May 31, 2019

Dear Superintendent,

Thank you for submitting the Bradford Exempted Village 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 implementation of LETRS and Heggerty PA
- The inclusion of family and community engagement
- The implementation of the R-TFI

This plan will benefit from:
- Considering the role of the Literacy Coach; What coaching will be done at the systems level and what coaching will be done at the instructional level? For instance, the Application of Concepts tool.
- Considering including families on DLT and Literacy Team, particularly parents of diverse students
- Considering collecting data on subgroups, such as Students with disabilities to monitor closing the gap

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 may be sent to Dr. Melissa Weber-Mayrer at readingplans@education.ohio.gov.

Sincerely,

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

25 South Front Street
Columbus, Ohio 43215
education.ohio.gov

(877) 644-6338
For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

READING ACHIEVEMENT PLAN

DISTRICT NAME: Bradford Exempted Village Schools

DISTRICT IRN: 045229

DISTRICT ADDRESS: 740 Railroad Ave.

PLAN COMPLETION DATE: December 31, 2018

LEAD WRITERS: Michelle Lavey, Tabitha Breeze, Ann Siefring, Kim Newton, Nicole Hackett, Mindy Berger

CONTENTS

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

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

Name	Title/Role	Location	Email
Michelle Lavey	Elementary Principal	Bradford Exempted Village Schools	mlavey@bradford.k12.oh.us
Tabitha Breeze	Literacy Team Leader/ Literacy Coach	Bradford Exempted Village Schools	tbreeze@bradford.k12.oh.us
Ann Siefring	Title 1 coordinator	Bradford Exempted Village Schools	asiefring@bradford.k12.oh.us
Kim Newton	Title 1 teacher	Bradford Exempted Village Schools	knewton@bradford.k12.oh.us
Nicole Hackett	RTI specialist	Bradford Exempted Village Schools	nhackett@bradford.k12.oh.us
Mindy Berger	Head Start Teacher	Darke Co. Council of Rural Services	mberger@councilonruralservices.org
Samantha Cartonia	Parent	PTO	scartonia@bradford.k12.oh.us
Joe Hurst	Superintendent	Bradford Exempted Village Schools	jhurst@bradford.k12.oh.us

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

The Reading Achievement Plan developed for Bradford Central Elementary was developed to ensure that it would be aligned with the school and district mission and existing reqarding goals in the Comprehensive Continuous Improvement Plan, (CCIP). The literacy district leadership developed the plan by looking at the data from the KRA (Kindergarten Readiness Assessment), STAR assessment, DIBELS (Dynamic indicator of Basic Early Literacy Skills) and the use of Words their Way. This data helps to drive varying portions of literacy, Grade level Teacher Based Teams (TBT)will meet every week to discuss data and share out ideas and set goals that will be based on and monitored through the ongoing data that will be gathered through the on going data that will be done quarterly and semesterly. This information will be shared through teacher based team notes, quarterly progress

reports and conferences, Bradford Exempted Village's Reading Achievement Plan will be available on the district's website.

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.

Bradford Exempted Village Schools analyzed and utilized the results and performance trends from the following data sources: district and building results from the assessments as well as the state report cards, CCIP, AIR, KRA, End of Course Exams, STAR, Fountas and Pinnell Benchmarks, DIBELS, Reading Assessments from Reading Streets, Phonemic Awareness Assessments from Literacy Resources etc.

The Bradford Exempted Village Schools Reading Achievement Plan represent a comprehensive approach to improve literacy instruction and student improvements and success beginning in and focusing in on K-3 literacy. The contents of this plan the sources if the data utilized, the resources that are currently applied and the action steps and stakeholders contained within it have been aligned to the CCIP for the district along with the efforts of the district leadership teams. (TBT, LLT, BLT and DLT) The district will also increase community/family input and educating of the importance of literacy, communications of the plan and updates. A comprehensive plan is outlined below: 2017-2018- Students were identified and RIMPS were developed and reviewed throughout the school year through team meetings. information sent to parents and conferencing to share goals.

2018-2019- Family nights planned to increase the literacy and communication to parents as highlighted in the CCIP.

2018-2019- Began a more comprehensive approach to phonemic awareness instruction through the Haggerty Phonemic Awareness Curriculum in grades K-2 as well teachers in grades 3-5 teachers are using Kilpatrick, Equipped for Reading Success. Teachers were trained in Orton Gillingham Mutlisensory Approach in the summer of 2018.

Winter 2018-Summer 2019- Phonemic awareness, sight word and other Florida Center for Reading Research activities, after school and summer activities. Test taking skills and develop a vocabulary bank for test taking and analytical skills. Winter, spring 2018-2019- Staff training in DIBELS and Haggerty Phonemic Awareness program.

Summer 2018-2021- LETRS training for staff k-2 to better understand instruction in speech sounds, beginning phonics, word recognition, spelling, oral language and vocabulary. As well from 2018-2021- TBT, LLT, BLT and DLT will revisit and make adjustments of the CCIP to continue to have fidelity and comprehensive understanding to make sure the students are competent readers and learners.

*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.*

The following assessments were conducted to gather baseline data to help guide instruction in reading and literacy in grades K-3.

KRA-(Kindergartren) - This assessment was used to develop the Reading Achievement Plan. The Kindergarten team met during the TBT meeting and used the current assessment to develop whole group instruction and guided reading groups. The amount of students in kindergarten fell in:
Emerging Readiness-20%
*A*pproaching Readiness-48%
Demonstrating Readiness-32%

Strengths- sorting by one attribute, answering questions about story details, stating classroom rules and following basic safety rules
*W*eaknesses- naming numerals, pairing a numeral with a set, making letter sounds, concentrating on a task through distractions and temptations

STAR- This assessment is used to develop Reading Improvement Monitoring Plans and to develop the Reading Achievement Plan. The K-3 grade TBT met and discussed and analyzed the information to break the skills instruction for Tier 1, Tier 2 and Tier 3.
The STAR Fall assessment showed that:
Kindergarten-35 %-below proficient First Grade 31%-below proficient Second Grade-69%-below proficient Third Grade- 64%-below proficient
 DIBELS- This assessment was used with kindergarten and first grade to check for mastery for the skills of letter naming, first sound fluency(FSF), phoneme segmentation fluency(PSF), nonsense fluency (NWF)and oral reading fluency(ORF) in the middle of the school year. Based on the individual scores they are compiled and a composite score is made.
The DIBELS assessment in the Fall was:
Kindergarten - FSF-50%-below proficient
Composite score-59%-below proficient
 First
PSF-31%-below proficient
NWF-57%-below proficient
Composite score-69%-below proficient
Second
DORF- 73% below proficient
NWF-Correct Letter Sounds- 60% below proficient
Composite Score- 64% below proficient

Third
DORF- word correct- 63% below proficient

DAZE adjusted score- 53% below proficient

STAR - This assessment was used to develop RIMPs and the Local Literacy Plan. Grades K-3 TBTs met and discussed and analyzed the data to break the skills instruction for Tier 1, Tier 2 and Tier 3.

