

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

June 12, 2019

Dear Superintendent,

Thank you for submitting the Toledo City 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:

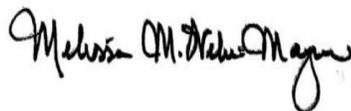
- Identification of gaps (e.g. protocol for developing Reading Improvement and Monitoring Plans) and plan to address the gap through aligned initiatives (e.g. Striving Readers grant).

This plan will benefit from:

- The plan will benefit from a deeper analysis of factors contributing to literacy achievement, including adult indicators and examining factors at specific buildings requiring additional attention.
- The plan will benefit from including an Action Plan for the preschool goal identified in section 5.

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.

Sincerely,



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

Definitions

Ohio's Definition of Early Literacy

Ohio's definition of early literacy includes a continuum of literacy development that spans birth through grade three. This continuum begins with the development of receptive language and expressive language. By the end of third grade, literacy development culminates in the attainment of fluency and comprehension of text, as well as the ability to use writing to communicate and compose narrative or expository text.

· From birth through age three, children develop basic communication skills, including listening vocabularies that progress into speaking vocabularies. As children explore the world, they attach meaning to concepts and develop the metacognition necessary to attach meaning to words. At this stage of development, children explore communicating through writing by scribbling and drawing.

· During the preKindergarten years (age 3-5), children develop phonological awareness as they sing songs and engage in wordplay with letter sounds and rhyming patterns. As children engage in shared reading experiences with accomplished readers, they develop listening comprehension skills and attach meaning to text. Their abilities to communicate through writing advances as children learn to write alphabetic symbols.

Prior to entering kindergarten, children often learn to write their names.

· These early experiences prepare children as they progress from kindergarten to third grade. In their progression, they develop the essential literacy skills, including: phonemic awareness, phonics, reading fluency, vocabulary acquisition and development, reading comprehension and early writing experiences.

Every Student Succeeds Act (ESSA) Definition of Evidence-Based

EVIDENCE-BASED.

(A) IN GENERAL. Except as provided in subparagraph (B), the term 'evidence-based', when used with respect to a State, local

educational agency, or school activity, means an activity, strategy, or intervention that

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes

based on

(I) strong evidence from at least 1 well-designed and well-implemented experimental study;

(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or

(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or

(ii) (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and

(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Revised

Summary and Acknowledgements

Insert a short narrative summarizing the components of the plan and acknowledging all sources that were utilized to develop the plan (i.e. funding, guidelines, leadership, stakeholders). This is to be written when the plan is completed

The Striving Readers professional development plan is based on the Simple View of Reading (Gough and Tunmer, 1986). This view of reading is based on the widely accepted view that reading has two basic components: word recognition (decoding) and comprehension. The Simple View of Reading was proposed to clarify the role of decoding in reading. Many educators believe that strong decoding skills are not necessary to achieve reading comprehension. Beginning and struggling readers are often taught to compensate for weak decoding by guessing an unfamiliar word based on the first letter or the picture, then asking themselves if the word makes sense after reading the sentence. In contrast, when decoding is the focus of instruction, students are taught to sound out unfamiliar words using all the letters.

Based on this formula, our professional development plan begins with a focus on the foundational skills of reading with attention to both the decoding and language development parts of the equation. We begin our PD sessions with Phonological Awareness followed by Oral Language, both critical components of Language development. Next, we present a session on print concepts, which is included in the text decoding component, followed by sessions on Phonics and Fluency which are also part of the decoding component. We wrap up this year's PD with attention to Vocabulary Development which again addresses language development. In our subsequent year of professional development we will focus on specific skills and strategies for narrative and informational text comprehension as well as differentiation strategies.

Throughout our PD sessions, we provide teachers with specific information about the Simple View of Reading as well as Scarborough's Reading Rope and the Reading Pyramid, developed by The Ontario Institute for Studies in Education at The University of Toronto. The purpose is to ensure that,

- our teachers understand that strong reading comprehension cannot occur unless both decoding skills and language comprehension abilities are strong.
- intervention for struggling readers is effective only when it addresses the student's specific weakness, which may be decoding, language comprehension, or both, and
- Decoding and language comprehension skills are separable for both assessment and teaching, although both are required to achieve reading comprehension.

All of these approaches apply graphic representations of the same message, reading success requires a balance of both print and language skills. It is not the sum, but rather the product of decoding and language, for neither decoding in the absence of comprehension, nor language development in the absence of decoding, leads to any amount of successful reading.

A district wide reading achievement plan is an essential blueprint for improving overall student achievement. To be effective, it requires the skillful use of data about student performance, literacy needs and the district capacity to support literacy development, current practices and the effectiveness of the K-3 literacy program. The design team included representatives from both building level and district level practitioners, as well as from diverse departments such as curriculum, special education and preschool.

The team used this achievement plan to guide our decision making using this framework for change. Our improvement targets are aligned to our district Decision Framework. The needs assessment and data from the Decision Framework will drive each building's school improvement plan for the subsequent school year and include K-3 grade level goals around the essential components of Reading.

Schools will ensure that each K-3 teacher is allotted 90 minutes of reading instruction daily utilizing a framework which includes all essential components of reading. K-3 teachers will participate in Language and Literacy professional development targeting the essential components of reading. Included within the professional development will be strategies for addressing gaps in current K-3 curriculum.

Funding for the plan will be from existing budgets.

Content of Plan

Section 1: District Leadership Team, Development Process and Monitoring Implementation

Section 2: Alignment Between the District's Reading Achievement Plan and Other District Improvement Efforts

Section 3: Why a Reading Achievement Plan is Needed in Our District or Community School

Section 4: Literacy Mission and Vision Statement(s)

Section 5: Measurable Student Performance Goals

Section 6: Action Plan Map(s)

Section 7: Plan for Monitoring Progress

Section 8: Expectations and Supports for Students and Schools

Appendices

Name	Title/Role	School	E-mail
Melissa Lodge	Assistant Director, Curriculum		mlodge@tps.org
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Sara Adams	Kindergarten Teacher	Martin Luther King Elementary	sadams@tps.org
Katie Zachel	Grade 2 Teacher	Garfield Elementary	kzachel@tps.org
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Kathy Gregory	Principal	Old West End Academy	kgregory@tps.org
Tamara Lemle	Head Start Coordinator		tlemle@tps.org
Cheryl Amborski	Early Childhood Director	East Toledo Family Center	

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

Develop: The design team included representatives from both building level and district level practitioners, as well as from diverse departments such as curriculum, special education and preschool.

Monitor: We used this achievement plan to guide our decision making using this framework for change. Our improvement targets are aligned to our district Decision Framework. The needs assessment and data from the Decision Framework will drive each building's school improvement plan for the subsequent school year.

Communicate: In mid March, the Reading Achievement Plan will be shared with all building administrators and TFT building representatives. Connections will be made to their work around the Decision Framework. Building principals and TFT building representatives will be updated regarding the Reading Achievement Plan as needed. TPS will continue the improvement process outlined in Ohio Improvement Process (OIP). Multiple methods of communication will be used including, The Bridge, district announcements and the TFT bulletin. Ongoing communication within grade levels will be accomplished through the use of Google Classroom.

The plan highlights the communication, timeline and delivery of professional development for all teachers in grades K-3 around the essential components of reading. This Reading Achievement Plan also includes a Gap Analysis of our current K-3 reading curriculum. The purpose of this analysis is to identify any missing or weak components of the curriculum that can be bolstered through professional development.

Section 2:

Alignment Between the District's Reading Achievement Plan and Other District Improvement Efforts

Describe how the District Reading Achievement Plan aligns to other district improvement plans. Districts and community schools that are required to develop improvement plans or implement improvement strategies as required by Ohio Revised Code (ORC) 3302.04 and 3302.10, or any other section of the ORC, must ensure that the Reading Achievement Plan is aligned with other improvement efforts.

District Improvement Plan reading goal is based on the Decision Framework

The needs assessment and data from the Decision Framework will drive each building's school improvement plan for the subsequent school year.

Communication - In mid March, the Reading Achievement Plan will be shared with all building administrators and TFT building representatives. Connections will be made to their work around the Decision Framework.

Building principals and TFT building representatives will be updated regarding the Reading Achievement Plan as needed.

TPS will continue the improvement process outlined in Ohio Improvement Process (OIP).

Section 3:

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

Describe why a Reading Achievement Plan is needed in your district or community school.

SECTION 3 PART A: ANALYSIS OF RELEVANT STUDENT PERFORMANCE DATA

Insert an analysis of relevant student performance data from sources that must include, but are not limited to, the English language arts assessment prescribed under ORC 3301.0710 (grades 3-8), the Kindergarten Readiness Assessment, reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee) and benchmark assessments as Applicable.

In the past three years, we have increased our early childhood education population by over 300%, and currently serve approximately 1,600 children ages 3-5 in the district. However, the total number of current Kindergarten children who were enrolled in one of our early childhood classrooms makes up only 30% of the total Kindergarten population.

We have strong early childhood options, but we are not able to reach all children who will eventually enroll in our school district. This is the reason we are including child care partners in the literacy team and professional development opportunities. We would like to help raise the quality of programming for all students, not just those enrolled in our preschool programs.

