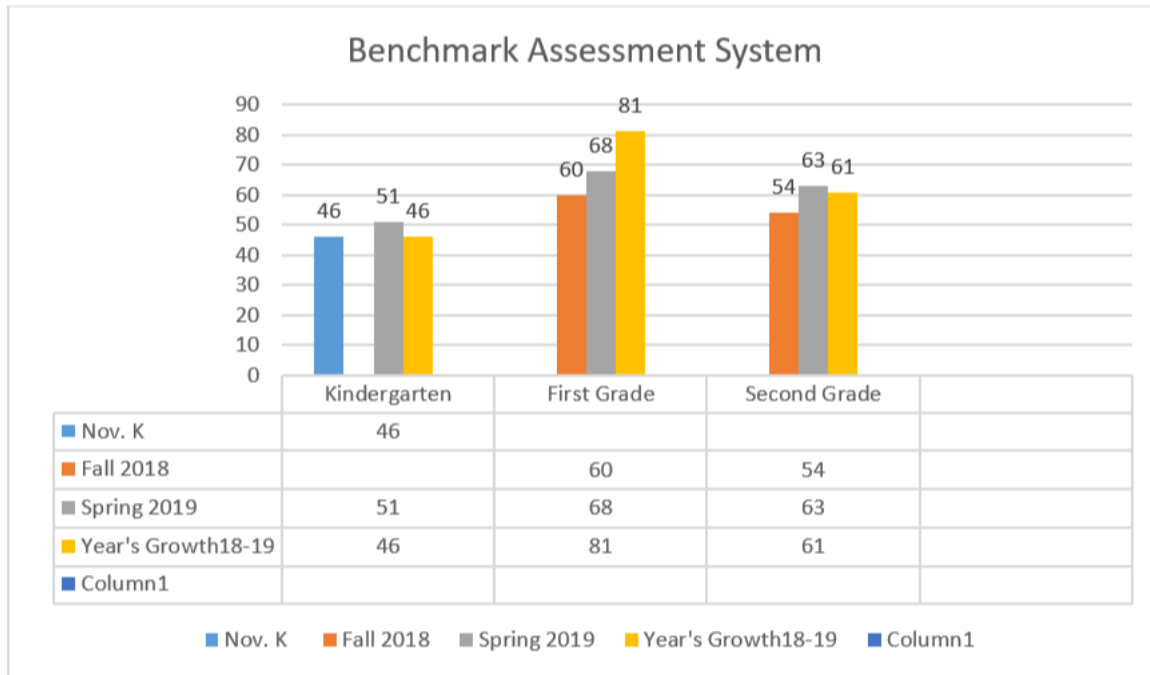


The STAR Early Literacy assessment shows weakness in phonemic awareness with the lowest of those skills being medial phoneme discrimination.



Benchmark Assessment System 2018-2019

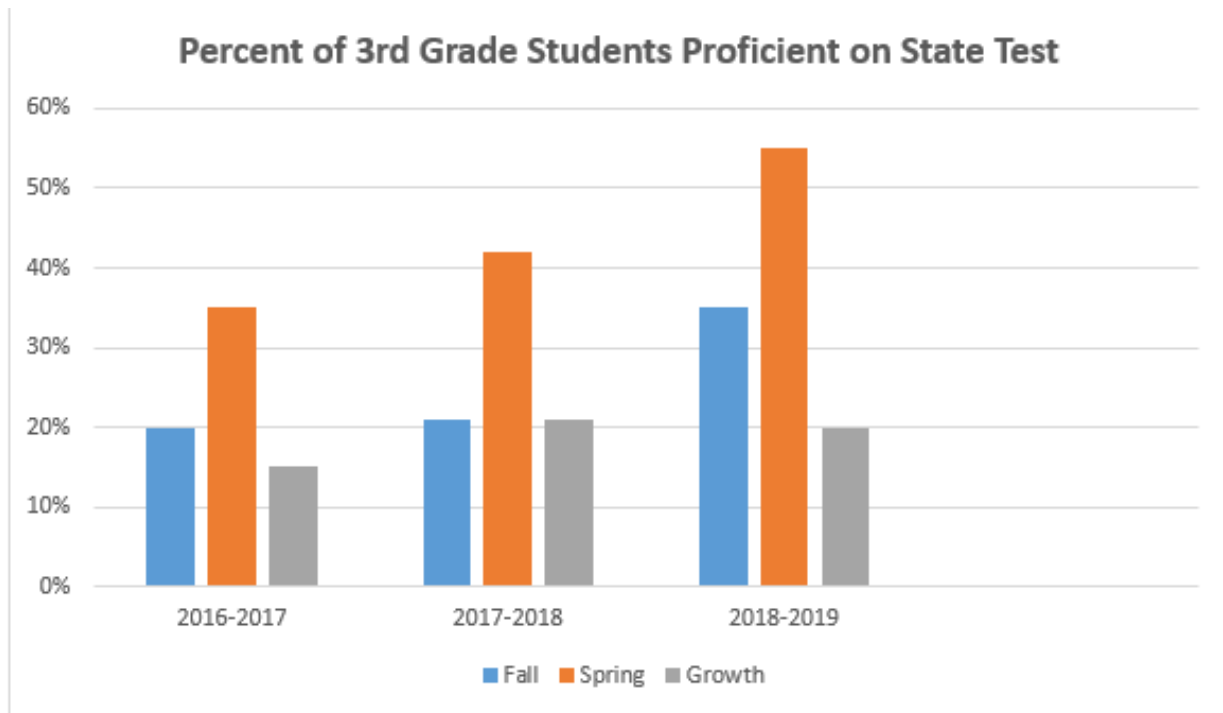
An additional assessment used at Meigs Primary School is the Fountas and Pinnell Benchmark Assessment System to determine independent and instructional reading levels for Guided Reading. The BAS is a one-on-one assessment, the students read a given passage while the teacher listens and records errors, self-corrects, accuracy, fluency and engages in a comprehension conversation that goes beyond retelling. The analyzed results determine a miscue analysis and an independent and instructional reading level used to plan lessons. During 2018-2019 year-end results for kindergarten showed that 34 percent of the students were at a level D or above (expected) and an additional 17 percent were at a C (approaching) resulting in 51 percent of kindergarten students on track in May, reading at a level C or above as compared to 46 percent in November on level B. First grade fall data for 2018-2019 shows 60 percent of students at or above a level C (approaching) and 54 percent of second grade students at or above level I (approaching). End of year results show 68 percent of first grade students and 63 percent of second grade students are on track. Eight months is the year's growth target based on the Fountas and Pinnell Progress Monitoring Chart for an instructional level. The results show 81 percent of first grade students, 61 percent of second grade students and 46% of kindergarten students met the growth target. First and second grade growth targets are based on the Fountas and Pinnell recommendation of eight months. Likewise, kindergarten growth target are also based on this same recommendation at 5 months, due to the first testing window being in November. This data coincides with the Simple View of Reading framework, showing that students in the emergent and early reading levels are using decoding (word level reading) skills and as students move through the developmental reading process into transitional readers are lacking language comprehension skills.



3rd Grade State Reading Test

The 3rd grade data includes information from Ohio’s State Reading tests, STAR reading assessments, and Success for All (SFA). During the 2016-2017 and 2017-2018 school years, the students entered 3rd grade with approximately 20 percent of students being proficient on the fall administration of the Ohio State Test. However, during the 2017-2018 year, the students received targeted intervention and showed more growth. Instructional staff was also more familiar with our SFA curriculum and a PBIS program was implemented the 2017-2018 school year.

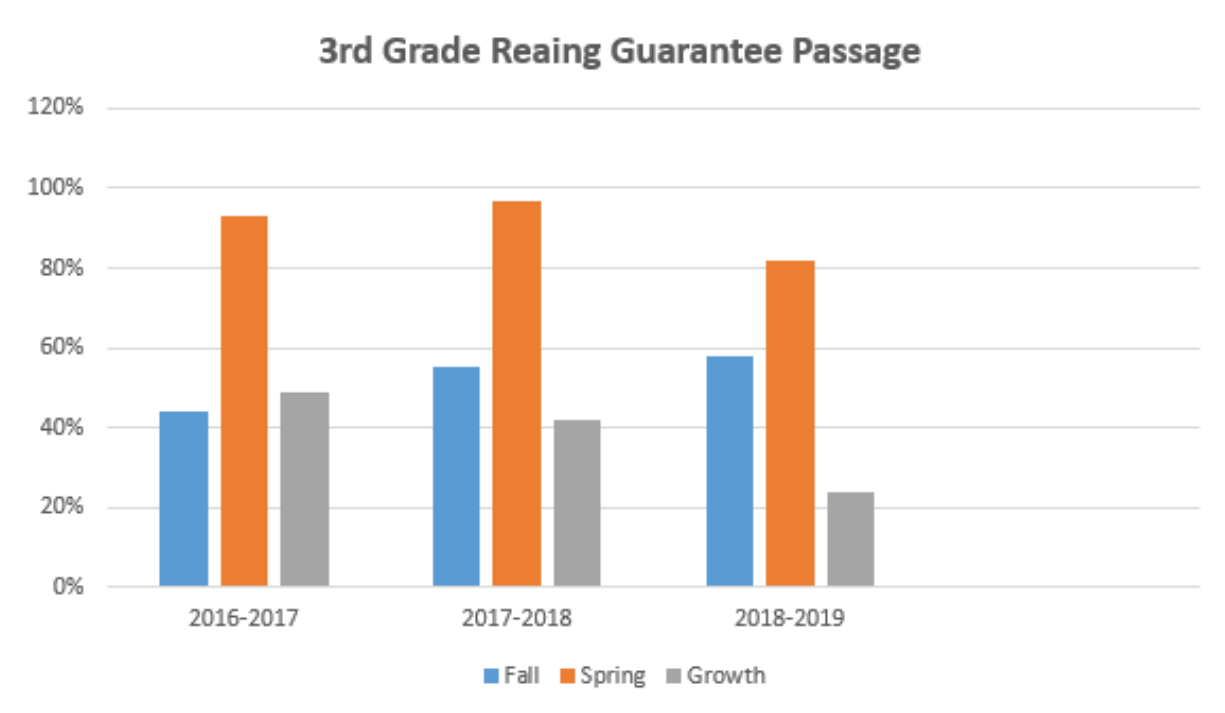
The test data from 2018-2019 indicated the targeted intervention and SFA program moved 13 percent more students to proficient from the previous year. With the data indicating 45 percent of our students still not proficient, MIS revised our core reading program and targeted interventions for the 2019-2020 school year.