The STAR Fall assessment showed:

Kindergarten - 54% below proficient

First Grade - 77% below proficient

Second Grade - 47% below proficient

Third Grade - 72% below proficient

STAR results were analyzed to develop instruction based on skills. Instruction will be given within Tier 1 (whole group instruction), Tier 2 (small group guided reading instruction) and Tier 3 (one-on-one intensive instruction).

Kindergarten:

- Strength:
  - Understanding the organization of basic features of print. 62% are in or above mastery range
- Weaknesses:
  - Understanding of spoken words, syllables and sounds. 11 % are in or above mastery range.
  - Know and apply word analysis and decoding words. 5% are in or above mastery range.

First Grade:

- Strength:
  - Understanding the organization of basic features of print. 28% are in or above mastery range.
- Weaknesses:
  - Understanding of spoken words, syllables and sounds. 18% are in or above mastery range
  - Reading accurately and fluently to understand text, 20% are in or above mastery range.

Second Grade:

- Strength:
  - Demonstrates understanding of word relationships, 41% are in or above mastery range.
  - Using words and phrases through conversation, 35% are in or above mastery range.
- Weaknesses:
  - Ask and answer who, what, why, where, when and how to demonstrate understanding of key details, 14% are in or above mastery.
  - Describe how to support author's purpose. 14% are in or above mastery.
  - Compare and contrast two texts. 14% are in or above mastery.

Third Grade:

- Strength:
  - Explain how illustrations contribute to the story. 80% are in or above mastery.
  - Demonstrates understanding of word relationships, 61% are in or above mastery range.
- Weakness:

- Distinguish their own point of view (literary and informational text), 18% are in or above mastery range.
- Read and comprehend literature with grade 2-3 complexity band, 23%

Additional relevant data used to breakdown the areas of need for our Local Literacy Plan
* In 2014-2015 school year, a little under 50% were learning to read in K-3 grade.
* In 2015-2016 school year, a little over 25% of the K-3 students are on track to proficiency in third grade and beyond.

Through an overall analysis of our student performance data the committee identified key factors contributing to our low literacy performance.

- Learners who begin kindergarten behind in foundational literacy skills such as phonemic awareness, alphabetic principle, concepts of print, reading, letter recognition, and speaking and listening skills remain behind their peers throughout their entire K – 12 school experience.
- Instructional practices are not consistent throughout the elementary school and interventions are not targeted and significant enough to improve students foundational reading skills.

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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.

We conducted a needs assessment by using the Reading Tiered Fidelity Inventory. From the results below, it is clear that our building leadership team does not believe that our teams are working effectively. Implementation practices are also a concern for the team. Given the results of our R-TFI, it is no surprise the gap is widening for students being on track for proficiency in third grade and beyond. Teachers need to build capacity to effectively work in teacher-based teams and processes need to be in place to have effective teams

Bradford R-TFI Summary	Feb 2, 2018
Teams	10%
Implementation	25%
Resources	50%
Evaluation	30%

across the educational organization.

Behavior reports indicate a lack of student engagement and MTSS framework to support a quality PBIS system.

The Census Reporter also shows the poverty levels as well as medium household income in the graphic below.
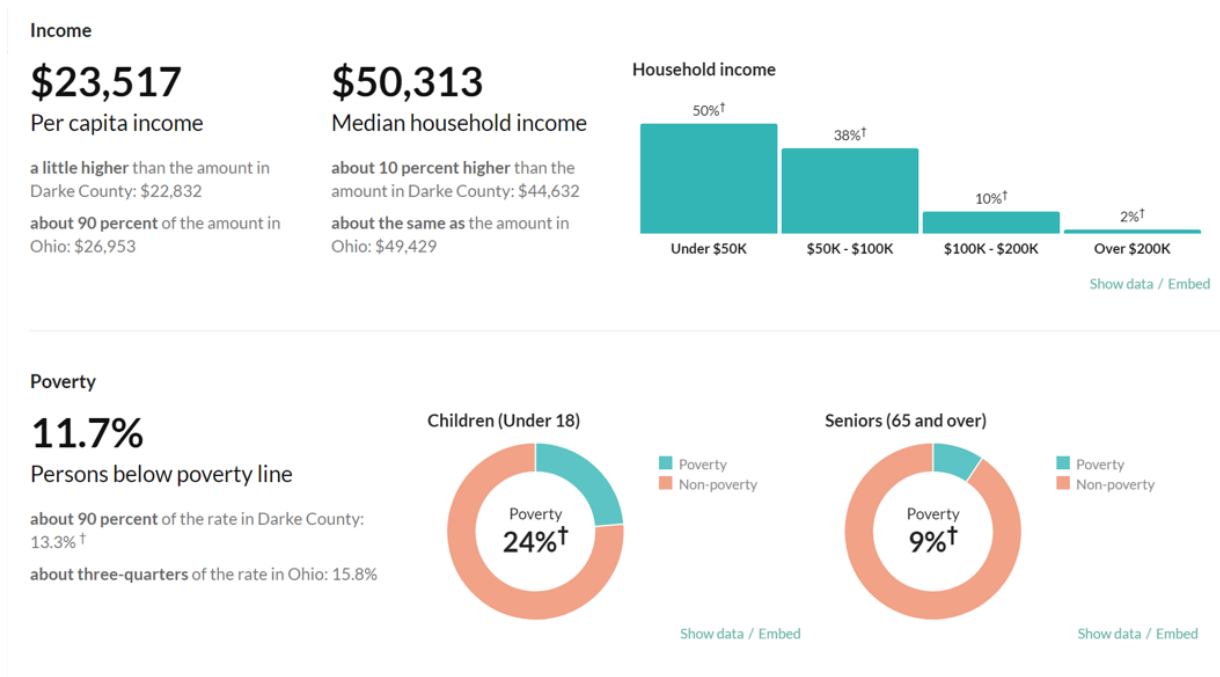
Bradford Exempted Village Schools DLT, BLT, LLT, and TBT have analyzed other factors that would contribute to our low literacy performance. Based on the data analysis by the varying committees the following assumptions have been drawn that may contribute to the low literacy performance.