Of 1190 preschool students 39% were on track in the area of Literacy Development, as measured by Teaching Strategies Gold Assessment.

Of 1190 preschool student 38% were on track in the area of Language Development, as measured by Teaching Strategies Gold Assessment.

Fall KRA results revealed that 17% of all K students are demonstrating an overall readiness for Kindergarten. 1664 grade K students were tested using the KRA and 1050 or 36.9% were on track as measured in the Language and Literacy domain.

Analysis of three years of historical STAR data grades K-3, reveals that students show the greatest literacy weakness in the areas of foundational skills, specifically in phonemic awareness and phonics, as well as vocabulary acquisition.

Fall 2017 MAP scores for the number and percentage of students on a Reading Improvement and Monitoring Plan (RIMP) are as follows:

- Of 1794 grade K students assessed using MAP 517 students or 29% were on track to pass the Ohio State Test by the end of grade 3.
- Of 1553 grade 1 students assessed using MAP 538 students or 35% were on track to pass the Ohio State Test by the end of grade 3.
- Of 1633 grade 2 students assessed using MAP 459 students or 28% were on track to pass the Ohio State Test by the end of grade 3.
- Of 1794 grade 3 students assessed using MAP 563 students or 31% were on track to pass the Ohio State Test by the end of grade 3.

The table below summarizes our trends in ELA proficiency in grades 3-12.

Grade Level	2014-15	2015-16	2016-17	2017-18
3	66.7	32.2	40.1	36.3
4	44.5	35.2	38.5	37.6
5	41.0	43.4	47.6	47.1
6	38.9	28.3	38.4	33.9
7	43.8	30.9	36.0	37.7
8	40.4	26.0	23.8	26.9
Eng. 1	43.3	31.9	32.4	46.0
Eng. 2	N/A	22.5	31.2	31.8

In 2017 the progress component of our report indicated students made more progress than expected in grades 5-8, as well as English 1. However in 2018, we showed gains in grades 7, 8 and English 1 and 2.

In review of our OST data we are now seeing scores rebound from the significant drop after the change in testing format in 2014. Our students are still not performing at a level that we would like, however due to the focused professional development,

instructional support and utilizing on the OIP we are seeing an upward trend in student achievement.

The results of the 2016-2017 Third Grade Reading Guarantee are below. This chart denotes the percentage of students not on track.

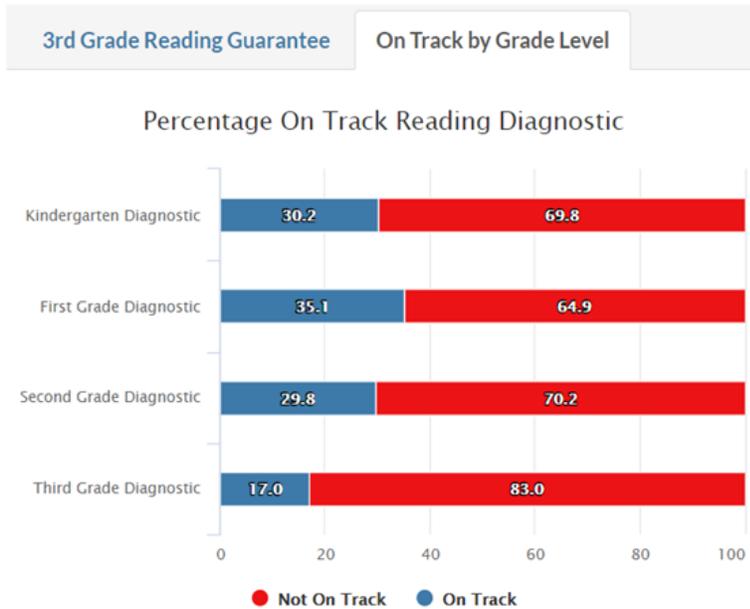
2016 - 2017 Report Card for Toledo City School District

Percentage On-Track in Reading Diagnostic



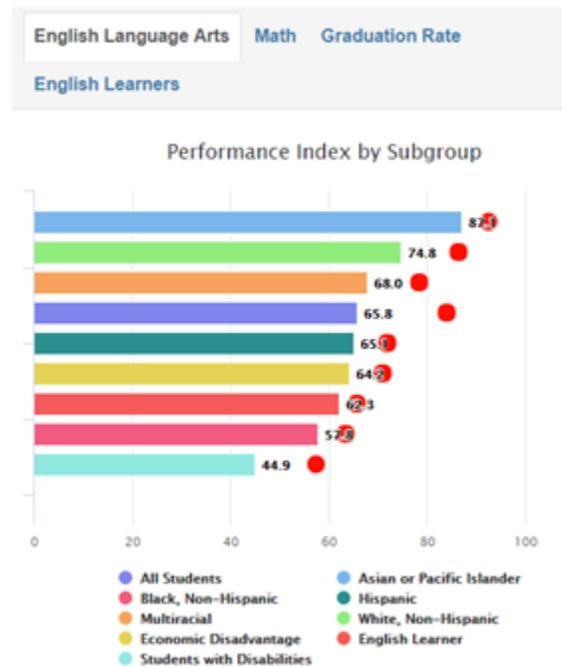
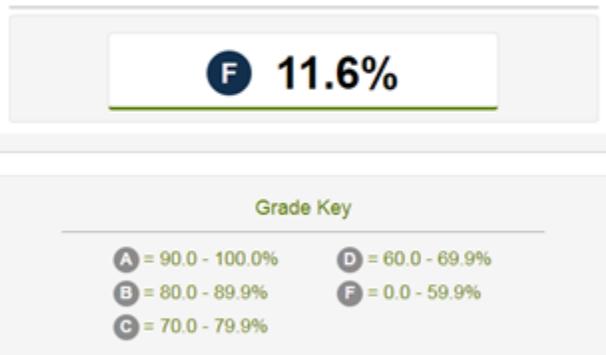
This chart shows the overall percentage of students that were on-track/not-on-track for each grade level reading diagnostic in 2016-2017.

The results of the 2017-2018 Third Grade Reading Guarantee are below. The chart denotes the percentage of students not on track.



Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of each student group to the expected performance goals for that group to determine if gaps exist. These charts show how well each group compares to the state average in ELA, math and graduation. A fourth AMO measures whether English Learners are making progress towards becoming proficient in English. The ultimate goal is for all groups to achieve at high levels.



Knowing that overall student achievement hinges on strong foundational skills in reading, we have chosen to focus on grades Pre-K through grade 3. By aligning reading curriculum and instruction within this grade band and providing job embedded professional development, we expect to see increased early literacy scores.

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

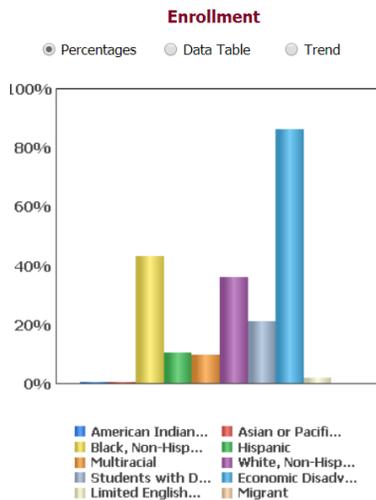
Approximately 86.4% of TPS students come from economically disadvantaged homes. This creates challenges in that students living in poverty often have social, emotional, academic, and/or physical challenges that impede learning. Ensuring that the needs of these students are met in the most efficient and effective way can be done by implementing a district-wide reading achievement plan analysis of the factors that contribute to low reading achievement revealed that there are many varied reasons why students are not making adequate progress in achievement.

The district mobility rate ranges from 9.5% to 37.9%, depending upon the sub group of students. This impacts the district's curriculum and instructional plans in that we need to ensure that transient students are provided opportunities that meet their needs. A district-wide reading achievement plan can help to alleviate the gaps in instruction that some of these students experience.

	District Mobility %
All Students	13.9%
Am. Indian / Alaskan Native	37.9%
Asian or Pacific Islander	9.5%
Black, Non-Hispanic	14.4%
Hispanic	13.4%
Multiracial	12.8%
White, Non-Hispanic	13.7%
Students with Disabilities	16.2%
Economic Disadvantage	13.7%
Limited English Proficiency	15.7%
Migrant	NC

While our mobility rates are quite high, our attendance rates are consistently strong. District attendance rates are approximately 91% and do not differ significantly among sub groups. This suggests that a comprehensive reading achievement plan is important because students are in school regularly and would benefit from such a plan.

In addition to mobility challenges, the number of homeless students in TPS is approximately 2700. The challenge that arises for these students makes providing meaningful instruction difficult.



Students in TPS experience multiple physical and mental health challenges that impede their learning. Because of these conditions, it is important to have a reading plan that addresses children of all abilities. Chronic health conditions include:

Number of students with Asthma	1,755
Number of students with Diabetes	39
Number of students with Seizure Disorder	203
Number of elementary students with at least one chronic condition	3002
Number of elementary students with more than four chronic conditions	216

These factors are being addressed through additional supports including but not limited to:

- Truancy mediation, homeless and foster care student services
- Full time nurses in all 40 elementary buildings
- Wraparound services with mental health partners to address acute trauma and chronic stress challenges for students
- Extra Positive School Behavioral Intervention Supports (PBIS) and Social Emotional Learning (SEL) services in our Transformational 10 buildings. (Transformational 10 buildings are those with the highest incidences of behavior as evidenced by building discipline data)
- Mobile Vision Program which provided vision screenings and services to 860 students
- Mobile Dental Program which provided dental exams, cleaning, Fluoride treatments, and fillings for over 1200 students.