3rd Grade Reading Guarantee

The percentage of students who met the criteria for the Third Grade Reading Guarantee improved in the 2016-2017 and 2017-2018 school years. The team gave credit to the targeted interventions, greater familiarity with SFA curriculum and implementation of PBIS for the increases.

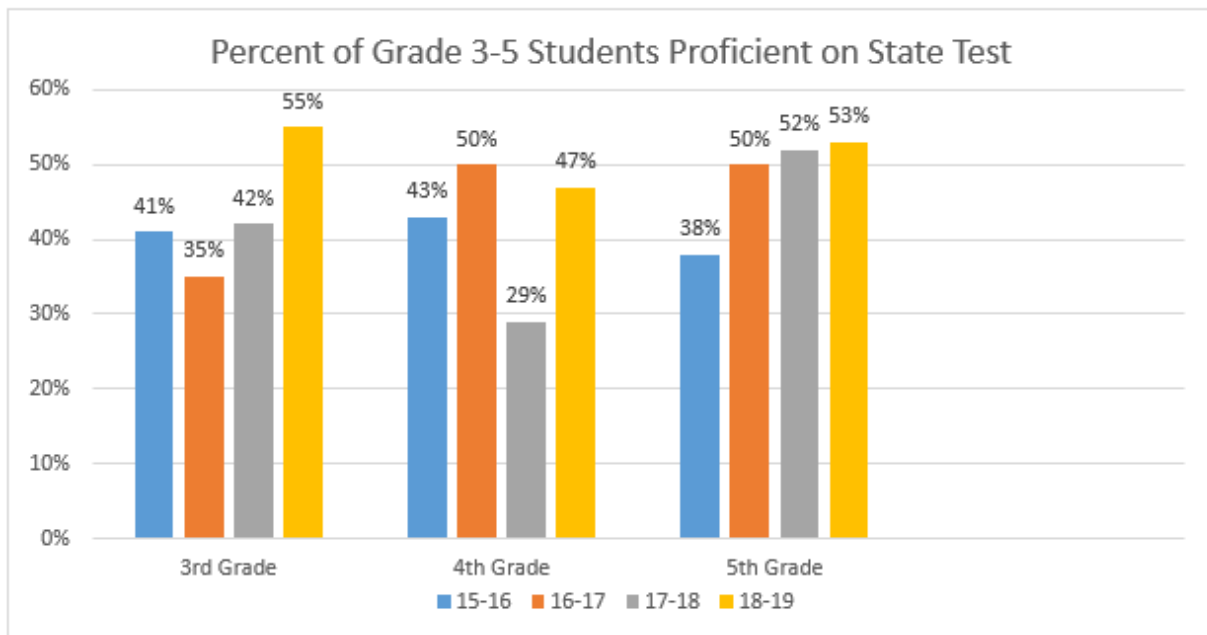
The number of third graders retained in the 2017-2018 school year and the 2018-2019 school year was the same. However, the percentage of third graders meeting the promotion requirements from one year to the next fell. This is due to the lower number of students in the class and the higher number of students who had been previously retained who did not meet promotion requirements.

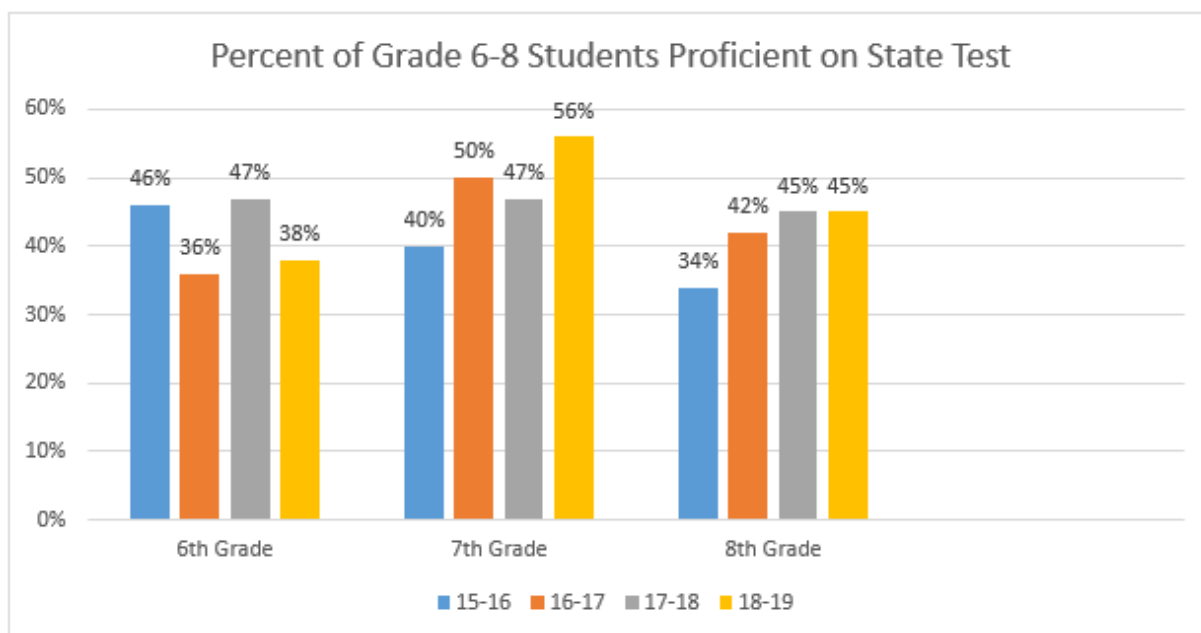


Three Year Trend - State Test Proficiency Results for Grades 3 – 8

In looking at the following years’ worth of data, grades five and eight have a steady increase of students attaining proficiency from year-to-year. However, grades three, four, six, and seven produce inconsistent results with their year-to-year results.