- Bradford Exempted Village School District (BEVSD) has experienced a high turnover in staff and administration over the course of the last eight years. Fifty percent of teachers who work with kindergarten through 3rd grade teachers have been here three years or less.
- BEVSD is located in a low social economic rural area.
- The majority of incoming kindergartners have had limited exposure to academic and social settings. Preschool is not a viable option for most of our students.
- Prior to the current school year, the district lacked consistent Tier 3 remediation process.
- Over the course of the last few years, we have worked on improving TBTs and their approach to setting classroom and individual student goals.

Given the listed areas of concern across varying domains, intensive professional development for fidelity and consistency needs to occur. (e.g. multi-tiered systems of instructions, differentiation, use of assessments to drive instruction, research based instructional practices for literacy implemented with fidelity, PAX Good Behavior Game and PBIS to build self-monitoring for discipline). Two key findings were identified.

1. Teachers need more support to effectively implement evidence-based practices such as MTSS, the Simple View of Reading and a common framework to effectively meet the needs of all learners throughout the Language and Literacy Development Continuum.

2. Community partnerships and parent engagement efforts are needed to provide additional supports for our students in our low socio-economic area.

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.

Ohio's vision for all learners is to acquire knowledge and skills to read and comprehend at grade level and promote evidence-based systems and instructional practices. Bradford's school vision is to have a student-centered school of excellence supported by staff, students, parents, and community. Bradford Schools are dedicated to developing a strong background of literacy between the home, community, and school. This will begin at an early age in school by building skills in phonemic and phonological awareness, as well as developing a rich oral vocabulary to use in reasoning and communicating. We will start in the early years and go deeper into comprehension and vocabulary as students progress through adolescent reading. This is aligned to the evidence-based approach of the Simple View of Reading. When teachers have a sound understanding of literacy development and students have a strong fundamental foundation of these basic literacy skills, we will develop a positive attitude for reading, writing, and communicating preparing students to be lifelong learners and productive citizens in the community.

In order to meet the needs of all learners through the Language and Literacy Development Continuum, Bradford teachers, parents, students, leadership, and stakeholders will work together effectively and purposefully. Teachers will gather the knowledge of literacy development in all stages of language and literacy development. This understanding is crucial to meet the varying needs of all learners in Bradford. Bradford is committed to providing a differentiated support and instruction. This will be done through our Local Literacy Plan and the action steps. By enhancing partnerships with general and special education practitioners and stakeholders, Bradford will be able to enhance their educational system to benefit all students.

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.

Overall student performance goal: Increase the percentage of K - 5 Bradford students meeting or exceeding literacy performance targets for grade level reading skills from 51% to 61% by spring of 2020 (5% increase in 2019 and 5% increase in 2020) as measured by STAR assessments.

Given Bradford's performance trends on State assessments, the school has formally adopted STAR as a progress monitoring tool in order to obtain regular data points to monitor student performance. In addition, given the fact that students have generally demonstrated a consistently low performance rate on the State Report Card, the LLT agreed that having scores rise on a common K - 5 assessment, STAR, in reading would be a good tool to monitor progress. We will progress monitor each grade level to increase the building performance measure to 61% by spring of 2020.

Bradford Schools will increase the percentage of students' proficiency based on the STAR baseline assessments:

- Kindergarten will improve from 62% on track in fall 2018 to 67% on track as measured by STAR Early Literacy in the spring of 2019.
- 1st grade will improve from 23% in fall 2018 to on track to 28% on track as measured by STAR Reading in the spring of 2019.
- 2nd grade will improve from 31% in fall 2018 on track to 36% on track as measured by STAR Reading in the spring of 2019.
- 3rd grade will improve from 34 % in fall 2018 on track to 39% on track as measured by STAR Reading in the spring of 2019.
- 4th grade will improve from 32% on track in fall 2018 to 37% on track as measured by STAR Reading in the spring 2019.
- 5th grade will improve from 34% on track in fall 2018 to 39% on track as measured by STAR Reading in the spring 2018.

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 Plan Map

Goal Statement: Increase the percentage of K - 5 Bradford students meeting or exceeding literacy performance targets for grade level reading skills from 51% to 61% by spring of 2020 (5% increase in 2019 and 5% increase in 2020) as measured by STAR assessments.

Evidence-Based Practic

	Action Step 1	Action Step 2	Action Step 3
Components	BEVES will have a School-Wide Reading Plan outlining implementation of Tier 1 components in the R-TFI.	BEVES staff will intentionally build meaningful family engagement strategies that drive student learning and achievement.	BEVES staff members will align literacy instruction to better support students in their transition from *learning to read* to *reading to learn*
1. Timeline	08/1/2017 to 08/01/2018	05/01/2018 to 06/01/2021	05/21/2018 to 06/01/2021
2. Lead Person(s)	Literacy Leadership Team	Michelle Lavey, Bradford Elementary Building Principal	Tabitha Breeze RTI Coach and Coordinator
3. Resources Needed	- R-TFI Facilitator Training - R-TFI Elementary-Level Edition - MIBLSI: School-wide Reading Systems Readiness instructional courses https://miblsi.org/training-materials/miblsi/school-wide-reading-systems-readiness - Substitute costs for Building Literacy Leadership Team	- WestEd Academic Parent-Teacher Teams professional development and materials - Substitute costs for professional development - Families identified and available for WestEd focus group	- LETRS Framework professional development - Substitute costs for professional development - LETRS print and online materials
4. Specifics of Implementation (training,	• Teachers will access high quality professional learning to provide Tier 1 intervention instruction	• Teachers will access high quality professional learning	• Teachers will access high quality