In addition to the data above, a gap analysis was conducted to determine where gaps in literacy content and instruction were evident. The results of that analysis are listed below:

Kindergarten

RL/RI.4 – Text vocabulary

Supplemental materials are needed to support the teaching of these standards. Teachers are using Curious About Words, but they noted that more instruction is needed for these standards.

RF.1 – Concepts of Print

There is not enough content to meet this standard. Introduction of letters and sounds needs to be reinforced and introduced in a way that it can be completed earlier in the year.

RF.2 – Phonemic Awareness

There is not enough content to meet this standard. The team feels that this is a major area of weakness in the Reading program.

RF.3 – Phonics

RF.3a – There is a lot of instruction but the students need more exposure to all letters and sounds more quickly than the series suggests.

RF.3d – Distinguish between similarly spelled words by identifying the sounds of the letters that differ. – Not taught until Units 5 & 6. Instruction needs to begin earlier.

RF.4 – Fluency

There is plenty of material to sufficiently cover this standard. The problem that arises is that the decodable books get too difficult so quickly. Students are just

learning how to blend sounds to read words and immediately need to decode multiple words on a page.

L.4 – Vocabulary

L.4a & b – More vocabulary supports that address these specific

L.5b & d Standards would be helpful.

Grade 1

RL/RI.4 – Text vocabulary

More poems are needed. Not enough material in this standard (RI).

RF.1 - Fluency

Oral Language Conventions section is very small and possibly missed. There is not enough teacher instructions to do this standard DAILY, but it should be incorporated in each daily lesson.

RF.2 – Phonemic Awareness

This is not covered enough and even when it is, it is only during a warm-up. More time practicing towards mastery is needed. Opening routines do not have enough words for practice.

RF.3 – Phonics and Word Recognition

It would be nice to have more of the decoding practice with the projectable pages. The phonics portion of the curriculum sometimes presents too many spellings of sounds at once. There isn't enough review of sounds once the unit is done and not enough supplemental phonics materials for students who struggle.

RF.3d – Syllables - There is obviously not enough practice for this.

SL.3 – Ask and answer questions about speaker

Asking questions is not addressed enough.

L.1 – Language Conventions – not covered

L.2 – Writing Conventions – not enough instruction

L.4 – Vocabulary –

Vocabulary in first grade consists mainly of sight words. Additional vocabulary instruction would be beneficial. Deeper Instruction and Strategies are needed for

Vocabulary Instruction.

Grade 2

RF.4 - Fluency

Plenty of resources throughout units, especially if using decodables.

SL.1 – Collaborative Conversations

Plenty of opportunities for instruction throughout series. Teachers have to make sure they are using them.

SL.2 – Retell from read alouds or oral presentations

This standard is addressed weekly. More emphasis could be added.

SL.5 – Audio recordings

Limited resources for this standard.

SL.6 – Produce complete sentences

Hard to find lessons addressing this standard. Only 3 identified in entire series.

L.1f – Grammar Conventions – Produce, expand, and rearrange complete simple and compound sentences

Opportunities to practice in writing lessons – Units 1, 3, 4 & 5 only

L.2d – Writing Conventions - Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).

Lessons cited in Units 1 and 4. Only one lesson cited in Unit 5.

L.3a & b – Formal vs. Informal Language - Only 2 lessons cited in unit 1.

L.4 – Vocabulary

L.4b – Prefixes – This sub-standard needs more instruction in series.

L.4c – Root Words – Limited lessons only in Units 4 and 6.

L.4d – Compound Words - Only addressed in Units 2 and 3. Very limited.

L.5 – Word Relationships and Nuances –

L.5a – Real Life Connections - Good ideas in all Units - Opening Routines, but up to teacher to use. Real life connections offered in most lessons, but is at the discretion of the teacher.

L.5b – Shades of Meaning - This standard is lacking. Only 2 Lessons in 2 Units (1 & 4) are cite

Section 4:

Literacy Mission and Vision Statement(s)

Describe the district or community school literacy mission and/or vision statement. This statement may include a definition of literacy. You may want to state how the district's literacy vision is aligned to the early literacy definition of the Ohio Department of Education (see page 2 of this template).

TPS Literacy Vision statement:

Toledo Public Schools is committed to empowering all students to achieve excellence in early literacy skills, ensuring that they are college and career ready.

Toledo Public Schools Mission statement:

Toledo Public Schools mission is to effectively utilize the most rigorous and evidence based early literacy strategies to create a community of lifelong readers, writers, speakers, listeners and thinkers.

Section 5:

Measurable Student Performance Goals

Describe the measurable student achievement goals that the Reading Achievement Plan is designed to support progress toward.

Preschool:

1. Increase the percentage of preschool students on track by 4% from 38% to 42% by Spring in the area of Language Development as measured by Teaching Strategies Gold Assessment.
2. Increase the percentage of preschool students on track by 4% from 39% to 43% by Spring in the area of Literacy Development as measured by Teaching Strategies Gold Assessment.

Kindergarten:

1. Increase the percentage of Kindergarten students on track by 4% from 29% to 33% by Spring 2018 as measured by MAP assessments.

First Grade:

2. Increase the percentage of first grade students on track by 4% from 35% to 39% by spring 2018 as measured by MAP assessments.

Second Grade:

3. Increase the percentage of second grade students on track by 4% from 28% to 32% by spring 2018 as measured by MAP growth and checklist assessments.

Third Grade:

4. Increase the percentage of third grade students on track by 4% from 31% to 35% by spring 2018 as measured by MAP growth and checklist assessments.
5. Increase the percentage of third grade students meeting or exceeding third grade proficiency standards from 40.1% to a 44.1% by Spring 2018 as measured by the Ohio State Test.

Section 6:

Action Plan Map(s)

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal that the plan is designed to address in the next year. Each plan must include at least one specific literacy goal.

Action Map - Goal #1

Goal Statement Overarching goal- Increase the percentage of third grade students meeting or exceeding third grade proficiency standards from 40.1% to a 44.1%% by Spring 2018 as measured by the Ohio State Test.

#1	Action Step 1	Action Step 2	Action Step 3
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Components	Schools will ensure that each K-3 teacher is allotted 90 minutes of reading instruction daily utilizing a framework which includes all essential components of reading.	Conduct a gap analysis of curriculum materials to determine PD or supplemental needs.	A professional development plan will be developed by the district. Each school will align their professional development plan to the district plan in order to support teachers in their implementation of strategies aligned with the essential components of reading.
Timeline	9/18 - 5/19	1/18 - 5/19	9/18 - 5/19
Lead Person(s)	Principal/TFT Building Representative	Assistant Curriculum Director Reading Academy	TFT Building Representative and Building Principals/DLT
Resources	Schedule to allow for 90 minutes of reading instruction Model of Instructional Framework (including appropriate time schedule for each essential component.)	Funding for teacher stipends for gap analysis.	Needs Survey Funding for subs for during the day PD as requested by building. Reading Academy contact through communication plan
Specifics of Implementation	Administrators/TFT Building Representatives will create schedules prior to the beginning of the school year that	A committee of practitioners will be created by the Toledo Federation of Teachers (TFT) to review the TPS adopted curriculum	Alignment of professional development by district departments responsible for support of the Reading

	<p>allow for 90 minutes of core reading instruction for each K-3 classroom.</p> <p>An Instructional Framework with recommended time allocations will be shared with each K-3 teacher to facilitate core reading instruction planning.</p> <p>Professional development will be collaboratively identified to ensure that each teacher has the requisite knowledge necessary to utilize the Instructional Framework.</p> <p>Intervention Assessment Teachers (IAT) will work with classroom teachers to identify struggling readers and provide evidence-based systematic phonics instruction (Orton-Gillingham) to K-2 students on a RIMP. This work is completed through Tier 1 instruction within the classroom and through additional intervention sessions with K-2</p>	<p>for reading. The purpose will be to identify any gaps between identified weak areas and the instructional materials which address those areas.</p> <p>The analysis will be used to determine targeted professional development and supplemental material needs.</p>	<p>Achievement Plan..</p> <p>A Needs Survey will be conducted with K-3 staff so that specific professional development needs can be identified.</p> <p>Schools will utilize their TBT structure to coordinate core instruction, intervention and problem-solving for students who continue to demonstrate reading difficulties and engage in the necessary professional development.</p> <p>TBTs will conduct data analysis of Fall administration of MAP assessment. (as well as other pertinent assessments as identified by team members)</p> <p>An intervention plan will be created for students (or small groups of students) who are found to have reading difficulties as identified by data analysis.</p> <p>Necessary</p>
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	<p>students. IAT's are located at 11 of our highest need buildings.</p>		<p>Professional Development will be scheduled to support acquisition of instructional strategies to address specific intervention strategies.</p> <p>Grade 3 cohort coach works with all regular and special education third grade teachers to deliver relevant professional development and provide in class coaching support.</p>
<p>Measure of Success</p>	<p>K-3 Schedules</p> <p>K-3 Instructional Plan (90 minute)</p>	<p>Gap analysis report by grade level (K-3)</p> <p>Committee recommendation</p>	<p>Professional development schedule and sign in Sheets</p> <p>DLT review of BLT Minutes</p> <p>Intervention schedule</p> <p>RIMP monitoring via OIP</p> <p>Winter and Spring MAP Assessment Data</p>
<p>Check-in/ Review Date</p>	<p>Quarterly</p>	<p>Committee report by 5/19</p>	<p>Weekly/Monthly/Quarterly</p>

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Action Map - Goal #2

Goal Statement Subgoal- Increase the percentage of Kindergarten students on track by 4% from 29% to 33% by Spring 2018 as measured by MAP assessments.