Four Year Trend - State Test Proficiency Results for Grades 3 - 8





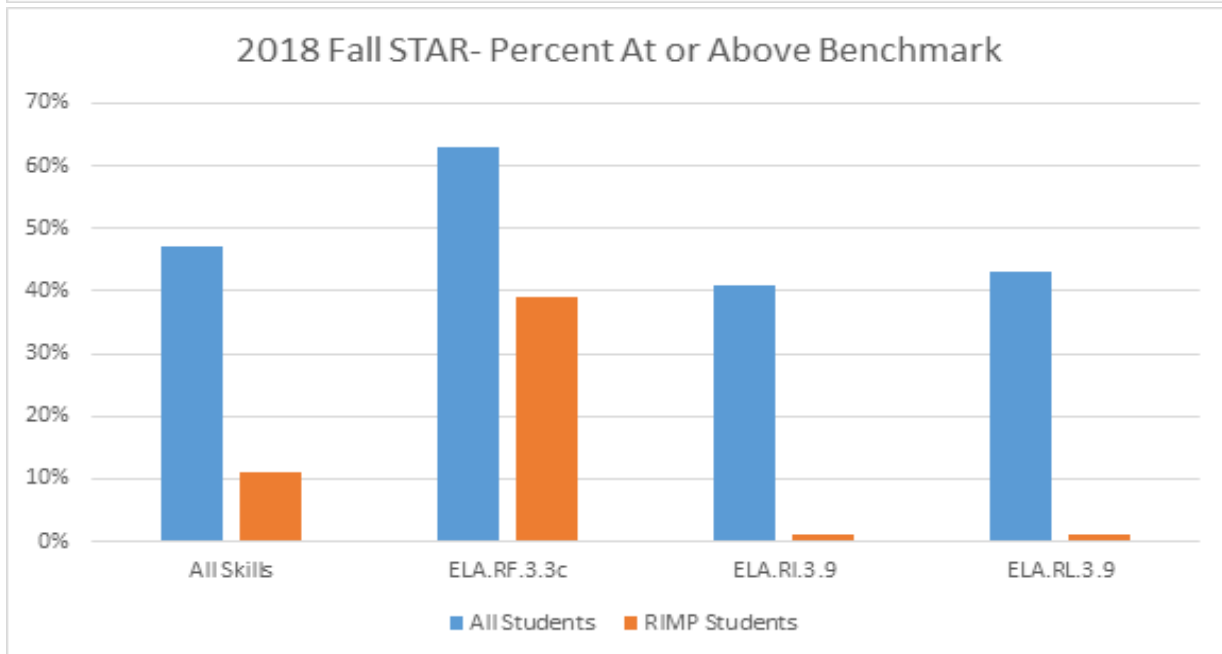
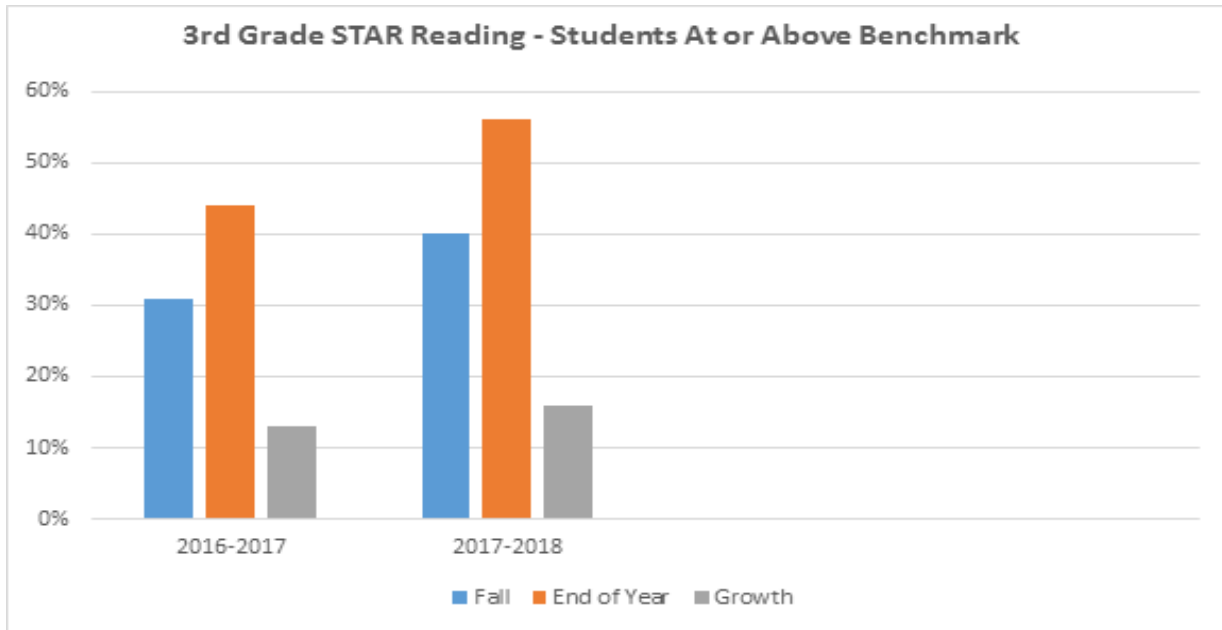
State Test	2015-2016	2016-2017	2017-2018	2018-2019
3rd	41%	35%	42%	55%
4th	43%	50%	29%	47%
5th	38%	50%	52%	56%
6th	46%	36%	47%	38%
7th	40%	50%	47%	56%
8th	34%	42%	45%	45%

3rd Grade Fall 2018 STAR Reading

The following graph shows a comparison of all third-grade students to students who were placed on Reading Improvement and Monitoring Plans (RIMPs). The results of the fall third grade STAR reading test indicate that 47 percent of all students and 11 percent of students on RIMPs scored at or above grade-level benchmark on all skills.

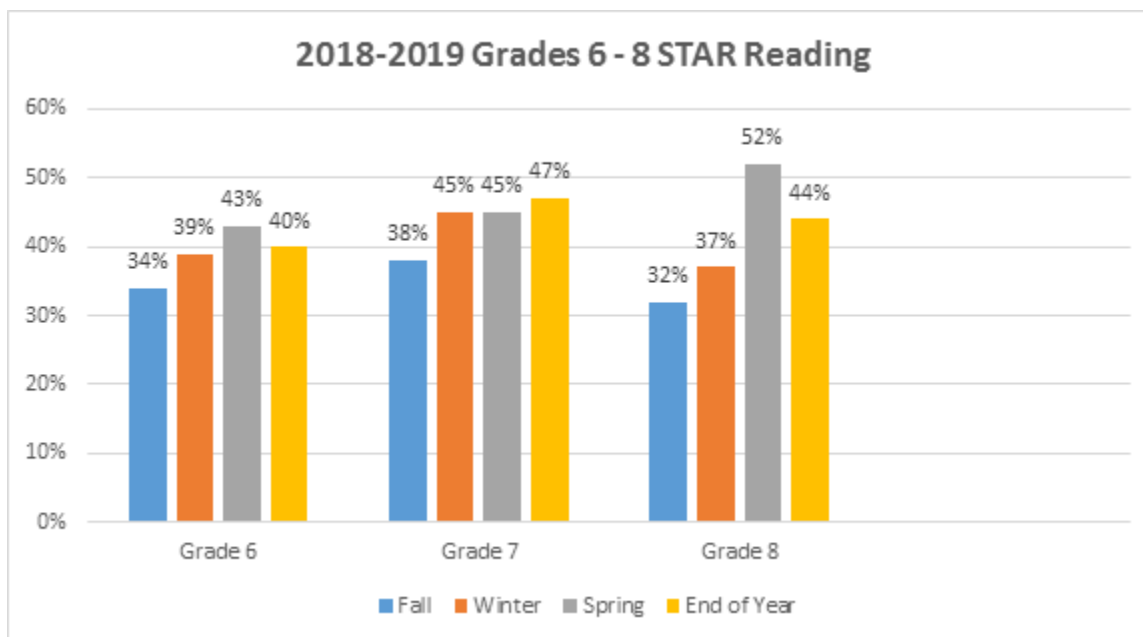
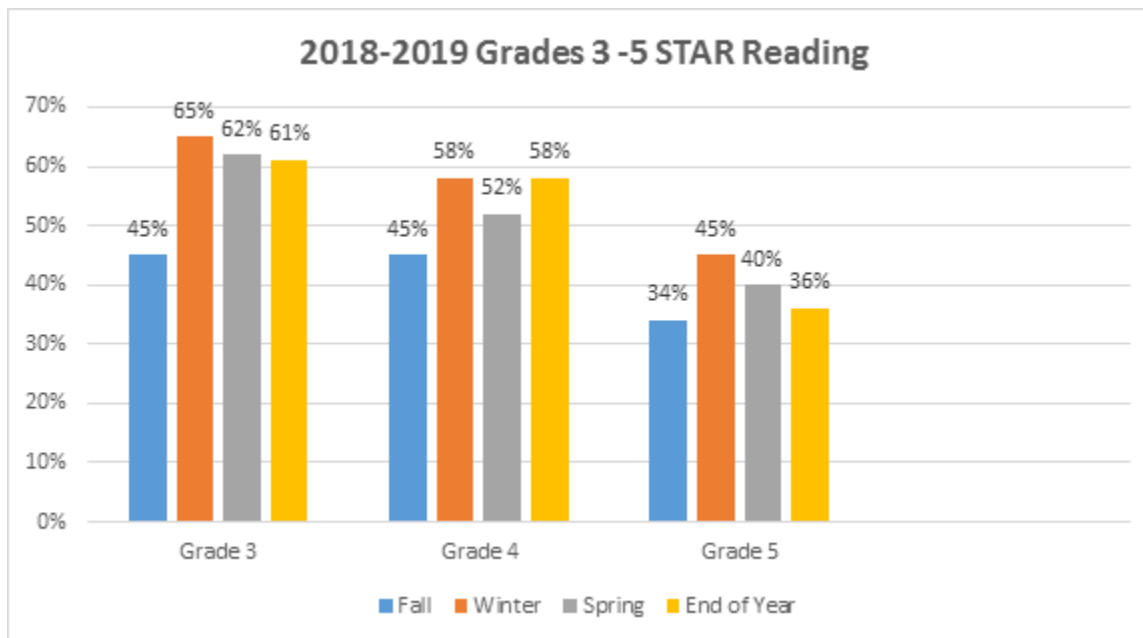
The students placed on Reading Improvement and Monitoring Plans reflect a weakness in phonological awareness. On the fall STAR assessment, 62 percent of all students and 39 percent of students on RIMPs met or exceeded the grade-level benchmark for standard ELA.RF.3.3c: decode multi-syllable words.

Additionally, in the fall of 2018 zero percent of students on RIMPs demonstrated grade-level proficiency for standards ELA.RI.3.9 and ELA.RL.3.9, the comparison and contrast of two selections from informational and literacy text respectively. With zero percent of students on RIMPs demonstrating proficiency on ELA RI 3.9 and ELA RL 3.9, our analysis led us to the underlying component of the language comprehension side of the Simple View of Reading.