coaching, system structures, implementation support and leadership structures)	focused on phonemic awareness and phonics. • Teachers will participate in TBT meetings focused on evidence-based practices used in best facilitating Tier 1, Tier 2 and Tier 3 interventions. • Teachers will receive benefits from their collaborations with the literacy coach focused on implementing interventions with fidelity and embedding professional learning in classrooms. • Literacy Coach will co-plan, co-teach and complete learning walks to facilitate chosen evidence-based instructional strategies.	to provide Tier 1 intervention instructional focused on phonics and fluency. • Teachers will participate in TBT meetings focused on evidence-based practices used in best facilitating Tier 1, Tier 2 and Tier 3 interventions. • Teachers will receive benefits from their collaborations with the literacy coach focused on implementing interventions with fidelity and embedding professional learning in classrooms. • Literacy Coach will co-plan, co-teach and complete learning walks to facilitate chosen evidence-based instructional strategies.	professional learning to provide Tier 1 intervention instructional focused on vocabulary and comprehension. • Teachers will participate in TBT meetings focused on evidence-based practices used in best facilitating Tier 1, Tier 2 and Tier 3 interventions. • Teachers will receive benefits from their collaborations with the literacy coach focused on implementing interventions with fidelity and embedding professional learning in classrooms. • Literacy Coach will co-plan, co-teach and complete learning walks to facilitate chosen evidence-based instructional strategies.
5. Measure of Success	• R-TFI data collected in the spring of each year	• ODE Family Engagement Survey Analysis	• R-TFI data • Student performance data (STAR, diagnostics and ESGI

			• WestEd Family Focus Group Debrief	evaluations for K level students)

e:

1. Develop awareness of the segments of sounds in speech and how they link to letters.
2. Teach students to decode words, analyze word parts, and write and recognize words.
3. Provide intensive, systematic instruction on foundational reading skills in small groups to students who score below the benchmark score on universal screening.
4. Build the capacity of both families and school staff to share responsibility and work together as equal partners in improving school and student outcomes.

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.

Goal Statement: Increase the percentage of K - 5 Bradford students meeting or exceeding literacy performance targets for grade level reading skills from 51% to 61% by spring of 2020 (5% increase in 2019 and 5% increase in 2020) as measured by STAR assessments.

Goals will be monitored by:

- K-5 principal in conjunction with TBT, LLT, BLT, DLT's. Goals will also be monitored annually to determine needs and changes to our plan as needed.

Measurement for success will include:

- K-3 literacy measure of success will be measured by 51% of students being on track of skills assessed on the STAR (from the fall 2018 STAR baseline) as measured by the Spring 2018 STAR (see K-3 literacy goals for more details).
- 5% increase in reading for all students as measured by growth on the STAR assessment each year from Fall to Spring and the Building State Report Card.
- The development of official RIMPS, documents for all students K-3 identified not on track for the 2018-2019 school year.
- Development of an official list/document containing research based instruction strategies with a focus on literacy instruction in the on-going, job embedded PD opportunities in TBTs as well as in-service days to help in the areas of literacy as outline in Section 2.
- Student performance measures generated by K-5 TBT 5 step process, minutes.
- Development of feedback forms for students, parents and staff regarding reading achievement.

Progress monitoring will be reported through:

- DLT, BLT and LLT meetings minimally one time per month
- Administrative Leadership meetings (meets 1 time per month)

- Teacher Based Teams (25 minutes per week)
- Weekly communications from K-12 principals via all staff emails.
- Communicate with parents using website updates, Facebook and feedback forms for families
- LLT will develop a more consistent focus on a literacy newsletter as a part of the monthly newsletters that go home with all students.
- RIMP progress will be sent to families in regards to student STAR data and growth
- Family night with parents and students that began in the Fall of 2017 and will be done at a minimum of two times per year.

All student data will be collected and reported based on the Ohio Department of Education's Data Policy Report (December, 2014) and in accordance with The Family Educational Rights and Privacy Act. Those students not making progress will have a plan in place, created by parents and teachers in collaboration to develop steps to help the learner progress toward learner performance goals. Teachers will also meet in teacher-based teams to discuss individual student progress to modify instruction and intervention. The Literacy Leadership Team will also monitor grade level data and building level data to monitor not only student progress, but also teacher implementation and building progress towards our overarching goals. Shared leadership in TBT, BLT, DLT, and LLT will allow for consistent and focus work across the educational cascade.

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.

Specific Evidence-based Practices:
- Develop awareness of the segments of sounds in speech and how they link to letters.
  - Utilizing the Institute of Education Sciences' Educator's Practice Guide, Foundational Skills to Support Reading for Understanding in Kindergarten Through Grade 3, we determined that "developing awareness of the segments of sounds in speech and how they link to letters" will address our students' low performance in literacy by targeting their demonstrated deficit in phonemic awareness. Two specific evidence-based practices have been chosen to support teachers in implementing this evidence-based practice. All literacy and language K – 5 teachers will participate in a two-year professional development training through Language Essentials for Teachers of Reading and Spelling (LETRS). LETRS is a course of study that addresses the structures of English language, the cognitive processes of learning to read, and the teaching practices proven to be most effective in preventing and remediating reading difficulties. LETRS provides in-depth instruction in the systems of language, the psychology of reading development, and instructional practices best supported by research and operates independently of any curriculum or intervention program. LETRS will support our teachers acquisition of the foundational knowledge and skills necessary to teach reading to all learners regardless of any future changes in literacy standards, district curriculum decisions or changes in our Local Literacy Plan. We will have partner training in LETRS with the implementation of Haggerty's Phonemic Awareness Curriculum. Based on the Simple View of Reading partnered with our analysis of our learner performance data we selected a targeted and specific evidence-based intervention to improve phonemic awareness.

  - Develop awareness of the segments of sounds in speech and how they link to letters is an evidence-based practice that has been evaluated through the What Works Clearinghouse (WWC). Based on the WWC group design standards, the practice was assigned a strong level of evidence. Overall, the body of evidence consistently indicated that the practice had positive impacts on student's knowledge of letter names and sound and phonology. The presence of large, multisite samples partnered with the positive impact and indication of a strong level of evidence through the WWC allows this evidence-based practice to identified as ESSA Tier 1.