#2	Action Step 1	Action Step 2	Action Step 3
Components	K teachers will participate in Language and Literacy professional development targeting essential components of Reading.	Grade level data analysis using MAP to determine to inform future instruction of foundational skills. (Foundational Skills-Phonemic Awareness, Phonics, Print Concepts)	High Quality use of curriculum around the areas of need (Foundational Skills-Phonemic Awareness, Phonics, Print Concepts)
Timeline	2018- 2019 school year	2018- 2019 school year	2018- 2019 school year
Lead Person(s)	Curriculum department/ Reading Academy	Teacher Based Teams	Kindergarten Teachers
Resources	Time set aside on waiver day, after school, during school and TBT time.	Funding set aside to pay for TBT's	instructional Framework
Specifics of Implementation	Kindergarten teachers will acquire skills using evidenced based strategies used to teach the essential components of reading.	Working through TBT's, MAP data will be analyzed to identify and apply skills learned in professional development to enhance instruction in teaching	Teachers utilize the instructional framework to teach the essential components of reading.

	<p>Intervention Assessment Teachers (IAT) will work with classroom teachers to identify struggling readers and provide evidence-based systematic phonics instruction (Orton-Gillingham) to K-2 students on a RIMP. This work is completed through Tier 1 instruction within the classroom and through additional intervention sessions with K-2 students. IAT's are located at 11 of our highest need buildings.</p>	<p>foundational skills. Foundational Skills-Phonemic Awareness, Phonics, Print Concepts)</p>	
<p>Measure of Success</p>	<p>Attendance at professional development. (Waiver day, during the day, TBT times, after school)</p>	<p>Applying the skills learned in professional development to enhance the instruction of foundational skills.</p>	<p>MAP assessment data</p> <p>BLT forms which highlight building level data focusing on early literacy foundational skills. (Phonics, Phonemic Awareness, Word, Print Concepts)</p> <p>Training evaluation survey</p>
<p>Check-in/ Review Date</p>	<p>November 2018</p>	<p>TBT meetings</p>	<p>2018-2019 Monthly check in at DLT meetings.</p>

Action Map - Goal #3

Goal Statement Subgoal - Increase the percentage of first grade students on track by 4% from 35% to 39% by spring 2018 as measured by MAP assessments.

#3	Action Step 1	Action Step 2	Action Step 3
Components	First grade teachers will participate in Language and Literacy Professional Development targeting the essential components of reading	Grade level data analysis using MAP to inform future instruction of foundational skills. Grade level data analysis using MAP to determine growth in foundational skills. (Foundational Skills- phonemic awareness, phonics) Analysis of fluency rate using an identified oral fluency assessment.	High quality use of curriculum around the areas of need (Foundational Skills- phonemic awareness, phonics, fluency)
Timeline	2018-2019 school year	2018-2019 school year	2018-2019 school year
Lead Person(s)	Curriculum department/Reading Academy	Teacher Based Teams	First grade Teachers
Resources	Time set aside on waiver day, after school, during	Funding set aside to pay for after school PD	Instructional Framework

	school and TBT time.		
Specifics of Implementation	<p>First grade teachers will acquire skills using evidence based techniques to teach the essential components of reading as identified by the building needs survey.</p> <p>Intervention Assessment Teachers (IAT) will work with classroom teachers to identify struggling readers and provide evidence based systematic phonics instruction (Orton-Gillingham) to K-2 students on a RIMP. This work is completed through Tier 1 instruction within the classroom and through additional intervention sessions with K-2 students. IAT's are located at 11 of our highest need buildings.</p>	Working through TBT's, MAP data will be analyzed to identify and apply skills learned in professional development to enhance instruction in the teaching of targeted foundational skills.	Teachers will utilize the instructional framework to teach the targeted foundational skills.
Measure of Success	Attendance at professional development. (Waiver day, during the day, TBT times,	Skills learned in professional development to enhance the instruction of	MAP assessment data. BLT forms which highlight building

	after school)	foundational skills included in TBT minutes .	level data focusing on early literacy foundational skills(phonics, phonemic awareness, fluency)
Check-in/ Review Date	November 2018	TBT meetings	2018-2019 Monthly check in at DLT meetings.

Action Map - Goal #4

Goal Statement Subgoal - Increase the percentage of second grade students on track by 4% from 28% to 32% by spring 2018 as measured by MAP assessments.

#4	Action Step 1	Action Step 2	Action Step 3
Components	Second grade teachers will participate in Language and Literacy Professional Development targeting the essential components of reading.	Grade level data analysis using MAP to determine growth in vocabulary) Analysis of advanced phonics skills using an identified phonics assessment. Analysis of fluency rate using an identified oral fluency assessment.	High quality use of curriculum around the areas of need(Vocabulary, advanced phonics, fluency)
Timeline	2018-2019 school year	2018-2019 school year	2018-2019 school year
Lead Person(s)	Curriculum	Teacher Based	Second grade

	Department/Reading Academy	Teams(TBT)	Teachers
Resources	Time set aside on waiver day, after school, during school and TBT time.	Funding set aside to pay for after school PD.	Instructional Framework
Specifics of Implementation	<p>Second grade teachers will acquire skills using evidence based techniques to teach the essential components of reading as identified by the building needs survey.</p> <p>Intervention Assessment Teachers (IAT) will work with classroom teachers to identify struggling readers and provide evidence-based systematic phonics instruction (Orton-Gillingham) to K-2 students on a RIMP. This work is completed through Tier 1 instruction within the classroom and through additional intervention sessions with K-2 students. IAT's are located at 11 of our highest need buildings.</p>	<p>Working through TBT's, MAP data will be analyzed to identify and apply skills learned in professional development to enhance instruction in teaching vocabulary.</p> <p>Applying essential strategies learned in professional development to enhance instruction of advanced phonics and fluency.</p>	Teachers will utilize the instructional framework to teach the targeted components of reading.

Measure of Success	Attendance at professional development. (Waiver day, during the day, TBT times, after school)	Skills learned in professional development to enhance the instruction of targeted components included in TBT minutes.	MAP assessment data. BLT forms which highlight building level data focusing on early literacy skills(Vocabulary, advanced phonics, fluency)
Check-in/ Review Date	November 2018	TBT meetings	2018-2019 Monthly check in at DLT meetings.

Action Map - Goal #5

Goal Statement Subgoal - Increase the percentage of third grade students on track from 31% to 35% by spring 2018 as measured by MAP assessments.

#5	Action Step 1	Action Step 2	Action Step 3
Components	Grade three teachers will participate in Language and Literacy Professional Development targeting the essential components of reading.	Grade level data analysis using MAP to determine growth in vocabulary) Analysis of advanced phonics skills using an identified phonics assessment. Analysis of fluency rate using an identified oral fluency assessment.	High quality use of curriculum around the areas of need(Vocabulary, advanced phonics, fluency)

Timeline	2018-2019 school year	2018-2019 school year	2018-2019 school year
Lead Person(s)	Curriculum Department/Reading Academy	Teacher Based Teams(TBT)	Third grade Teachers
Resources	Time set aside on waiver day, after school, during school and TBT time.	Funding set aside to pay for after school PD.	Instructional Framework
Specifics of Implementation	<p>Third grade teachers will acquire skills using evidence-based strategies to teach the essential components of reading as identified by the building needs survey.</p> <p>Grade 3 cohort coach works with all regular and special education third grade teachers to deliver relevant professional development and provide in class coaching support.</p>	Working through TBT's, MAP data will be analyzed to identify and apply skills learned in professional development to enhance instruction teaching the essential components of reading.	Teachers will utilize the instructional framework to teach the targeted components of reading
Measure of Success	Attendance at professional development. (Waiver day, during the day, TBT times, after school)	Skills learned in professional development to enhance the instruction of foundational skills included in TBT minutes.	<p>MAP assessment data for vocabulary. MAP assessment data.</p> <p>BLT forms which highlight building level data focusing on early literacy</p>

			skills(Vocabulary, advanced phonics, fluency)
Check-in/ Review Date	November 2018	TBT meetings	2018-2019 Monthly check in at DLT meetings.