2018-2019 Percent of Students At/Above Benchmark for STAR Reading

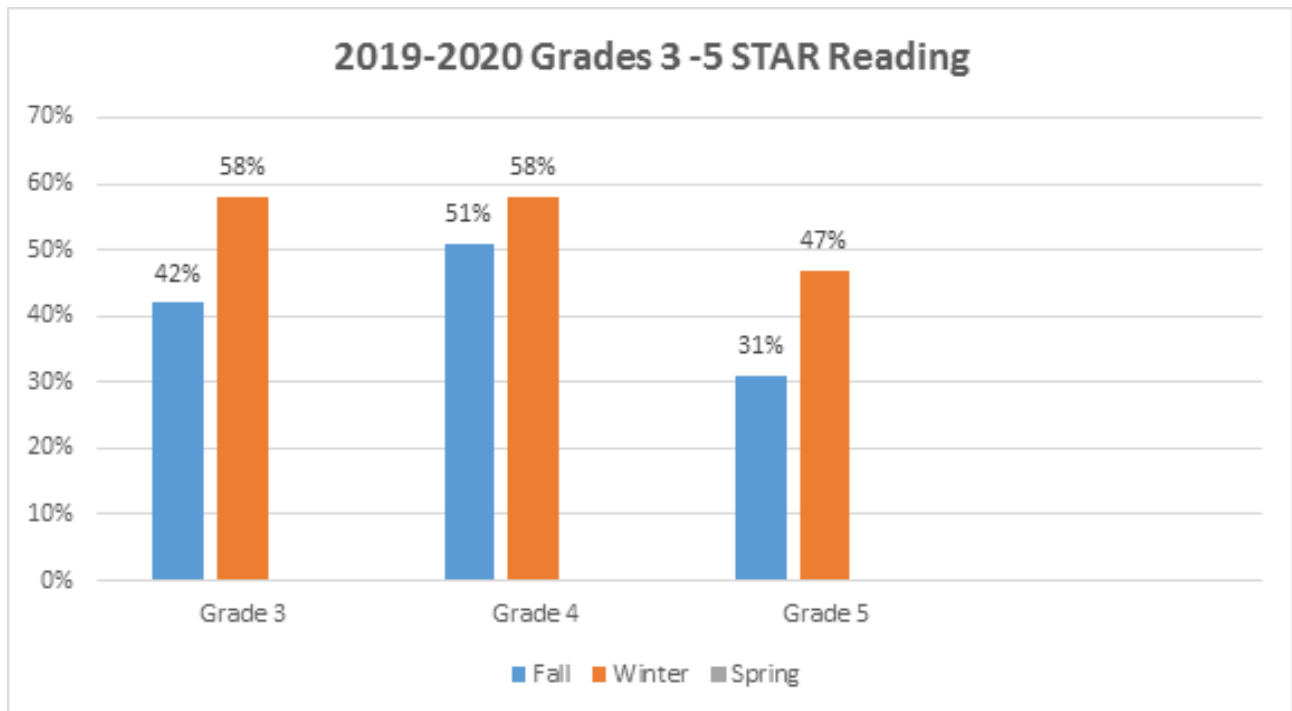
Students in all grades levels improved from their fall STAR scores to their spring results. Students in grades three and four showed the most improvement with 16 percent and 13 percent increases. If spring STAR results are indicative of state proficiency results, students in grades three, four, and eight are projected to make increases from their 2017-2018 state proficiency results.

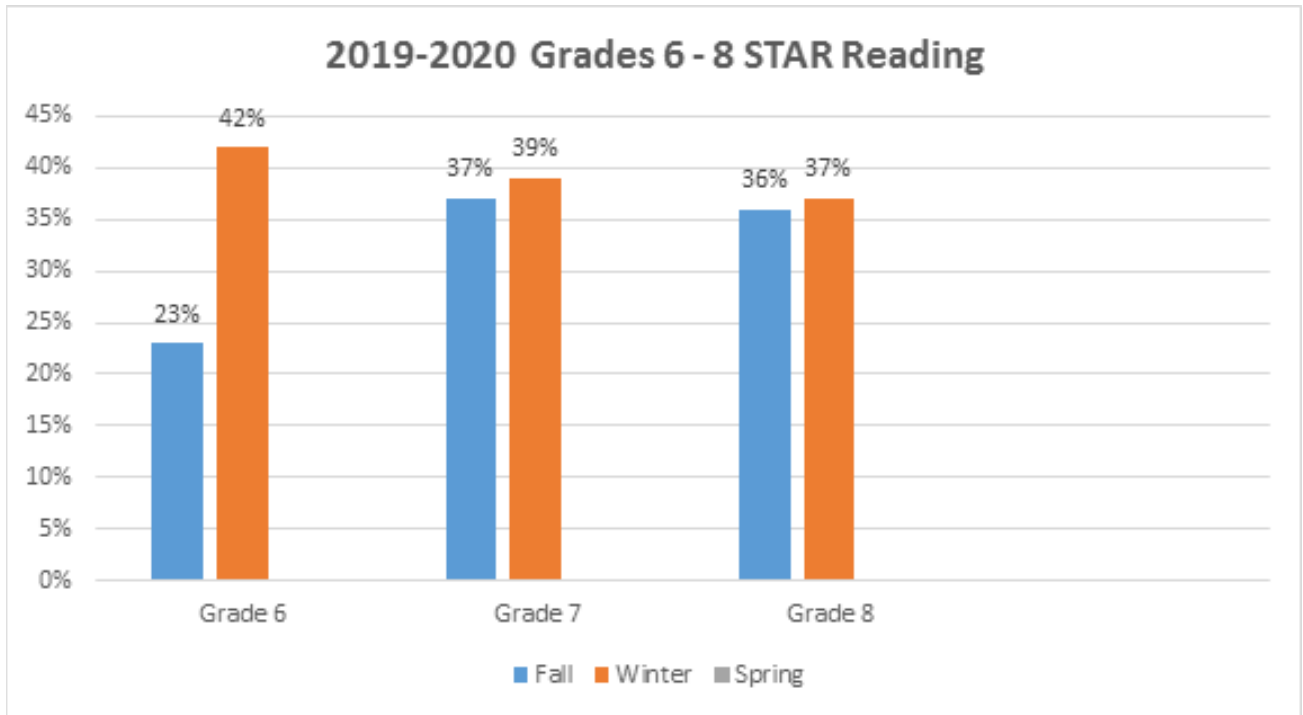


<i>2018-2019 STAR Reading</i>	Fall	Winter	Spring	End of Year	Fall to End Growth
3rd	45%	65%	62%	61%	16%
4th	45%	58%	52%	58%	13%
5th	34%	45%	40%	36%	2%
6th	34%	39%	43%	40%	6%
7th	38%	45%	45%	47%	9%
8th	32%	37%	52%	44%	12%

2019-2020 Percent of Students At/Above Benchmark for STAR Reading

Below are the results from the fall and winter STAR test administrations for grades three through eight. Historically, every year there is a larger gap at the beginning of the year due to the loss of reading development over summer vacation.

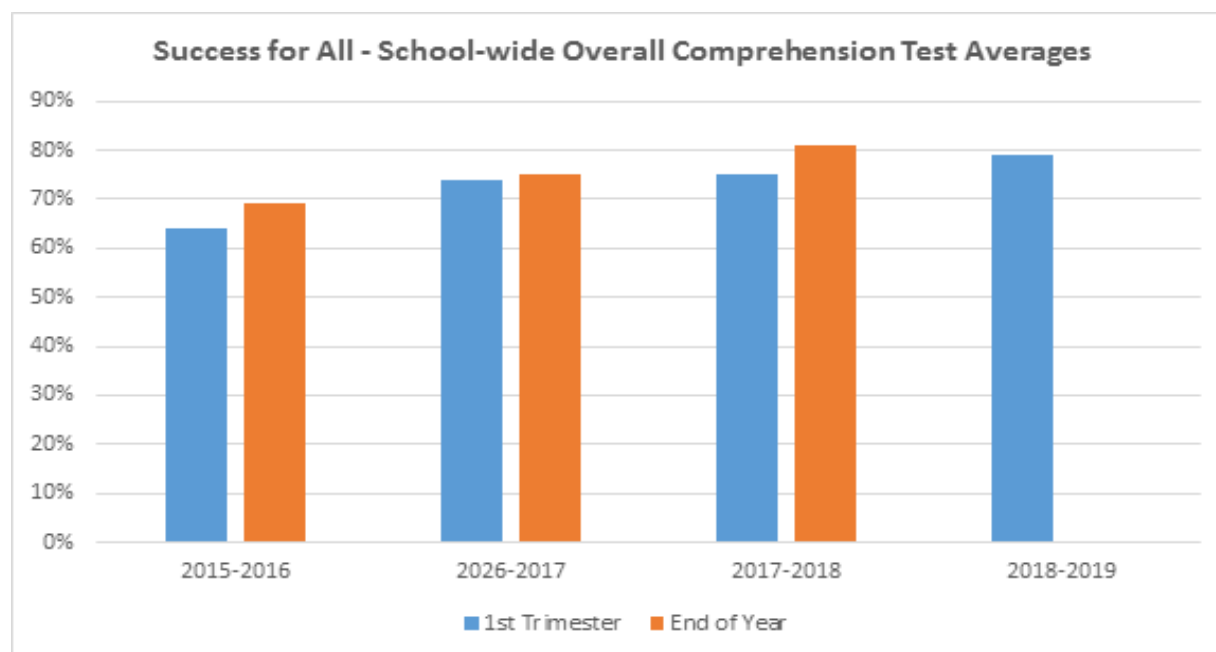




<i>2019-2020 STAR Reading</i>	Fall	Winter	Spring	Fall to Spring Growth
3rd	42%	58%		
4th	51%	58%		
5th	31%	47%		
6th	23%	42%		
7th	37%	39%		
8th	36%	37%		