  - This evidence-based practice is specifically chosen to meet our students' demonstrated deficiency in phonemic awareness as identified in our learner performance data analysis. The Simple View of Reading clearly identifies phonemic awareness as a key factor in developing the foundational decoding skills necessary for reading comprehension.

  - Specifically concerning children with developmental delays, disabilities, and below grade-level reading proficiency we focused on the WWC practice guide, Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, for evidence-based practices with strong evidence. Our MTSS process, which encompasses the RTI framework, partnered with the WWC guides recommendation, provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score

below the benchmark score on universal screening, is identified to have strong evidence. WWC only identifies evidence-based practices as *strong evidence* if they have clearly demonstrated, through multisite large scale studies, a positive impact on learner performance. Using this information from the WWC practice guide we can expect, when implemented with fidelity, our evidence-based practices will meet the needs of all learners.

- Teach students to decode words, analyze word parts, and write and recognize words.
  - Utilizing the Institute of Education Sciences' Educator's Practice Guide, Foundational Skills to Support Reading for Understanding in Kindergarten through Grade 3, we determined the guides recommendation, "teach students to decode words, analyze word parts, and write and recognize words" will address our students' low performance in literacy by targeting their demonstrated deficiency in phonics. Two specific evidence-based practices have been chosen to support teachers in implementing this evidence-based practice. All literacy and language K – 5 teachers will participate in a two-year professional development training through Language Essentials for Teachers of Reading and Spelling (LETRS). LETRS is a course of study that addresses the structures of English language, the cognitive processes of learning to read, and the teaching practices proven to be most effective in preventing and remediating reading difficulties. LETRS provides in-depth instruction in the systems of language, the psychology of reading development, and instructional practices best supported by research and operates independently of any curriculum or intervention program. LETRS will support our teachers' acquisition of the foundational knowledge and skills necessary to teach reading to all learners regardless of any future changes in literacy standards, district curriculum decisions or changes in our Local Literacy Plan. We will combine staff training in LETRS with the implementation of a multi-sensory approach to teach phonics through Orton-Gillingham. Based on the Simple View of Reading partnered with our analysis of our learner performance data we selected a targeted and specific evidence-based intervention to improve our students' knowledge and application of phonics.

  - Teach students to decode words, analyze word parts, and write and recognize words is an evidence-based practice that has been evaluated through the What Works Clearinghouse (WWC). Based on the WWC group design standards, the practice was assigned a strong level of evidence. Overall, the body of evidence consistently indicated that the practice had positive effects on word reading and encoding outcomes for diverse students. The presence of large, multisite samples partnered with the positive impact and indication of a strong level of evidence through the WWC allows this evidence-based practice to identified as ESSA Tier 1.
  - This evidence-based practice is specifically chosen to meet our students' demonstrated deficiency in phonics as identified in our learner performance data analysis. The View of Reading clearly identifies phonics and word recognition as a key factor in developing the foundational decoding skills necessary for reading comprehension.

  - Specifically concerning children with developmental delays, disabilities, and below grade-level reading proficiency we focused on the WWC practice guide, Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, for evidence-based practices with strong evidence. Our MTSS process, which encompasses the RTI framework, partnered with the WWC guides recommendation, provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening, is identified to have strong evidence. WWC only identifies evidence-based practices as *strong evidence* if they have clearly demonstrated,

through multisite large scale studies, a positive impact on learner performance. Using this information from the WWC practice guide we can expect, when implemented with fidelity, our evidence-based practices will meet the needs of all learners.

- IMSE Comprehensive Orton-Gillingham Training (OG) – This Orton-Gillingham training focuses primarily on phonological awareness and phonics (along with encoding/decoding). Participants will also discuss how to teach fluency, vocabulary, and comprehension using the OG philosophy of multi-sensory, sequential direct instruction. This approach can be stand-alone or incorporated into an already existing literacy program. All students, Tier 1 – Tier 3, will be provided appropriate phonological awareness and phonics training through OG, the orthographic phonics approach. Our needs assessment of learner performance indicates a significant deficit in phonics for all learners in grades K – 3. Providing an identified strong evidence-based, academic intervention utilized in all three tiers of MTSS will allow significant increases in acquisition of the foundational decoding skills necessary to increase student literacy performance. All K – 3 teachers incorporating multi-faceted interventions will allow for the differentiated instructional strategies necessary to meet the varied needs of learners. Those students experiencing developmental delays, identified with disabilities, and/or performing below grade-level reading proficiency will have targeted Tier 2 or Tier 3 OG instruction focused on their identified phonics deficits.

- Build the capacity of both families and school staff to share responsibility and work together as equal partners in improving school and student outcomes.
    - Family engagement is increasingly recognized as a critical link in advancing school reform efforts that support student achievement and school improvement. In our work to analyze factors contributing to low literacy performance beyond learner performance data we identified a lack of a strong family school partnership as a contributing factor. Intentionally focusing on building a strong partnership with parents, guardians and caregivers in supporting students language and literacy learning needs will increase student performance on local literacy diagnostics and state assessments. We have specifically chosen to collaborate with WestEd and provide Academic Parent-Teacher Team Training. School and district administrators participating in Academic Parent-Teacher Teams (APTT) will learn to develop systems and processes that grow and sustain effective family engagement practices aligned to our literacy improvement goals. Teachers will gain the confidence and skills necessary to engage families as true partners in the education and academic success of their children. Through APTT professional development, our district will be able to efficiently leverage parents, guardians and caregivers as partners to improve literacy performance. All students, including those identified with disabilities and developmental delays will significantly benefit as families become more knowledgeable and skillful in supporting literacy needs.