Action Map Goal #6

#6	Action Step 1		
Align plan with the state Community Collaboration plan.	Child care partners in each school area will be invited to participate in the literacy team at a school near their center.		
Timeline	2018-2019 school year		
Lead Person(s)	Curriculum Department/Reading Academy		
Resources	Each child care partner will be offered \$500 of literacy materials after attending all of the PD sessions.		
Specifics of Implementation	Children who do not attend a TPS preschool often enter Kindergarten well below those who do attend. Therefore, it is important to reach out to local child		

	<p>care providers to assist them in providing literacy rich environments.</p> <p>One child care partner in the same zip code of each school will be invited to attend the PD session with the PK-2 teachers in that building. These providers will become team members and will participate with school personnel in all PD and all assessment activities.</p>		
<p>Measure of Success</p>	<p>The simple act of having child care partners accept the invitation will be one measure of success. This is a new initiative that has not been done in the district before, so building relationships with these local child care providers is the first step.</p> <p>Once they are invested team members, we will be able to look at their student data and assist them in meeting students' needs in an appropriate way.</p>		

Check-in/ Review Date	November 2018		
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Section 7:

Plan for Monitoring Progress

Describe how progress toward goals will be monitored, measured and reported.

1. MAP for achievement diagnostics (fall, winter, spring)
2. Building level data reviews
3. PD attendance
4. PD evaluation surveys
5. Reading Improvement and Monitoring Plans

NWEA MAP is administered three times each year (fall, winter, spring) to students in K-3. The tool provides teachers with the data to identify strengths and needs for individual students. It also provides suggestions for intervention grouping. It is a comprehensive classroom level instrument that is used to drive instruction.

Teacher Based Teams (TBT) meet bi-monthly to discuss classroom strategies and student performance. They report their minutes to the Building Leadership Team (BLT), who communicate the building level information to the District Leadership Team (DLT). The DLT reviews the data and adult indicators to make recommendations for improvement.

Currently TPS does not have a consistent protocol for delivery and assessment of RIMP interventions. One of the goals of our Striving Readers Grant professional development during the 2018-19 school year will be to work with teacher teams to develop this protocol.

Teacher attendance at PD related to evidence based instructional strategic areas of need as identified by student performance on OST and MAP will be tracked by the Reading Academy. These teachers will participate in a survey that evaluates the PD focusing on relevancy, use in practice and planning for implementation.

A minimum of one TBT per quarter will be utilized for reviewing and updating Reading Improvement and Monitoring Plans (RIMP's).

Section 8:

Expectations and Supports for Students and Schools

Describe the expectations and supports for schools in relation to the Reading Achievement Plan.

SECTION 8 PART A: STRATEGIES TO SUPPORT STUDENTS

Describe the evidence-based strategies that will be used to meet specific student needs and improve instruction. This must include a description of how these evidence-based strategies support students on reading improvement and monitoring plans.

The Toledo Public Schools RAP calls for a balanced literacy curriculum enacted in a 90-minute instructional block (minimum) for all K-3 students, including those on Reading Improvement and Monitoring Plans. Grades K-2 use the HMH Journeys program and grade 3 uses the Pearson Reading Street curriculum. Both of these reading programs offer a combination of whole-group/small-group structure addressing the five essential components of reading. Our goal is to improve student achievement through the use of this explicit, systematic core instruction along with additional Tier 2 interventions, based on assessment results, for students on RIMPs. Additionally, TPS offers supplemental Orton-Gillingham intervention to K-2 RIMP students in 11 schools that historically have had the highest number of students on RIMPs.

The following strategies will be used to execute this plan:

Phonemic Awareness - Phonological awareness is critical for learning to read any alphabetic writing system. And research shows that difficulty with phoneme awareness and other phonological skills is a predictor of poor reading and spelling development. *Moats, L, & Tolman, C (2009).*

Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds (phonemes) in spoken words. Phonemes are the smallest units comprising spoken language. Phonemes combine to form syllables and words. Students at risk for reading difficulty often have lower levels of phonological awareness and phonemic awareness than do their classmates. *Murray, B. (2009)*

Strategies to promote both Phonological and Phonemic Awareness will focus on:

- Rhyming activities
- Sentence and word segmentation
- Phoneme blending
- Phoneme segmentation
- Phoneme manipulation

Typically, students entering the TPS system are lacking in foundational literacy skills. Many, if not most, have limited alphabetic knowledge, lack skills in rhyming and other phonological skills, and have limited literacy experiences. Our PK teachers report that many of their students begin PK without the skills necessary to hold meaningful conversations or participate in read alouds. Using recommendations from the What Works Clearinghouse (WWC) Practice Guide, *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*, we will focus on helping students develop an awareness of the segments of sound in speech and how they link to letters (alphabetic principle). Strategies to promote both Phonological and Phonemic Awareness will focus on:

- PK: rhyming activities, sentence and word segmentation, blending and segmenting of syllables and onsets/rimes, phoneme isolation (initial and final sounds)
- Kindergarten: rhyming activities, sentence and word segmentation, blending and segmenting of syllables and onsets/rimes, phoneme isolation (initial, final sounds and medial sounds), phoneme manipulation (addition or substitution in simple, one-syllable words)
- Grade 1: phoneme blending, segmentation, and isolation, and phoneme manipulation (addition, deletion, substitution in initial, final, and medial positions)

Students will be screened using MAP as well as intervention assessments available through the Journeys curriculum to identify strengths and weaknesses in Phonological/Phonemic Awareness. Tier 1 instruction will take place in PK through grade 1. Tier 2 intervention needs will be determined through results of MAP and Journeys-based progress-monitoring assessments given throughout the school-year in

grades K-grade 2. Typically, Phonological/Phonemic Awareness instruction is not part of the grade 2 curriculum. However, for those students found lacking in these skills, interventions will be planned and carried out consistently and systematically using Journeys Intervention Kits with regular progress monitoring to determine program adjustments and next steps.

Level of Evidence: Tier 1 (based on What Works Clearinghouse (WWC) Practice Guide, *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*)

Phonics - Children's reading development is dependent on their understanding of the alphabetic principle – the idea that letters and letter patterns represent the sounds of spoken language. Learning that there are predictable relationships between sounds and letters allows children to apply these relationships to both familiar and unfamiliar words, and to begin to read with fluency.

The goal of phonics instruction is to help children to learn and be able to use the Alphabetic Principle. The alphabetic principle is the understanding that there are systematic and predictable relationships between written letters and spoken sounds. Phonics instruction helps children learn the relationships between the letters of written language and the sounds of spoken language. Texas Education Agency (2002)

Systematic and explicit phonics instruction significantly improves children's word recognition, spelling, and reading comprehension. National Reading Panel (2000)

Strategies to promote both the Academic Principal and Phonics will focus on:

- Letter identification activities
- Letter-Sound correspondences
- Successive blending
- Common long and short vowel patterns
- High-frequency sight words
- Consonant digraphs
- Consonant blends
- CVCe vowel pattern
- Vowel digraphs
- Advanced vowel patterns (vowel diphthongs, r- and l- controlled)

- Multisyllabic words

Concepts of Print - Print awareness is a child's earliest understanding that written language carries meaning. The foundation of all other literacy learning builds upon this knowledge. *Guidelines for Examining Phonics and Word Recognition Programs, Texas Reading Initiative, Texas Education Agency (2002).*

Strategies to promote an understanding of the Concepts of Print will focus on:

Teacher modeling of:

- Proper way to handle a book
- Directionality
- Attention to text and illustrations as well as their functions
- Reading aloud to children using predictable texts and “big books”
- Ask students to listen to and participate in the reading of predictable and patterned stories and books.
- Labeling objects in classroom
- Reinforce forms and functions of print using classroom signs, posters, calendars, etc.
- Discuss print directionality (print is written and read from left to right), word boundaries, capital letters, and end punctuation.
- Promote word awareness by helping children identify word boundaries and compare words
- Using wordless books, ask students to tell the story by using the illustrations.

Using recommendations from the What Works Clearinghouse Practice Guide, *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd grade*, we will focus on helping students learn to apply the alphabetic principle in order to decode and read complex words. Learning to recognize letter patterns and word parts, and understanding that sounds relate to letters in predictable and unpredictable ways, will help students decode and read increasingly complex words. It will also help them to read with greater fluency, accuracy, and comprehension. These interventions

showed strong evidence for positive effects on word reading and encoding outcomes.

Strategies to strengthen word reading outcomes will focus on:

- PK-K: letter identification and sound-letter association
- Kindergarten: sound-letter association, blending letter sounds and sound spelling patterns from left to right (successive blending), common sound-spelling patterns, recognizing common word parts, and recognizing regular and irregular high-frequency words
- Grades 1 & 2: spelling-sound correspondences for consonant digraphs and vowel teams, recognizing common word parts, and recognizing regular and irregular high-frequency words, decode multisyllabic words

Students will be screened using MAP as well as intervention assessments available through the Journeys curriculum to identify strengths and weaknesses in Phonics and Word Recognition. Tier 1 instruction will take place in PK- 2. Tier 2 intervention needs will be determined through results of MAP and Journeys-based assessments given throughout the school year in grades K-2. Interventions will be planned and carried out consistently and systematically using Journeys Intervention Kits with regular progress monitoring to determine program adjustments and next steps.

Level of Evidence: Tier 1 (based on What Works Clearinghouse (WWC) Practice Guide, *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*)

Fluency - Fluency is the ability to read "like you speak." Hudson, Lane, and Pullen define fluency this way: "Reading fluency is made up of at least three key elements: accurate reading of connected text at a conversational rate with appropriate prosody or expression." Non-fluent readers suffer in at least one of these aspects of reading: they make many mistakes, they read slowly, or they don't read with appropriate expression and phrasing.