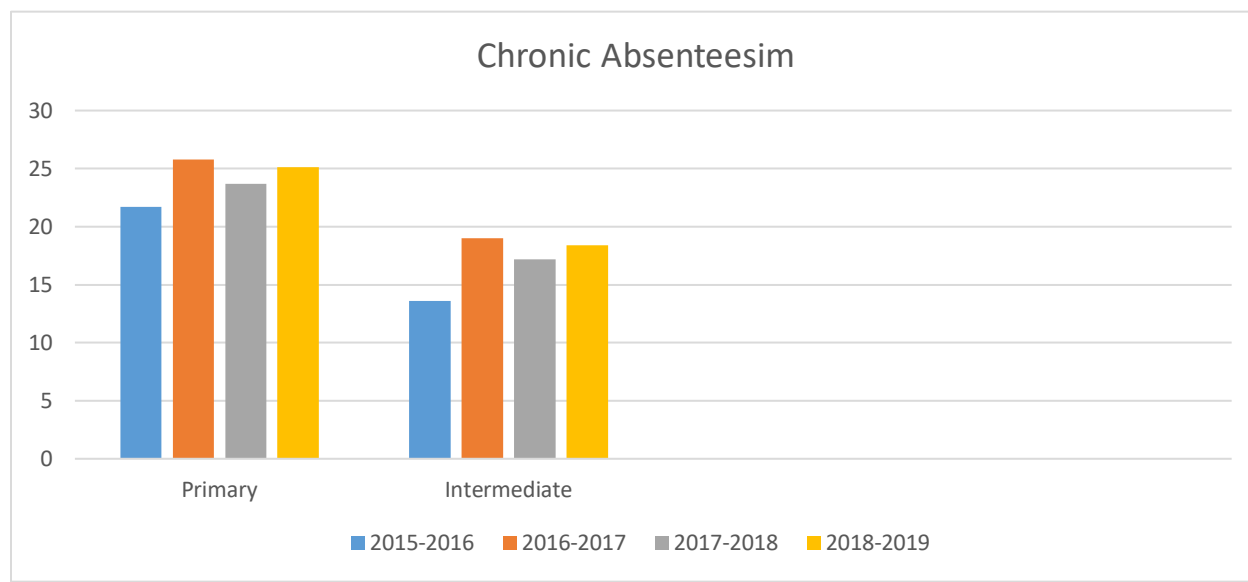
Success for All Data

Meigs Intermediate School is in the fifth year of implementing the Success for All Program for reading. Comprehension has been a focus area for the school and the following data shows the overall improvement. The most significant gain for the school-wide overall comprehension test averages has been from the 2015-2016 first grading period to the last 2017-2018 grading period. The growth in that given time period was 17 percentage points. In addition, a noticeable gain of 15 percentage points took place from the 2015-2016 first grading period to the 2018-2019 first grading period.



Chronic Absenteeism

Chronic Absenteeism for the 2018-2019 school year was 25.1 percent (Primary) and 18.4 percent (Intermediate), this was an increase from the previous year of 23.7 percent (Primary) and 17.2 percent (Intermediate). Meigs Primary and Meigs Intermediate implement attendance plans as required by House Bill 410. Reading achievement is adversely affected if students are not in school. State report card data shows that chronic absenteeism is a concern for both the primary and intermediate schools. The primary school chronic absenteeism is significantly higher than the intermediate school. Research indicates attendance is a key indicator of future academic success. According to a 2010 study by Douglas P. Ready, students in kindergarten and first grade missing critical literacy instruction has more negative consequences for children from low-income families than their more affluent peers. This is especially alarming for Meigs Local School District since our economic disadvantage student rate is 84.1 percent. Another study by California for Attendance Works connected early attendance with third-grade reading proficiency. The study found that only 17 percent of students who were chronically absent in both kindergarten and first grade scored proficient in third grade.



Summer Reading Data

During the 2014-2015 school year the Meigs Primary School Literary Team made the decision to implement a summer reading program. We based our decision on reviewing spring and fall BAS data that showed an average of only 33 percent of our students were retaining their independent reading level over the summer months. We determined our program would be based on reading research and proposed a goal of having students self-select 12 books at their independent reading level to take home over the summer. Summer reading level retention for 2018 shows that 85 percent of first graders and 83 percent of second graders retained or even improved their independent reading level. The results from 2017 were similar. Based on this data the primary school made the decision to forgo testing at the beginning of the 2019-2020 school year and instead begin Guided Reading based on the spring scores.

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

Ohio is a state where gaps in equity are evident from birth. A lack of prenatal care, maternal smoking and pre-term births result in an infant mortality rate in Ohio that is one of the highest in the nation, at 7.4 percent for all births.

Poverty is linked with initial literacy exposure. The home literacy environment and number of books owned is correlated with socio-economic status of the parent(s) (Aikens & Barbarin, 2008). In a nationwide study of American kindergarten children, 36 percent of parents with the lowest incomes reported reading to their children daily compared with 62 percent of parents with the highest incomes (Coley, 2002). Without early intervention, the disparities evident in these early years will widen and affect every aspect of a child's trajectory in language and literacy competency and academic and economic success.

Meigs County has a poverty rate of 31.4 percent (Ohio's Appalachian Children at a Crossroads: A Roadmap for Action) with a median household income of \$39,640 (United States 2016 Census Report). Meigs Local Schools have 84.1 percent of children considered to be economically disadvantaged (Meigs Local Schools Free and Reduced Lunch Program). Meigs County's population levels of education shows 16 percent of residents do not have a high school diploma, 43 percent have a high school diploma, 27 percent have some college, 8 percent have a bachelor's degree, and 5 percent have a postgraduate degree.

Meigs County has been identified by the CDC as one of the top 5 percent counties in the United States at risk of outbreaks of HIV and/or hepatitis C due to the opioid epidemic. Meigs County is nationally ranked 123 of 220 counties across the country in this opioid crisis. (amFAR Opioid & Health Indicators Database). Also, a study completed by the Voinovich School of Leadership and Public Affairs in 2015 found 38.6 percent of substance abuse treatment in Meigs County was for opiate abuse compared to 30.4 percent throughout Ohio.

Root Cause Analysis

Our root cause analysis identifies the following causes for our low literacy achievement:

Chronic Absenteeism for the 2017-2018 school year was 23.7 percent, this was an improvement from the previous year of 25.8 percent. During the 2017-2018 school year, we had 48 students on an attendance plan as implemented with House Bill 410. Reading achievement is adversely affected if students are not in school. State report card data shows chronic absenteeism is a concern for both the primary and intermediate schools. The primary school's chronic absenteeism rate is significantly higher than the intermediate school. Research indicates attendance is a key indicator of future academic success. According to a 2010 study by Douglas P. Ready, students in kindergarten and first grade missing critical literacy instruction has a more negative consequence for children from low-income families than their more affluent peers. This is especially alarming for Meigs Local School District since our economic disadvantage student rate is 84.1 percent. Another study by California for Attendance Works connected early attendance with third-grade reading proficiency. The study found that only 17 percent of students who were chronically absent in both kindergarten and first grade scored proficient in third grade. Data indicates the need for a chronic absenteeism goal.

Lack of early childhood programming and access to preschools in our area also affects our literacy achievement. Our 2018-2019 kindergarten class enrollment of 142 students reflects 57 percent enrolled in a preschool program while 43 percent never enrolled in a preschool program. This is parent reported data from our enrollment forms. Due to our chronic absenteeism in our area, this pattern may have existed in the preschool years as well.

Data indicates kindergarten students are coming to school less prepared every year. Research shows students who start behind usually stay behind. Although many of our students make a year's growth in literacy (Benchmark Data), it is very difficult for them to "catch-up" and further compounded by the rate of absenteeism in our school.

In an attempt to implement a research/evidenced based program, Meigs Intermediate School adopted the Success for All reading program in the 2015-2016 school year and continues to

date. A point coach and school facilitator continuously collect data and monitor for fidelity of the program. The lack of curriculum commonality across grade levels provides a hindrance to the educational flow of reading expectations and standards. When students enter third grade they are introduced to cooperative learning and experience a new role in their contributions to reading class.