    - We have used two literature reviews to gain the necessary support to identify APTT as Tier 2 according to ESSA's evidence-based criteria. Nellie Mae Education Foundation's literature review *How Family, School, and Community Engagement Can Improve Student Achievement and Influence School Reform* (February 2017) http://www.sedl.org/connections/resources/evidence.pdf) and Southwest Educational Development Laboratory's (SEDL) *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement* (2002) (http://www.sedl.org/connections/resources/evidence.pdf). Both reports reviewed thirty-five studies that met their respective review's criteria. The Nellie Mae reviewed studies included

populations from all K – 12 grade levels, general populations, special education populations and minority populations. The methodologies included quantitative multi-level regression models. Studies also included both descriptive and experimental designs. SEDL included studies that had early childhood through high school; all regions of the country; diverse populations (income, race/ethnicity, educational level, and occupation); a variety of methods, both quantitative and qualitative; and different sources of data (survey research, evaluations, case studies, experimental and quasi-experimental studies, and research reviews). Both studies had very similar conclusions, *these studies found a positive and convincing relationship between family involvement and benefits for students, including improved academic achievement.* Utilizing the information from these two extensive and critical reviews of research and the conclusion that parent and family engagement results in improved academic achievement we've established that this evidence-based practice meets the ESSA Tier 2 criteria. The practice could be Tier 1; however, we were unable to separate the thirty-five studies to establish results that were solely based on experimental studies.

Evidence from both reports on *building the capacity of both families and school staff to share responsibility and work together as equal partners in improving school and student outcomes*, utilized research that specifically included special education populations and concluded that there was positive and convincing evidence that it will improve academic achievement. We can conclude that leveraging these partnerships will benefit all learners in grades K – 5.

SECTION 8 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)

Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:

1. *Describe how the leadership team will offer/provide support for implementation of the identified evidence-based practices and interventions (professional learning, coaching, etc.).*

Bradford Exempted Village Schools' DLT is developing the processes and procedures that will support staff in the implementation of the Local Literacy Plan. The DLT is utilizing the components of the Active Implementation Framework (AIF) to intentionally develop the skills and infrastructure to fully support the implementation needs for the Local Literacy Plan. We will continue to focus on creating a high-quality communication process that is effective across the entire Bradford Exempted Village Schools educational cascade. We will make use of the teams currently in place (DLT, BLT, LLT and TBT) to identify implementation barriers, increase the effective use of data systems, and identify and provide the necessary professional learning and technical supports critical for effective plan implementation. Shared leadership will be necessary to support successful improvement efforts and nurture a deep understanding, clarity and focus for literacy improvement across Bradford educational cascade.

1. *Describe how the early childhood provider or LEA will ensure proposed evidence-based strategies in Section 8, Part A will be effective, show progress and **improve upon strategies utilized during the two prior consecutive years** (fidelity of adult implementation).*

Over the past two years, the BEVES staff has been developing an RTI process to support the academic learning needs of students. Throughout the process, we identified a need to provide more focus on addressing the student behaviors that impede access to learning for some students. In August of 2015, we sent a team for RTI process training to identify issues impeding learning. The process has become more defined since the beginning of the 2017 school year. It has become more whole child centered transitioning from just an RTI process to a framework that promotes strategic integration of behavior and reading supports within a multi-tiered system of supports. Through the use of MIBLSI to improve our framework of RTI, we were able to determine areas that need more focus on effectively using data systems to guide Tier 1, 2, and 3 identification

as well as targeting interventions based on data. We are just at the cusps of effectively choosing and implementing with fidelity professional learning opportunities. The Local Literacy Plan, at the present, has seen the importance of a RTI coach for a structured TBT and RTI process. The use of the MTSS on MIBLSI will also make sure that we are consistently following best practices with the MTSS system. This will allow teachers and administrators to make data driven decisions to meet the needs of all learners. The literacy plan intentionally then focuses efforts to provide a literacy coach will be fundamental in assuring structures to ensure consistent foundational implementation for the Simple View of Reading portions.

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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.

aid the Department's technical review team when reviewing Local Literacy Plans.

LEA/Early Childhood Provider or Consortium Lead Name: Bradford Exempted Village Schools
IRN or ODE/ODJFS License Number:
Professional Development   **Contact Name/Phone Email: Michelle Lavey**   **937.448.2811/mlavey@bradford.k12.oh.us**
Goal: Increase the percentage of K - 5 Bradford students meeting or exceeding literacy performance targets for grade level reading skills from 51% to 61% by spring of 2020 (5% increase in 2019 and 5% increase in 2020) as measured by STAR assessments.   **Evidence-Based Practice or Intervention:**   Develop awareness of the segments of sounds in speech and how they link to letters

PD Description	Begin/End Dates	Sustained	Intensive	Collab-orative	Job-Embedded	Data-Driven	Classroom-Focused
LETRS provides educators with an in-depth understanding of the science behind teaching literacy, and gives them the background and depth of knowledge to teach language and literacy skills to every student. **There are 8 learning units embedded in the training. We are utilizing the blended**	**June 2018 – June 2021**	**X**	**X**	**X**	**X**	**X**	**X**

learning option for our training. Modules 1 – 4 will be trained during the 2018 – 2019 school year. TBT's will work through one unit per quarter. At the end of the quarter the ES staff will participate in a face-to-face training expert from our purchased provider. Modules 5 – 8 will take place similarly during the 2019 – 2020 school year. **2019 – 2021 The Literacy Coach will lead TBT meetings monthly and intentionally focus on utilizing the knowledge and skills learned through LETRSS training to improve literacy instruction**							
Haggerty Phonemic Awareness Training **Two hours of Haggerty Phonemic Awareness Training will be provided by an experienced Haggerty Trainer through the Region 10 State Support Team** **2019 – 2021 The BEVES literacy coach will provide co-teaching and learning walks to provide instructional and technical support for implementing the evidence-based practice**	**March 2018**			**X**	**X**	**X**	**X**

Resources Required	Outcomes/Evaluation
LETRS Blended Learning Training Materials	Outcome: Participants in the LETRS training will increase their understanding of the science behind teaching literacy and increase their background and depth of knowledge to teach language and literacy skills to every student. Evaluation: Participants in the training will self-assess their level of knowledge of the essential components required for students to learn to read successfully. After attending the training sessions, the staff will again assess their level of knowledge. Modules 1- 4 and Modules 5 – 8.
Haggerty Phonemic Awareness Curriculum	Outcome: Participants in the training will feel equipped to implement this evidence-based strategy in their instructional practice. Evaluation:

	Learner performance data for phonemic awareness as measured by STAR and DIBELS will improve across all student groups. Participant instructional plans will be used for evidence of integrating the evidence-based practice into their instruction.
Literacy Coach	Outcome: Instructional framework and evidence-based interventions will be implemented with fidelity. Participants will receive the necessary instructional support for full implementation. Evaluation: TBT agenda's, learning walks will be reviewed for effectiveness of the literacy coach's support of evidence-based instructional support.