Many researchers, including Breznitz, Armstrong, Knupp, Lesgold, and Pinnell, have found that fluency is highly correlated with reading comprehension—that is, when a student reads fluently, that student is likely to comprehend what he or she is reading.

The National Reading Panel found data supporting three strategies that improve fluency, comprehension, and reading achievement—teacher modeling, repeated reading, and progress monitoring.

Strategies to promote Fluency will focus on:

- Teacher modeling through read alouds, echo reading, choral reading, etc.
- Repeated readings of leveled texts
- Progress monitoring

Students will be screened using MAP as well as intervention assessments available through the Journeys curriculum to identify strengths and weaknesses in Oral Reading Fluency. Tier 1 instruction will take place in grades 1 and 2. Tier 2 intervention needs will be determined through results of MAP and Journeys-based progress-monitoring assessments given throughout the school-year in these grades. Interventions will be planned and carried out consistently and systematically using Journeys Intervention Kits with regular progress monitoring to determine program adjustments and next steps.

Using recommendations from the What Works Clearinghouse Practice Guide, *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*, we will focus on helping students learn to read connected text accurately with appropriate speed, phrasing, and comprehension. This requires that students identify words quickly, integrate ideas in the text with their background knowledge, self-monitor their understanding, and apply strategies to support comprehension and repair misconceptions. Students develop fluent reading by reading connected text daily, both with and without feedback. Based on a summary of evidence, interventions with connected text showed moderate evidence of positive effects on word reading, oral reading accuracy, and oral reading fluency. In total, twenty-two studies were examined.

Eighteen of those studies showed positive effects. Fifteen of the eighteen meet WWC group design standards without reservations. Overall, the eighteen studies found an inconsistent pattern of positive effects, and therefore, were assigned a moderate level of evidence rating. Strategies to promote strong, fluent reading are as follows:

- PK: shared oral reading of favorite books to model appropriate phrasing, intonation and expression
- K-2: (with grade appropriate materials) modeling (by teacher or expert reader) use of effective word-reading strategies, providing feedback and scaffolding, teaching self-monitoring (and self-correcting) for understanding, participate in supported oral reading such as echo reading, choral reading, etc., participate in both wide reading and repeated readings.

Level of Evidence: Tier 2 (based on What Works Clearinghouse (WWC) Practice Guide, *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*)

Vocabulary Acquisition - One of the key indicators of students' success in school, on standardized tests, and indeed, in life, is their vocabulary. The reason for this is simply that the knowledge anyone has about a topic is based on the vocabulary of that information. Marzano & Pickering, 2005

Baumann, Kame'enui, & Ash (2003) found that students' vocabulary knowledge relates strongly to their reading comprehension and overall academic success. Smith (1941) found that high-performing third graders had vocabularies equal to those of low-performing twelfth-graders. Eller, Pappas and Brown (1988) found that repetitive exposure to words was critical in promoting vocabulary acquisition. Meara, et. al. (1998) found that a minimum of 8-12 exposures must occur for retention with normal students of any new concept or word. Muntean (2011) found that fun, simple learning games improve learning.

According to Michael Graves (2000), there are four components of an effective vocabulary program:

1. wide or extensive independent reading to expand word knowledge

2. instruction in specific words to enhance comprehension of texts containing those words
3. instruction in independent word-learning strategies, and
4. word consciousness and word-play activities to motivate and enhance learning

Strategies to promote Vocabulary Acquisition will focus on:

- Wide reading of complex text (indirect vocabulary acquisition)
- Use of Beck's Instructional Sequence for introduction and maintenance of specific text-based vocabulary words
- Morphological analysis
- Robust vocabulary activities to promote word consciousness

Analysis of our PK-K assessment for Language Development showed that only 38% of our students were on-track in their language development. Students who enter school with limited academic language skills typically lag behind their peers in reading. As opposed to social language skills, which develop naturally, academic language skills usually require instruction. Knowledge of academic language relates strongly to their reading comprehension and overall academic success. Using recommendations from the What Works Clearinghouse Practice Guide, *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*, we will focus on teaching students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. Seven studies were examined and minimal evidence was found to support these strategies. Three of the studies had positive effects on vocabulary outcomes and three other studies found no discernible effects. Two of the studies meet the WWC group design standards without reservations. Overall, the body of evidence indicated positive but inconsistent findings for vocabulary outcomes.

Grades K - 2 in TPS uses HMH Journeys reading program which has earned a Strong Evidence rating as reported on the Evidence for ESSA website. Teachers will continue to use this program in grades K – 2. We propose that our additional textbook training and systematic professional development will bolster our teachers’ instructional practices, resulting in improved vocabulary knowledge – and comprehension – for our students. The following research base describes the essential elements of the Journeys Vocabulary program. These elements will be the basis of our professional development across all grade levels PK–2.

- Indirect (wide reading) instruction for oral language development – Students will be engaged in conversations and read alouds to support the use and comprehension of inferential language
- Direct (explicit) instruction – academic vocabulary will be taught in the context of other reading activities (before, during, and after reading)
- Multiple and varied exposures to words
- Frequent, rich instruction
- Instruction in morphology (Grades K-2)

The MAP assessments will be used to assess vocabulary knowledge and growth for our K-2 students. Teachers will use the Journeys K-2 program for Tier 1 instruction. Additional Tier 2 interventions will be used to support those students who are not showing proficiency in vocabulary.

Level of Evidence: Tier 2 (based on What Works Clearinghouse (WWC) Practice Guide, *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade and Evidence for ESSA website rating of HMH Journeys program.*)

Improving Reading Comprehension

Using recommendations from the WWC Practice Guide, *Improving Reading Comprehension in Kindergarten Through 3rd Grade*, we will provide six sessions of professional development on improving our students' reading comprehension. These sessions will be focused around the five recommendations offered in this practice guide including: 1) use of reading comprehension strategies, 2) identification and use of text structure, 3) guided reading with focused, high-quality student discourse, 4) purposeful selection of complex text, and 5) establishing an engaging and motivating classroom atmosphere for teaching reading.

Based on a summary of evidence, 27 studies met the What Works Clearinghouse standards with or without reservations and represent the strongest evidence of the effectiveness of the recommended practices. Strategies to promote reading comprehension in PK-1 will focus on read alouds and oral comprehension. Grade 2 will focus on strategies to promote reading comprehension.

Students will be screened using the MAP assessment and intervention assessments available through the Journeys curriculum to identify strengths and weaknesses in Reading Comprehension. Tier 1 instruction will take place in PK-2. Tier 2 intervention needs will be determined through results of MAP and Journeys-based assessments given throughout the school-year in grades K-2. Interventions will be planned and carried out consistently and systematically using Journeys Intervention Kits with regular progress monitoring to determine program adjustments and next steps.

Level of Evidence: Tier 1 (based on What Works Clearinghouse (WWC) Practice Guide, *Improving Reading Comprehension in Kindergarten Through 3*)

Differentiation for All Students

Professional development will focus on refining practice, becoming more intentional about matching instruction to student needs, and employing the principles of Universal Design for Learning (UDL) in order to differentiate instruction for all students. UDL is referenced throughout ESSA, being endorsed and defined in the law as “a scientifically valid framework for guiding educational practice that — (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient”

(www.cast.org/whats-new/news/2016/udl-in-the-essa; retrieved February, 2018)

The goal of this professional development is to help teachers understand that planning instruction that is proactive and flexible in the way that it addresses content, process, product, and classroom environment will ensure all of their students receive instruction that appropriately challenges and effectively engages the full range of students in their classes: those with disabilities and those without, those who are average as well as those who are below and above average.

Level of Evidence: Tier 1 (www.cast.org/whats-new/news/2016/udl-in-the-essa; retrieved February, 2018)

Refining and Sustaining Effective Teacher-Based Teams

The professional development in Year 3 of the grant will focus on building capacity and sustainability. In this final year of the grant we will work directly with the Teacher-Based Teams (TBT) to refine their practices in using student work to make

data-driven decisions. Monthly, the BCF, RA, and ECLC will facilitate the process of analyzing student work to inform instructional practices. This work will be exemplified at the TBT and BLT meetings, as the data collected will serve as measures of both grade level success as well as PK-2 success.

Recommendations from the WWC Practice Guide, *Using Data to Inform Instruction*, are all supported by low levels of evidence. This guide attributes this to the status of the research which lacks rigorous experimental studies or studies that isolate specific practices which may or may not contribute to appropriate instructional decision making. However, since TBTs are an integral part of the OIP, we feel confident that including these recommendations in our plan is an appropriate decision. These recommendations include 1) making data part of an ongoing cycle of instructional improvement, 2) having students examine their own work and set goals, 3) establishing a clear vision for schoolwide data use, 4) providing supports that foster a data-driven school culture, and 5) developing and maintaining a districtwide data system.

Level of Evidence: Tier 3 (based on What Works Clearinghouse (WWC) Practice Guide, *Using Data to Inform Instruction*)

SECTION 8 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will be effective, show progress and improve upon strategies utilized during the two prior consecutive school years.