The supports used, to establish a smooth transition from the Primary building curriculum to the Intermediate building curriculum, include two specific strategies. Second grade teachers have incorporated the restating strategy as used from a rubric in the SFA curriculum. Within the first month of school, third graders participate in the behavioral component of SFA, Getting Along Together (GAT). GAT instructs students how to work collaboratively.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

VISION STATEMENT: MEIGS LOCAL'S VISION IS FOR EACH AND EVERY LEARNER TO ACQUIRE THE KNOWLEDGE AND SKILLS TO BECOME PROFICIENT READERS. BY USING EVIDENCE BASED PRACTICES AND ALIGNING EFFORTS AMONG STAKEHOLDERS, MEIGS LOCAL SCHOOLS WILL UTILIZE OHIO'S IMPROVEMENT PROCESS TO PROMOTE LITERACY ACHIEVEMENT AS THE TOLL FOR SCHOOL IMPROVEMENT. MEIGS LOCAL SCHOOL DISTRICT BELIEVES IMPROVING LITERACY ACHIEVEMENT WILL ALLOW OUR DISTRICT TO MEET THE NEEDS OF ALL STUDENTS AND HELP THEM BECOME PRODUCTIVE MEMBERS OF SOCIETY.

Meigs Local's vision, in concurrence with Ohio's literacy vision, is grounded in scientific research and evidence-based language and literacy practices. Every learner attending Meigs Local is included in our literacy vision. We will support student progress and literacy achievement across all grade levels. To reach this vision, Meigs Local is committed to:

1. Using the Simple View of Reading (Gough & Tunmer, 1986) to drive all literacy instruction, development, and organization of resources necessary to support the district's improvement plan;
2. Providing all students with support in language and literacy development continuum (emergent literacy, early literacy, conventional literacy, and adolescent literacy);
3. Providing evidence-based interventions for struggling readers in conjunction with the literacy development continuum;
4. Co-planning with general and special education teachers to co-serve all students; and
5. Utilizing Ohio's infrastructure supports to build implementation capacity at the district and building levels.

Component	K	1st	2nd	3rd	4th	5th
Phonemic Awareness	Blend & Segment	Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation				
Phonics	Sounds/ Basic Phonics	Advanced Phonics & Multisyllabic			Multisyllabic & Word Study	
Fluency	Sounds and Words	Words & Connected Text			Connected Text	
Vocabulary	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	
Comprehension	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	

This table provides a picture of how literacy instruction is emphasized across the grade levels (K-5). The biggest emphasis of instruction by grade level is highlighted (in yellow). The chart is a visual which also helps to point out the changing emphasis in the Simple View of Reading and student support across the language and literacy development continuum.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

1. By the end of 2021 school year, Meigs Primary and Intermediate Schools will decrease the chronic absenteeism rate by 1.1 percent each year or 3 percent over two years until meeting the state indicator of 5 percent (or lower) chronic absenteeism, as evidenced by the state report card.
2. By spring of 2021, the percentage of students meeting or exceeding third grade proficiency standards will increase from 42 percent to 61 percent, as measured by Ohio State Tests.
 - 2a. By spring of 2021, the percentage of first grade students meeting or exceeding targets for phonemic awareness will increase from 42 percent in medial phoneme, initial/final phoneme, phoneme isolation/manipulation and phoneme segmentation in the highest quartile to 70 percent as measured by the Star Early Literacy Assessment.
 - 2b. By the spring of each school year through 2021, the percentage of third graders who are at or above benchmark will be higher than 60 percent as measured by STAR.
 - 2c. By spring of 2021, the percentage of third grade students meeting or exceeding targets for ELA.RI.3.9 and ELA. RL.3.9 skills will increase from 41 percent to 75 percent, as measured by STAR Reading Assessment.

SECTION 6: ACTION PLAN MAPS

Goal 1 Action Plan Map

Goal Statement: By the end of 2021 school year, Meigs Primary and Intermediate schools will decrease the chronic absenteeism rate by 1.1 percent each year or 3 percent over two years until meeting the state indicator of 5 percent (or lower) chronic absenteeism, as evidenced by the state report card.

Evidence-Based Practice: Schoolwide system of Positive Behavior Intervention and Supports (PBIS) Ohio Clearing House Evidence Based Strategies SWPBIS Tier 1

	Action Step 1	Action Step 2
Components	PBIS Training for all staff	Implementation of PBIS
Timeline	Summer 2019	Fall 2018-Spring 2021
Lead Person(s)	PBIS Team Members	PBIS Team Members
Resources Needed	Trainers, Funding, PBIS Curriculum, Time	Fundraisers for incentives. Research and implement evidence-based practices for chronic absenteeism.
Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	PBIS materials to guide all school staff through the process of examining and modifying the school's practices in all school settings.	Incentives for students on RIMPS and parents.
Measure of Success	PBIS Tiered Fidelity Inventory	Chronic Absenteeism Rate
Check-In/Review Date	Spring 2020	Spring 2021

Goal 2 Action Plan Map

Goal Statement: By spring of 2021, the percentage of students meeting or exceeding third grade proficiency standards will increase from 42 percent to 61 percent, as measured by Ohio State Tests.

Evidence-Based Practice: Teach students how to use reading comprehension strategies. IES Practice Guide: Improving Reading Comprehension in Kindergarten Through 3rd Grade (Recommendation 1)

	Action Step 1	Action Step 2
Components	Professional Development on Recommendation 1 in the Improving Reading Comprehension in Kindergarten Through 3rd Grade Practice Guide.	Implementation of instructional practices that teach students to: <ul style="list-style-type: none"> • activate prior knowledge • make predictions • recognize the importance of academic language.
Timeline	Fall 2019 (revised) Spring 2020	Fall 2018-Spring 2021
Lead Person(s)	Building Principals	Instructional Staff
Resources Needed	Literacy Consultant(s) Curriculum Funding Time	Curriculum resources
Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Instructional staff will participate in professional development focusing on Recommendation 1 to increase knowledge of how to explicitly teach comprehension strategies in grades K-3.	Teachers will guide/model students to activate prior knowledge and predict through the Guided Reading and SFA instructional frameworks. Additional intervention will be provided for students on RIMPS.

Measure of Success	Evaluation Survey Data	TBT leaderships will report adult implementation to BLT through a self-reflection tool. Ohio State Tests
Check-In/Review Date	Spring 2020	Spring 2020

Goal 2a Action Plan Map

Sub-Goal Statement: By spring of 2021, the percentage of first grade students meeting or exceeding targets for phonemic awareness will increase from 42 percent in medial phoneme, initial/final phoneme, phoneme isolation/manipulation and phoneme segmentation in the highest quartile to 70 percent as measured by the Star Early Literacy Assessment.

Evidence-Based Practice: Develop awareness of segments of sounds in speech and how they link to letters. IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (Recommendation 2)

	Action Step 1	Action Step 2
Components	Phonemic Awareness Professional development	Implement phonemic awareness curriculum with fidelity
Timeline	Fall 2018 Initial Training Ongoing for new staff and to refresh yearly or as needed through 2021.	Fall 2018 through Spring 2021
Lead Person(s)	Guided Reading Mentor and SFA Facilitator	Instructional Staff
Resources Needed	Heggerty Curriculum, Funding, Time	Assessment training
Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Staff will receive training in Heggerty Curriculum for Tier 1 core instruction in kindergarten and first grade.	Heggerty Curriculum will be implemented in Tier 1 in kindergarten and first grade.

	Action Step 1	Action Step 2
Measure of Success	Evaluation Survey Data	TBT leaderships will report adult implementation to BLT through a self-reflection tool. STAR Early Literacy
Check-In/Review Date	Spring 2019	Spring 2021

Goal 2b Action Plan Map

Goal Statement: 2b. By the spring of each school year through 2021, the percentage of third graders who are at or above benchmark will be higher than 60 percent as measured by STAR.

Evidence-Based Practice: Develop awareness of segments of sounds in speech and how they link to letters. IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (Recommendation 2)

	Action Step 1	Action Step 2
Components	Word recognition, including phonemic awareness, phonics, and sight words	Implement explicit systematic phonics curriculum with fidelity
Timeline	Fall 2018 initial phonemic awareness training, fall 2019 additional training Spring 2020 phonics training Ongoing for new staff and to refresh yearly or as needed	Fall 2018-Spring 2021
Lead Person(s)	Principal	Instructional Staff
Resources Needed	Phonemic Awareness Curriculum, Explicit Systematic Phonics Curriculum Funding, Time	Assessment training

	Action Step 1	Action Step 2
Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Third Grade Staff Professional Development in Tier 2 and Tier 3, with embedded coaching/modeling curriculum with students	Tier 2 and Tier 3 Heggerty curriculum will be implemented in second grade and third grade. Tier 2 and Tier 3 phonics curriculum will be implemented in third grade.
Measure of Success	Professional Development Evaluation Survey Data	TBT leaderships will report adult implementation to BLT through a self-reflection tool. STAR
Check-In / Review Date	Spring 2019	Spring 2021

Goal 2c Action Plan Map

Goal Statement: By spring of 2021, the percentage of third grade students meeting or exceeding targets for ELA.RI.3.9 and ELA. RL.3.9 skills will increase from 41 percent to 75 percent, as measured by STAR Reading Assessment.