Goal: Increase the percentage of K - 5 Bradford students meeting or exceeding literacy performance targets for grade level reading skills from 51% to 61% by spring of 2020 (5% increase in 2019 and 5% increase in 2020) as measured by STAR assessments.

Evidence-Based Practice or Intervention:

Teach students to decode words, analyze word parts, and write and recognize words.

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
LETRS provides educators with an in-depth understanding of the science behind teaching literacy, and gives them the background and depth of knowledge to teach language and literacy skills to every student. **There are 8 learning units embedded in the training. We are utilizing the blended learning option for our training. Modules 1 – 4 will be trained during the 2018 – 2019 school year. TBT's will work through one unit per quarter. At the end of the quarter the ES staff will participate in a face-to-face training expert from our purchased provider. Modules 5 – 8 will take place similarly during**	**June 2018 – June 2021**	**X**	**X**	**X**	**X**	**X**	**X**

the 2019 – 2020 school year. (Whole group, small group and individual learning) 2019 – 2021 The Literacy Coach will lead TBT meetings monthly and intentionally focus on utilizing the knowledge and skills learned through LETRS training to improve literacy instruction. (Individual and small group learning)							
Orton-Gillingham Multi-Sensory Phonics Training This comprehensive course is a hands-on, interactive, and personalized class that provides a complete understanding of the enhanced Orton-Gillingham method and the tools necessary to apply it in the classroom as well as the importance of a structured literacy program. Large group and small group instruction personalized by grade level appropriate techniques. Four hours of individual lesson creation and practice to support the 30-hour training above.	**June 2018 – June 2021**	X	X	X	X	X	X

Resources Required	Outcomes/Evaluation
LETRS Blended Learning Training Materials	Outcome: Participants in the LETRS training will increase their understanding of the science behind teaching literacy and increase their background and depth of knowledge to teach language and literacy skills to every student. Evaluation: Participants in the training will self-assess their level of knowledge of the essential components required for students to learn to read successfully. After attending the training sessions, the staff will again assess their level of knowledge. Modules 1- 4 and Modules 5 – 8.
Orton-Gillingham Certified Trainer	Outcomes:

Orton-Gillingham Training Materials:	OG Participants will have an awareness of how to assess and teach students with dyslexia as well as students in all three tiers of RTI.
Training manual, assessment manual, Syllable Division Word Book, Interventions for All: Phonological Awareness, Recipe for Reading	OG Participants will be able to evaluate and teach students in phonological skills.
	Learner performance data related to phonics will improve.
	Evaluation:
	Tier 2 and Tier 3 students will demonstrate growth as measured through progress monitoring.
Interactive OG – online lesson planning and assessment tool	All learner performance data measuring phonics will improve.
	OG Participants will self-assess phonics instructional strategies prior to OG training. A participant post self-assessment will evaluate skills acquired for phonics instruction.
	OG Participants' instructional plans will exhibit increased phonics instruction compared to previous years' instructional plans.
Literacy Coach	Outcome:
	Instructional framework and evidence-based interventions will be implemented with fidelity.
	Participants will receive the necessary instructional support for full implementation.
	Evaluation:
	TBT agenda's, learning walks and OTES evaluations will be reviewed for effectiveness of the literacy coach's support of evidence-based instructional support.

Goal: Increase the percentage of K - 5 Bradford students meeting or exceeding literacy performance targets for grade level reading skills from 51% to 61% by spring of 2020 (5% increase in 2019 and 5% increase in 2020) as measured by STAR assessments.

Evidence-Based Practice or Intervention:

Provide intensive, systematic instruction on foundational reading skills in small groups to students who score below the benchmark score on universal screening.

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
LETRS provides educators with an in-depth understanding of the science behind teaching literacy, and gives them the background and depth of knowledge to teach	**June 2018 – June 2021**	**X**	**X**	**X**	**X**	**X**	**X**

language and literacy skills to every student. There are 8 learning units embedded in the training. We are utilizing the blended learning option for our training. Modules 1 – 4 will be trained during the 2018 – 2019 school year. TBT's will work through one unit per quarter. At the end of the quarter the ES staff will participate in a face-to-face training expert from our purchased provider. Modules 5 – 8 will take place similarly during the 2019 – 2020 school year. (Whole group, small group and individual learning) 2019 – 2021 The Literacy Coach will lead TBT meetings monthly and intentionally focus on utilizing the knowledge and skills learned through LETRS training to improve literacy instruction. (Individual and small group learning)							
MIBLSI: District Implementation School-wide Reading Systems Readiness training series The DLT and BLT will participate in a collaborative study utilizing the MIBLSI online instructional series. (Individual and small group)	**August 2018 – June 2020**	X	X	X	X	X	
MIBLSI: Elementary School Implementation training series TBTs will engage in the learning series through MIBLSI to increase their	**Dec 2018 – June 2020**	X	X	X	X	X	

| knowledge and skills for participating in shared leadership through the MTSS process (Individual and small group) | | | | | | | |

Resources Required	Outcomes/Evaluation
LETRS Blended Learning Training Materials	Outcome: Participants in the LETRS training will increase their understanding of the science behind teaching literacy and increase their background and depth of knowledge to teach language and literacy skills to every student. Evaluation: Participants in the training will self-assess their level of knowledge of the essential components required for students to learn to read successfully. After attending the training sessions, the staff will again assess their level of knowledge. Modules 1- 4 and Modules 5 – 8.
MIBLSI instructional online materials and partnering downloadable zip file for School-Wide Reading Systems Readiness Training and Elementary School Implementation Training Series	Outcome: Increased professional learning and technical supports throughout the educational cascade as demonstrated by growth towards the 80% benchmark on the R-TFI inventory. Evaluation: R-TFI inventory administered each spring.
Literacy Coach	Outcome: Instructional framework and evidence-based interventions will be implemented with fidelity. Participants will receive the necessary instructional support for full implementation. Evaluation: TBT agenda's, learning walks will be reviewed for effectiveness of the literacy coach's support of evidence-based instructional support.