1. MAP for achievement diagnostics (fall, winter, spring)
2. Building level data reviews
3. PD attendance
4. PD evaluation surveys

5. Reading Improvement and Monitoring Plans

Toledo Public Schools support the identified evidence-based strategies for improving the Literacy achievement of its K-3 students in multiple ways:

1. Professional Development support through the TPS Reading Academy.
2. K-3 Literacy professional development on designated waiver days will be collaboratively identified.
3. Universal Design for Learning training through Differentiation for All professional development created by the TPS Reading Academy. and the Instructional Planner.
4. Intervention Assessment Teachers in eleven designated low-performing buildings working with K-2 teachers and students to implement Orton-Gillingham program.
6. TBTs will focus on identifying the professional development needed to carry out this Reading Achievement Plan.
7. Google Classroom will be utilized to bring grade level teachers together for support and continuing professional development.

These efforts expand on the support of evidence-based strategies offered in previous years. While TPS has offered district-wide support of literacy instruction through the Reading Academy Literacy Support Teachers, a mechanism has not been in place to reach all teachers. The commitment to designate Waiver Days for this PD ensures that all teachers receive the district wide support necessary to improve instruction in the critical components of reading for our K-3 students.

NWEA MAP is administered three times each year (fall, winter, spring) to students in K-3. The tool provides teachers with the data to identify strengths and needs for individual students. It also provides suggestions for intervention grouping. It is a comprehensive classroom level instrument that is used to drive instruction.

Teacher Based Teams (TBT) meet bi-monthly to discuss classroom strategies and student performance. They report their minutes to the Building Leadership Team (BLT), who communicate the building level information to the District Leadership Team (DLT). The DLT reviews the data and adult indicators to make recommendations for improvement.

Teacher attendance at PD related to evidence based instructional strategic areas of need as identified by student performance on OST and MAP will be tracked by the Reading Academy. These teachers will participate in a survey that evaluates the PD focusing on relevancy, use in practice and planning for implementation.

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.

This Reading Achievement Plan will support K-3 teachers and students. Opportunities designed specifically for K-3 teachers include:

Evidence-based Early Literacy professional development will be offered throughout the year based on the American Federations of Teachers Beginning Reading Instruction course which emphasizes level 3 researched strategies in the five essential components of reading. The Beginning Reading Instruction course content focuses on how children learn to read and the best ways to teach beginning reading from kindergarten to the end of the primary grades. The course presents a synthesis of the research consensus for beginning reading instruction, and it provides the most effective instructional strategies – aligned to that research – to help students develop phonological and phonemic awareness, knowledge of the alphabetic system, phonics/decoding skills, print awareness, fluency, vocabulary, and comprehension. The context for this course is set by presenting information about the research consensus reflected in such works as Marilyn Adam's Beginning to Read; the National Research Council report, Preventing Reading Difficulties in Young Children; and the Report of the National Reading Panel. The content learned in this course strengthens and deepens the knowledge base of teachers, providing them with specific strategies and pedagogy to call upon when designing units of study using the Understanding by Design principles.

Differentiation for All professional development created by the TPS Reading Academy and Instructional Planner which is based on Universal Design for Learning principles.

Teacher surveys to identify needed professional development are included in this Reading Achievement plan. While the entirety of the professional development we offer is available to any K-3 teachers, this plan is designed to target specific early literacy components by grade level as indicated in our Action Steps in Section 6.

Kindergarten - Print Concepts, Phonological (Phonemic) Awareness, Phonics

Grade 1 - Phonemic Awareness, Phonics, Fluency

Grade 2 - Phonics (Advanced), Fluency, and Vocabulary Acquisition

Grade 3 - Phonics (Advanced), Fluency, and Vocabulary Acquisition

This Reading Achievement Plan also includes a Gap Analysis of our current K-3 reading curriculum. The purpose of this analysis is to identify any missing or weak components of the curriculum that can be bolstered through professional development.

Appropriate short-cycle assessments to monitor student progress in specific essential components will be shared within all professional development sessions. Further evidence of effectiveness will be monitored through the NWEA MAP assessment. Implementation of these strategies will be monitored through review of TBT minutes by BLT/DLT.

Another monitoring and support tool will be the use of Google Classroom. Separate classrooms will be created for each grade level, K-3. Teachers will be able to share lessons, experiences, and feedback. On-going support will be offered by both peers and the Reading Academy Literacy Support Teachers. Additionally, this will provide a platform for the continuation of professional development.

Job-embedded coaching support is also being offered to K-2 teachers in 11 designated low-performing buildings through modeling and implementation of the Orton-Gillingham Program. Additionally, the district, working in partnership with the Toledo Federation of Teachers, has created a Grade 3 Cohort Coach position to work with all regular and special education third grade teachers. The coach delivers relevant professional development and provides in-class coaching support.

APPENDIX 2

Professional Development Plan Template - Part A - Year 1

LEA/Early Childhood Provider or Consortium Lead Name: Toledo Public Sc							
IRN or ODE/ODJFS License Number:							
Professional Development Contact Name/Phone Email:							
Goal: To provide high quality literacy professional development to teachers in grades PK-2.							
Evidence-Based Practice or Intervention: Phonological/Phonemic Awareness							
<small>(Check all that apply for each activity.)</small>							
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused

<p>1. Textbook training (Houghton Mifflin Harcourt Journeys) for K-2 teachers and administrators in the 19 targeted buildings to strengthen knowledge and use of the TPS Board-adopted curriculum - focusing on Phonological/Phonemic Awareness instructional materials and activities</p>	<p>August, 2018 - Sept., 2018</p>			<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>2. Cohort Group PD focused on helping students develop an awareness of the segments of sound in speech and how they link to letters (alphabetic principle). This PD will include all topics on the Phonological Awareness Continuum from rhyming activities through phoneme manipulation.</p>	<p>October, 2018 - May 2019</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>3. Expert-Individual Coaching The Early Childhood Expert in the Reading Academy will offer follow up services to individual teachers needing additional classroom support in implementation of instructional strategies/use of instructional materials.</p>	<p>October, 2018 - May 2019</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>4. Peer to Peer support Cohorts of teachers will meet in monthly TBTs to continue focused discussion on instructional strategies and use of instructional materials in related to this evidence-based practice. These meetings will be facilitated by a teacher who has agreed to serve as the building's cohort facilitator.</p>	<p>October, 2018 - May 2019</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>Resources Required</p>	<p>Outcomes/Evaluation</p>						
<p>1. Staffing: HMH Trainers (existing partners) TPS Reading Academy Literacy Support Teachers (3) Resources: HMH Intervention Kits Funding:</p>	<p>are given1. The expectation of having HMH come in and train our teachers and Academy personnel is that everyone will have the same understanding of what is in our core curriculum and in the intervention kits. They will also learn through the training how to use all of the pieces correctly and with fidelity. This will be measured through attendance sheets at the PD. Evaluations given at the end of the PD as to whether insight was given and how implementation will occur.</p>						

<p>HMH Training Costs- Striving Readers TPS Reading Academy Support Teachers - (2) operating budget, (1) Striving Readers Intervention Kits - Striving Readers</p>	
<p>2. Staffing: TPS Reading Academy Literacy Support Teachers (3) Resources: Supplemental Materials for Phonological/Phonemic Awareness Instruction Funding: TPS Reading Academy Support Teachers - (2) operating budget, (1- ECE Expert) Striving Readers PD Training costs (PD participant stipends, substitute teachers, PD materials - Striving Readers Supplemental Resources - Striving Readers</p>	<p>2. PD will be evaluated based on attendance sheets, evaluations at the end of each session that will be documented for teacher learning and usefulness and how the new information will be implemented with fidelity. Look-fors will be identified and shared with administrators, cohort facilitator, and PK-2 cohort teachers who attend PD sessions. Data from students will be analyzed, tracked and shared at TBT meetings to inform instruction and next steps.</p>
<p>3. Staffing: TPS Reading Academy Literacy Support Teacher (ECE Expert) Funding: TPS Reading Academy Literacy Support Teacher (ECE Expert) - Striving Readers</p>	<p>3. The ECE Expert will keep data on the buildings that they will be working with. The expectation is that they will meet with teachers to discuss the implementation of the PD information that was shared and the best ways to use that information with fidelity to meet student needs. Evaluations will be done by staff that the ECE will question change in practice and attitude. Data will be tracked and shared with the TBT and BLT in their school and the DLT.</p>
<p>4. Staffing: Building Cohort Facilitator (BCF) Funding: Building Cohort Facilitator - Striving Readers</p>	<p>4. The BCF will meet with grade level teams, TBT's, BLT and the ECE periodically to discuss updates, share concerns, and facilitate data discussions to help make decisions about student learning and next steps. The BCF will be responsible to keep documentation required by the Striving Readers Grant.</p>

LEA/Early Childhood Provider or Consortium Lead Name:

IRN or ODE/ODJFS License Number:

Professional Development Contact Name/Phone Email:

Goal:**Evidence-Based Practice or Intervention: Print Concepts, Phonics, and Word Recognition**

(Check all that apply for each activity.)