Evidence-Based Practice: Teach students to identify and use the text’s organizational structure to comprehend, learn and remember content. IES Practice Guide: Improving Reading Comprehension in Kindergarten Through 3rd Grade (Recommendation 2)

	Action Step 1	Action Step 2	Action Step 3
Components	Revise current curriculum guide to include a deeper focus on ELA.RI.3.9, ELA.RL.3.9; and require implementation and increased focus on the new curriculum map.	Provide instruction on how to identify and connect the parts of narrative texts.	Provide instruction on common structures of informational texts.
Timeline	Summer 2019 through Spring 2021	Summer 2019 through Spring 2021	Summer 2019 through Spring 2021
Lead Person(s)	Curriculum Coordinator TBT leaders Instructional Staff	Instructional Staff	Instructional Staff

	Action Step 1	Action Step 2	Action Step 3
Resources Needed	<p>State Standards, Curricular Resources, Funding, Time</p> <p>TBT focused agendas, new curriculum map, action planning template, meeting time</p> <p>Curriculum materials, new map, lesson plans, teacher self-reflections</p>	<p>Instructional plans</p> <p>grade level curriculum materials</p> <p>pacing guides</p>	<p>Instructional plans</p> <p>grade level curriculum materials</p> <p>pacing guides</p>
Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	<p>Summer professional development with the support of the curriculum director, the ESC and SST16 staff. Curriculum director will follow up with BLT's and TBT's to ensure inclusion of new curriculum maps in the 5-step process.</p> <p>TBT's will complete the 5-step process via the Ohio Improvement Process Reboot by utilizing the new strategies identified in the new curriculum map.</p> <p>TBT members will self-report implementation status during TBT meetings. Members will complete the 5-step process with this as a focus.</p> <p>For students on RIMPs, instructional staff will provide extra intervention targeting the ELA.RI.3.9 and ELA.RL.3.9 standards.</p>	<p>Teacher Based Teams will complete 5-step process.</p>	<p>Teacher Based Teams will complete 5-step process.</p>
Measure of Success	<p>Revised map completed</p> <p>5-step form and reflection</p> <p>STAR</p>	<p>Teacher reflection</p> <p>STAR</p> <p>Ohio State Tests</p>	<p>Teacher reflection</p> <p>STAR</p> <p>Ohio State Tests</p>

	Action Step 1	Action Step 2	Action Step 3
	Ohio State Tests (Update) R-TFI Spring 2020	5-step reflection form	5-step reflection form
Check-In/Review Date	Fall 2019 Spring 2020 Spring 2021	Each trimester of school year 2020 through 2021.	Each trimester of school year 2020 through 2021.

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

Goal 1: By the end of 2021 school year, Meigs Primary and Intermediate Schools will decrease the chronic absenteeism rate by 1.1 percent each year or 3 percent over two years until meeting the state indicator of 5 percent (or lower) chronic absenteeism, as evidenced by the state report card.

Evidence for Goal 1

PBIS Tiered Fidelity Inventory- SST 16 PBIS Consultant will collect this data during Fall 2018 for a baseline, and in Fall 2019 to show growth.

Report Card data will be collected to show growth on the Chronic Absenteeism indicator. Building principals will collect this data each year.

If progress is not being made, the Primary building will create an attendance committee to address the attendance concerns. The existing Intermediate Attendance Committee will plan more intense interventions including improved parental involvement.

Goal 2: By spring of 2021, the percentage of students meeting or exceeding third grade proficiency standards will increase from 42 percent to 61 percent, as measured by Ohio State Tests.

Evidence for Goal 2

Following the professional development on reading comprehension strategies in Fall 2019 (revised 2020), the SST 16 Literacy Consultants will collect evaluation survey data. Teacher-Based Teams will report self-reflection data to the Building Leadership Team. These self-reflections will ask teachers to report their level of knowledge of reading comprehension, implementation of the strategies, and student achievement as a result of the use of the strategies. The ongoing collection of the TBT data will occur between Fall 2019 and Spring 2020.

The Ohio State Tests data will also be used to progress monitor this goal. Building principals will collect this evidence when released.

If the data indicates that progress is not being made, more professional development will be offered to teachers on reading comprehension.

Goal 2a: By spring of 2021, the percentage of first grade students meeting or exceeding targets for phonemic awareness will increase from 42 percent in medial phoneme, initial/final phoneme, phoneme isolation/manipulation and phoneme segmentation in the highest quartile to 70 percent as measured by the Star Early Literacy Assessment.

Evidence for Goal 2a

Phonemic Awareness professional development was offered Fall 2018. SST 16 Literacy Consultants collected evaluation survey data that showed an increase in teacher knowledge of phonemic awareness. Teacher-Based Teams will report self-reflection data to the Building Leadership Team. These self-reflections will ask teachers to report their level of knowledge of phonemic awareness, implementation of the strategies, and evaluation of student achievement as a result of the use of the strategies. An ongoing collection of the TBT data will occur between Fall 2018 and Spring 2020.

STAR Early Literacy data will be collected by the building principals quarterly.

If progress is not occurring, more professional development on the phonemic awareness and phonics curriculum will be offered to instructional staff.

Goal 2b: 2b. By the spring of each school year through 2021, the percentage of third graders who are at or above benchmark will be higher than 60 percent as measured by STAR.

Evidence for Goal 2b

Initial Phonemic Awareness professional development was offered Fall 2018, with additional staff training Fall 2019. SST 16 Literacy Consultants collected evaluation survey data that showed an increase in teacher knowledge of phonemic awareness. Phonics professional development will be offered in Spring 2020. Teacher-Based Teams will report self-reflection data to the Building Leadership Team. These self-reflections will ask teachers to report their level of knowledge of phonemic awareness and phonics, their implementation of the strategies, and student achievement as a result of the use of the strategies. The ongoing collection of the TBT data will occur between Fall 2018 and Spring 2020.

STAR data will be collected by the building principals quarterly.

If progress is not occurring, more professional development on the phonemic awareness and phonics curriculum will be offered to instructional staff.

Goal 2c: By spring of 2021, the percentage of third grade students meeting or exceeding targets for ELA.RI.3.9 and ELA. RL.3.9 skills will increase from 41 percent to 75 percent, as measured by STAR Reading Assessment.

Evidence for Goal 2c

Teacher-Based Teams will report self-reflection data on the use of the revised Curriculum Map to the Building Leadership Team. These self-reflections will ask teachers to report their level of knowledge of the curriculum map, implementation of the strategies in the new map, and student achievement as a result of the use of the strategies. The ongoing collection of the TBT data will occur between Fall 2018 and Spring 2020.

STAR data will be collected by the building principals quarterly.

Building principals will collect Ohio State Test data when it is released.

If progress is not occurring, a yearly review of the curriculum map and materials will occur.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR STUDENTS AND PROFESSIONALS

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

Goal 1 Evidence-Based Practice: Schoolwide system of Positive Behavior Intervention and Supports (PBIS) Ohio Clearing House Evidence Based Strategies (SWPBIS) ESSA Tier 1

PBIS has been proven to have significant positive effects on lessening school suspensions, improving perceptions of school safety and improving the school climate and culture. An improvement in all areas will result in better attendance for all students, particularly students with disabilities and those who are on RIMPs.

We are including this evidence-based practice due to our high chronic absenteeism rate which negatively impacts academic success. Focusing on PBIS strategies will improve school attendance and literacy achievement. Students with disabilities and those on RIMPs oftentimes have a negative perception of school due to their lack of success. PBIS strategies focus on improving a positive perception of school.

Goal 2 Evidence-Based Practice: Teach students how to use reading comprehension strategies. IES Practice Guide: Improving Reading Comprehension in Kindergarten Through 3rd Grade (Recommendation 1) ESSA Tier 1

This recommendation provides teachers with a variety of comprehension strategies to help students understand and remember what they read. Research shows that comprehension skills increase when teachers help children make predictions, build their vocabulary and activate prior knowledge. Ultimately, this will help students become more independent readers. Explicit instruction and interventions will be provided for students with disabilities and who are on RIMPs, particularly in the areas of prior knowledge and vocabulary.

Goals 2a and 2b Evidence-Based Practice: Develop awareness of segments of sounds in speech and how they link to letters. IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (Recommendation 2) ESSA Tier 1

The last two years, explicit training in phonological awareness has not been a priority. While Foundations and SFA implicitly refer to phonological awareness training, our data has indicated that we need to explicitly provide our students with more phonological training. Heggerty curriculum will provide Tier 2 and Tier 3 interventions for our students with disabilities and those who are on RIMPs. Explicit systematic phonics intervention has been implemented with third graders who are on not on track.

Goal 2c Evidence-Based Practice: Teach students to identify and use the text's organizational structure to comprehend, learn and remember content. IES Practice Guide: Improving Reading Comprehension in Kindergarten Through 3rd Grade (Recommendation 2) ESSAS Tier 2

Our data indicates that comprehension strategies were an area of need for our students, particularly students with disabilities and who are on RIMPs. Research shows understanding text structure helps students comprehend what they have read and improve their ability to recall information.