Goal: Increase the percentage of K - 5 Bradford students meeting or exceeding literacy performance targets for grade level reading skills from 51% to 61% by spring of 2020 (5% increase in 2019 and 5% increase in 2020) as measured by STAR assessments.

Evidence-Based Practice or Intervention:

Build the capacity of both families and school staff to share responsibility and work together as equal partners in improving school and student outcomes.

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
WestEd Academic Parent Teacher Training	**June 2018 – June 2021**	**X**	**X**	**X**	**X**	**X**	**X**

Initial two-day training for teachers and administrators and district leadership. **Onsite grade level teacher planning support in March of implementation year.** **APTT meeting observations and debrief sessions including data collection and analysis to create improvement goals.** **Second and third year training supports:** **1-day training by expert facilitator based on spring improvement goals.** **Onsite grade level teacher planning support twice each year; BLT planning for fidelity review; end of year APTT meeting observations and debrief sessions for improvement and goal setting**	**4 Learning sessions each year.**						
Focus 3 **Creating a culture of discipline driven behavior** **25 hours of large and small group instruction strategies to create a collaborative culture and decision based behaviors. 2.5 hours of individual online training to gain the skills and knowledge to facilitate decision driven behaviors.**	**June 2018 – June 2021**	**X**	**X**	**X**	**X**	**X**	**X**
Resources Required	**Outcomes/Evaluation**						

WestEd Academic Parent Teacher Team expert training facilitator	Outcome:
	Increased meaningful family engagement.
	Building leadership and staff will have the skills, knowledge, belief system and confidence to engage in meaningful partnerships with their students' families.
	Evaluation:
	ODE Family Engagement Survey Analysis of pre- and post-data.
	WestEd Family Focus Group Debrief

Professional Development Plan
Template Part B

Provide a brief description of how the _overall_ plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.

Sustained:

Taking place over an extended period; longer than one day or a one-time workshop.

Overall the six action steps that we have planned to achieve our student performance goal have multi-year, multi-platform professional development across the entire Bradford educational cascade. Each evidence-based practice or intervention has an expert to group component that provides for an introduction to the concepts and expectations. The workshops or trainings on average exceed thirty hours of contact throughout the year. Each practice has a follow-up of peer-to-peer component based on the use of TBTs to allow for co-observation and participation in a professional learning community focused on achieving the Local Literacy Plan. The TBTs will have monthly meetings focused on the needs, successes and discussion of the action steps in the literacy plan (9 meetings). Additionally, the literacy coach will meet with each of the K – 5 language and literacy instructors in small groups based on a needs assessment as well as individuals as defined by need.

Intensive:

The action steps that support achieving our overall learner literacy performance goal on average have a total investment for participants' over 30 hours when we take into account expert training workshops, literacy coach supports, TBT monthly meetings and individual training components. Two of the six action steps will provide engagement for participants that exceeds 60 hours over the two-year period of planned trainings.

Collaborative:

Creating a culture of collaboration is one of our district's goals for the next two years. Collaboration is a key component in each of the six action steps identified in our Local Literacy Plan. Building leaders, administrators and educators will all have planned collaboration throughout each of the learning opportunities. Work with Birth-PreK parents and teachers, to receive free books through the Dolly Parton Foundation. Providing a literacy coach at the elementary school is one of the key decisions the district made to support educator collaboration. Training across all action steps involve both small group and large group opportunities for teachers to collaborate. The monthly TBT meetings will be scheduled and facilitated collaboration opportunities to specifically utilize data

to guide instructional decisions based on the collaborative problem solving of the professionals involved in each TBT.

Job-Embedded:

The literacy coach will be very active in working with educators to provide co-planning and co-teaching opportunities and peer observations of the new evidence-based practices. Through the work of the literacy coach, each of the evidence-based practices will be intentionally practiced and reinforced through job-embedded learning and implementation.

Data-Driven:

All of the components of the Local Literacy Plan are a direct result of the learner performance data analysis and/or the analysis of other factors that impact learner performance. All of the action steps in the Local Literacy Plan were data-driven. We utilized STAR diagnostics, state assessments, universal screeners as well as educator surveys and community surveys. We have intentionally included both quantitative and qualitative metrics to guide our action steps.

Instructionally-Focused:

Four of the six action steps are instructionally focused. We intentionally developed a multi-faceted approach to achieving our overall goal of improving learner performance. We address parent engagement and school culture as two components that are critical in improving student performance however, four of the six action steps are focused on improving instruction through increased knowledge and skills and aligning K – 5 literacy curriculum. Our overall professional development plan has its foundation in instructionally focused learning opportunities.

APPENDICES

You might include a glossary of terms, data summary, key messages, description of program elements, or any other information as needed.

DLT – District Leadership Team

BLT – Building Leadership Team

LLT – Literacy Leadership Team

TBT – Teacher Based Teams

APTT – Academic Parent-Teacher Team

R-TFI – Reading Tiered Fidelity Inventory

MTSS – Multi-Tier System of Supports

MIBLSI – Michigan's Integrated Behavior and Learning Support Initiative

WWC – What Works Clearinghouse

OG – Orton-Gillingham

LETRS – Language Essential for Teachers of Reading and Spelling

Key research/documents used in decision-making:

US Department of Education: Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments
https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf

How Family, School, and Community Engagement Can Improve Student Achievement and Influence School Reform, Lacy Wood and Emily Bauman, June 2017 https://www.nmefoundation.org/resources/public-understanding-demand/how-family,-school,-and-community-engagement-can-i

Institute of Education Sciences: Implementing Evidence-Based Literacy Practices https://www.nmefoundation.org/resources/public-understanding-demand/how-family,-school,-and-community-engagement-can-i

SEDL: A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement http://www.sedl.org/connections/resources/evidence.pdf

Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) website, https://miblsi.org/

National Cancer Institute, Team Science Toolkit https://www.teamsciencetoolkit.cancer.gov/public/TSResourceMeasure.aspx?tid=2&rid=467

What Works Clearinghouse Practice Guides: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade and Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades https://ies.ed.gov/ncee/wwc/PracticeGuides

Ohio Department of Education Literacy Toolkit, http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Ohio-s-Literacy-Toolkits