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

The District is committed to implementing and supporting evidence-based strategies systemically in kindergarten through grade five. We will ensure effectiveness through monitoring the progress of adult implementation using the following measures:

- The PBIS Tiered Fidelity Inventory, R Tiered Fidelity Inventory, Evaluation Survey Data, and a TBT Self- Reflection Tool will be used to monitor the adult implementation of the identified evidence-based strategies. Within our TBT meetings, the data from these self-reflection tools will be analyzed to ensure effective progress and improve upon the two prior consecutive school years. Both the PBIS-TFI and the R-TFI will be completed annually. Baseline data has been collected for both.
- The following student data: chronic absenteeism rate, Ohio State Tests, STAR Early Literacy, and STAR Reading will demonstrate improvement and progress in student outcomes as compared to the two prior consecutive school years.
- Curriculum maps, pacing guides, and grade-level instructional plans are designed in collaboration with the instructional teams during TBT meetings. Summer professional development will ensure that identified targets are being adequately addressed with a more focused commitment than the two prior consecutive school years.

As part of our monitoring, literacy leaders will ensure that the following nonnegotiable items are followed:

- 90 minutes per day of uninterrupted ELA time
- The Big 5 Ideas of Reading
- Alignment with grade level curriculum map
- Differentiation embedded into daily routines in both small and whole group instruction
- 50 – 90 minutes of intervention or enrichment has been added at the Intermediate School for each student

As part of a professional learning community, each teacher is a valued member of our collaborative teacher-based teams (TBT). The function of the TBT is to improve instruction, promote teacher professional growth, and to establish procedures for the effective implementation of evidence-based strategies to address student learning needs. This occurs in deliberate conversations around teaching and learning and the analysis of data through the lens of the five-step improvement process. The work of our TBTs guide, support, and monitors the adult implementation of the identified evidence-based strategies.

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

Goal 1

Meigs Elementary Reading Achievement Plan							
IRN Number: 48520							
Professional Development							
Contact Name/Phone/Email: Michael Barnett/michael.barnett@meigslocal.org							
<p>Goal Statement 1: By the end of 2021 school year, Meigs Primary and Intermediate Schools will decrease the chronic absenteeism rate by 1.1 percent each year or 3 percent over two years until meeting the state indicator of 5 percent (or lower) chronic absenteeism, as evidenced by the state report card.</p> <p>Evidence-Based Practice: Schoolwide system of Positive Behavior Intervention and Supports (PBIS)</p>							
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
PBIS	Summer 2018/ Summer 2021	yes	yes	yes	yes	yes	yes
Resources Required		Outcomes/Evaluation					
Trainers, Funding, Time, PBIS Curriculum		Our Action Plan will evaluate our professional development outcomes by self-reflection using the PBIS Tiered Fidelity Inventory and analyzing our chronic absenteeism rate. An improvement in attendance will improve literacy achievement.					

Goal 2

Meigs Elementary Reading Achievement Plan							
IRN Number: 48520							
Professional Development							
Contact Name/Phone/Email: Michael Barnett/michael.barnett@meigslocal.org							
<p>Goal Statement 2: By spring of 2021, the percentage of students meeting or exceeding third grade proficiency standards will increase from 42 percent to 61 percent, as measured by Ohio State Tests.</p> <p>Evidence-Based Practice: Teach students how to use reading comprehension strategies. IES Practice Guide: Improving Reading Comprehension in Kindergarten Through 3rd Grade (Recommendation 1)</p>							
PD Description	Begin/ End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
Interactive Read Aloud	April 23	yes	yes	yes	yes	yes	yes
Evidence-based Strategies to Improve Reading Comprehension	Summer 2019 through Summer 2021	yes	yes	yes	yes	yes	yes
Resources Required	Outcomes/Evaluation						
Trainer, Funding, Time, Curriculum	Our Action Plan will evaluate our professional development outcomes by self-reflection using the evaluation survey data and analyzing the outcomes of our OIP five-step process and the results of the Ohio State Tests. An improvement in the use of evidence-based strategies for comprehension will improve literacy achievement.						

Goal 2a

Meigs Elementary Reading Achievement Plan							
IRN Number: 48520							
Professional Development							
Contact Name/Phone/Email: Michael Barnett/michael.barnett@meigslocal.org							
<p>Sub-Goal Statement 2a: By spring of 2021, the percentage of first grade students meeting or exceeding targets for phonemic awareness will increase from 42 percent in medial phoneme, initial/final phoneme, phoneme isolation/manipulation and phoneme segmentation in the highest quartile to 70 percent as measured by the Star Early Literacy Assessment.</p> <p>Evidence-Based Practice: Develop awareness of segments of sounds in speech and how they link to letters. IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (Recommendation 2)</p>							
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
Phonemic Awareness Professional Development	Fall 2018/ Spring 2021	yes	yes	yes	yes	yes	yes
Resources Required		Outcomes/Evaluation					
Trainer, Funding, Time, Heggerty Curriculum		Our Action Plan will evaluate our professional development outcomes by self-reflection using the evaluation survey data, a TBT/BLT self-reflection tool and the results of the STAR Early Literacy. An improvement in the use of evidence-based strategies for phonemic awareness will improve literacy achievement.					

Goal 2b

Meigs Elementary Reading Achievement Plan							
IRN Number: 48520							
Professional Development							
Contact Name/Phone/Email: Michael Barnett/michael.barnett@meigslocal.org							
<p>Goal Statement 2b: By the spring of each school year through 2021, the percentage of third graders who are at or above benchmark will be higher than 60 percent as measured by STAR.</p> <p>Evidence-Based Practice: Develop awareness of segments of sounds in speech and how they link to letters. IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (Recommendation 2)</p>							
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
Phonemic Awareness Professional Development	Fall 2018/ Spring 2021	yes	yes	yes	yes	yes	yes
Resources Required	Outcomes/Evaluation						
Trainer, Funding, Time, Heggerty Curriculum, Explicit Systematic Phonics Curriculum	Our Action Plan will evaluate our professional development outcomes by self-reflection using the evaluation survey data, a TBT/BLT self-reflection tool and the results of the STAR Reading Assessment. An improvement in the use of evidence-based strategies for phonemic awareness and phonics will improve literacy achievement.						

Goal 2c

Meigs Elementary Reading Achievement Plan							
IRN Number: 48520							
Professional Development							
Contact Name/Phone/Email: Michael Barnett/michael.barnett@meigslocal.org							
<p>Goal Statement 2c: By spring of 2021, the percentage of third grade students meeting or exceeding targets for ELA.RI.3.9 and ELA. RL.3.9 skills will increase from 41 percent to 75 percent, as measured by STAR Reading Assessment.</p> <p>Evidence-Based Practice: Teach students to identify and use the text’s organizational structure to comprehend, learn and remember content. IES Practice Guide: Improving Reading Comprehension in Kindergarten Through 3rd Grade (Recommendation 2)</p>							
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
Curriculum Mapping	Summer 2019/ Summer 2021	yes	yes	yes	yes	yes	yes
Resources Required		Outcomes/Evaluation					
State standards, Curricular resources, Funding, Time		Our Action Plan will evaluate our professional development outcomes by self-reflection of our revised curriculum map by using the OIP five-step form as a reflection tool, the results of the STAR Reading Assessment and the Ohio State Tests. An improvement in the use of evidence-based strategies within the curriculum map will improve literacy achievement.					

APPENDICES

Implementation and Monitoring Timeline

Spring 2019	Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021
Goal 1- Action step 2 Implementation of PBIS						
	Goal 1-Action step 1 Additional PBIS Training	Goal 2-Action step 1 PD on Recommendation 1	Goal 1-Monitoring PBIS Tiered Fidelity Inventory			Goal 1-Monitoring Chronic Absenteeism Rate
Goal 2-Action step 2 Implementation of strategies to activate prior knowledge, make predictions, and recognize importance of academic language						
Goal 2a-Action step 2 Implementation of Phonemic awareness curriculum with fidelity(Heggerty)						
Goal 2a-Action step 1 Monitoring Evaluation Survey data for Heggerty PD	Goal 2c-Action step 1 Revise Language Arts Curriculum guide with deeper focus on ELA. RI.3.9 & ELA.RL.3.9	Goal 2c-Action step 1 Implement new language curriculum map.				
			Goal 2-Action step 1 Evaluation Survey data for Recommendation 1 PD			Goal 2a & 2b-Action step 2 TBT self-reflection tool for implementation of phonemic awareness with fidelity
			Goal 2-Action step 2 Monitoring TBT self-reflection tool for activating prior knowledge, make predictions, and recognize importance of academic language			
Goal 2c-Action step 2 Provide instruction on how to identify and connect the parts of narrative texts.						
					Goal 2c-Action step 2 Monitor using data from 5-step, STAR, Teacher reflection, Ohio State test, TBT reflection form	
Goal 2c-Action step 3 Provide instruction on common structures of informational texts.						
					Goal 2c-Action step 3 Monitor using data from 5-step, STAR, Teacher reflection, Ohio State test, TBT reflection form	