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. Textbook training (Houghton Mifflin Harcourt Journeys) for K-2 teachers and administrators in the 19 targeted buildings to strengthen knowledge and use of the TPS Board-adopted curriculum - focusing on Print Concepts, Phonics, and Word Recognition.	August, 2018 - Sept., 2018			X	X	X	X
2. Cohort Group PD focused on helping students learn to apply the alphabetic principle in order to decode and read complex words. Developing an understanding of the concept of print and learning to recognize letter patterns and word parts, and understanding that sounds relate to letters in predictable and unpredictable ways, will help students decode and read increasingly complex words.	December, 2018 - May 2019	X	X	X	X	X	X
3. Expert-Individual Coaching The Early Childhood Expert in the Reading Academy will offer follow up services to individual teachers needing additional classroom support in implementation of instructional strategies/use of instructional materials.	December, 2018 - May 2019	X	X	X	X	X	X
4. Peer to Peer support Cohorts of teachers will meet in monthly TBTs to continue focused discussion on instructional strategies and use of instructional materials in related to this evidence-based practice. These meetings will be facilitated by a teacher who has agreed to serve as the building's	December, 2018 - May 2019	X	X	X	X	X	X

cohort facilitator.							
Resources Required	Outcomes/Evaluation						
<p>1. Staffing: HMH Trainers (existing partners) TPS Reading Academy Literacy Support Teachers (3)</p> <p>Resources: HMH Intervention Kits</p> <p>Funding: HMH Training Costs- Striving Readers TPS Reading Academy Support Teachers - (2) operating budget, (1) Striving Readers Intervention Kits - Striving Readers</p>	<p>are given1. The expectation of having HMH come in and train our teachers and Academy personnel is that everyone will have the same understanding of what is in our core curriculum and in the intervention kits. They will also learn through the training how to use all of the pieces correctly and with fidelity. This will be measured through attendance sheets at the PD. Evaluations given at the end of the PD as to whether insight was given and how implementation will occur.</p>						
<p>2.Staffing: TPS Reading Academy Literacy Support Teachers (3)</p> <p>Resources: Supplemental Materials for Phonics and Word Recognition Instruction</p> <p>Funding: TPS Reading Academy Support Teachers - (2) operating budget, (1- ECE Expert) Striving Readers PD Training costs (PD participant stipends, substitute teachers, PD materials - Striving Readers Supplemental Resources - Striving Readers</p>	<p>2. PD will be evaluated based on attendance sheets, evaluations at the end of each session that will be documented for teacher learning and usefulness and how the new information will be implemented with fidelity. Look-fors will be identified and shared with administrators attending PD sessions. Data from students will be analyzed, tracked and shared at TBT meetings to inform instruction and next steps.</p>						
<p>3.Staffing: TPS Reading Academy Literacy Support Teacher (ECE Expert)</p> <p>Funding: TPS Reading Academy Literacy Support Teacher (ECE Expert) - Striving Readers</p>	<p>3. The ECE Expert will keep data on the buildings that they will be working with. The expectation is that they will meet with teachers to discuss the implementation of the PD information that was shared and the best ways to use that information with fidelity to meet student needs. Evaluations will be done by staff that the ECE will be questioning change in practice and attitude. Data will be tracked and shared with the TBT and BLT in their school and the DLT.</p>						

<p>4. Staffing: Building Cohort Facilitator</p> <p>Funding: Building Cohort Facilitator - Striving Readers</p>	<p>4. The BCF will meet with grade level teams, TBT's, BLT and the ECE periodically to discuss updates, share concerns, and facilitate data discussions to help make decisions about student learning and next steps. The BCF will be responsible to keep documentation required by the Striving Readers Grant.</p>
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LEA/Early Childhood Provider or Consortium Lead Name:

IRN or ODE/ODJFS License Number:

Professional Development Contact Name/Phone Email:

Goal:

Evidence-Based Practice or Intervention: Oral Reading Fluency

(Check all that apply for each activity.)

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
<p>1. Textbook training (Houghton Mifflin Harcourt Journeys) for K-2 teachers and administrators in the 19 targeted buildings to strengthen knowledge and use of the TPS Board-adopted curriculum - focusing on Oral Reading Fluency.</p>	<p>August, 2018 - Sept., 2018</p>			<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>2. Cohort Group PD focused on helping students learn to read connected text accurately with appropriate speed, phrasing, and comprehension.</p>	<p>February, 2019 - May 2019</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>3. Expert-Individual Coaching The Early Childhood Expert in the Reading Academy will offer follow up services to individual teachers needing additional classroom support in implementation of instructional strategies/use of instructional materials.</p>	<p>February, 2019 - May 2019</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>

<p>4. Peer to Peer support Cohorts of teachers will meet in monthly TBTs to continue focused discussion on instructional strategies and use of instructional materials in related to this evidence-based practice. These meetings will be facilitated by a teacher who has agreed to serve as the building's cohort facilitator.</p>	February, 2019 - May 2019	X	X	X	X	X	X
Resources Required	Outcomes/Evaluation						
<p>1. Staffing: HMH Trainers (existing partners) TPS Reading Academy Literacy Support Teachers (3)</p> <p>Resources: HMH Intervention Kits</p> <p>Funding: HMH Training Costs- Striving Readers TPS Reading Academy Support Teachers - (2) operating budget, (1) Striving Readers Intervention Kits - Striving Readers</p>	<p>1.The expectation of having HMH come in and train our teachers and Academy personnel is that everyone will have the same understanding of what is in our core curriculum and in the intervention kits. They will also learn through the training how to use all of the pieces correctly and with fidelity. This will be measured through attendance sheets at the PD. Evaluations given at the end of the PD as to whether insight was given and how implementation will occur.</p>						
<p>2.Staffing: TPS Reading Academy Literacy Support Teachers (3)</p> <p>Resources: Supplemental Materials for Oral Reading Fluency Instruction</p> <p>Funding: TPS Reading Academy Support Teachers - (2) operating budget, (1- ECE Expert) Striving Readers PD Training costs (PD participant stipends, substitute teachers, PD materials - Striving Readers Supplemental Resources - Striving Readers</p>	<p>2. PD will evaluated based on attendance sheets, evaluations at the end of each session that will be documented for teacher learning and usefulness and how the new information will be implemented with fidelity. Look-fors will be identified and shared with administrators attending PD sessions. Data from students will be analyzed, tracked and shared at TBT meetings to inform instruction and next steps.</p>						
<p>3.Staffing: TPS Reading Academy Literacy Support Teacher (ECE Expert)</p>	<p>3. The ECE Expert will keep data on the buildings that they will be working with. The expectation is that they will meet with teachers to discuss implementation of the PD information that</p>						

<p>teachers needing additional classroom support in implementation of instructional strategies/use of instructional materials.</p>							
<p>4. Peer to Peer support Cohorts of teachers will meet in monthly TBTs to continue focused discussion on instructional strategies and use of instructional materials in related to this evidence-based practice. These meetings will be facilitated by a teacher who has agreed to serve as the building's cohort facilitator.</p>	<p>April, 2019 - May 2019</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>Resources Required</p>	<p>Outcomes/Evaluation</p>						
<p>1. Staffing: HMH Trainers (existing partners) TPS Reading Academy Literacy Support Teachers (3) Resources: HMH Intervention Kits Funding: HMH Training Costs- Striving Readers TPS Reading Academy Support Teachers - (2) operating budget, (1) Striving Readers Intervention Kits - Striving Readers</p>	<p>1.The expectation of having HMH come in and train our teachers and Academy personnel is that everyone will have the same understanding of what is in our core curriculum and in the intervention kits. They will also learn through the training how to use all of the pieces correctly and with fidelity. This will be measured through attendance sheets at the PD. Evaluations given at the end of the PD as to whether insight was given and how implementation will occur.</p>						
<p>2.Staffing: TPS Reading Academy Literacy Support Teachers (3) Resources: Supplemental Materials for Vocabulary Acquisition Funding: TPS Reading Academy Support Teachers - (2) operating budget, (1- ECE Expert) Striving Readers PD Training costs (PD participant stipends, substitute teachers, PD materials - Striving Readers Supplemental Resources - Striving</p>	<p>2. PD will be evaluated based on attendance sheets, evaluations at the end of each session that will be documented for teacher learning and usefulness and how the new information will be implemented with fidelity. Look-fors will be identified and shared with administrators attending PD sessions. Data from students will be analyzed, tracked and shared at TBT meetings to inform instruction and next steps.</p>						

Readers	
3. Staffing: TPS Reading Academy Literacy Support Teacher (ECE Expert) Funding: TPS Reading Academy Literacy Support Teacher (ECE Expert) - Striving Readers	3. The ECE Expert will keep data on the buildings that they will be working with. The expectation is that they will meet with teachers to discuss implementation of the PD information that was shared and the best ways to use that information with fidelity to meet student needs. Evaluations will be done by staff that the ECE will questioning change in practice and attitude. Data will be tracked and shared with the TBT and BLT in their school and the DLT.
4. Staffing: Building Cohort Facilitator Funding: Building Cohort Facilitator - Striving Readers	4. The BCF will meet with grade level teams, TBT's, BLT and the ECE periodically to discuss updates, share concerns, and facilitate data discussions to help make decisions about student learning and next steps. The BCF will be responsible to keep documentation required be the Striving Readers Grant.

Professional Development Plan Template - Part A - Year 2

LEA/Early Childhood Provider or Consortium Lead Name:							
IRN or ODE/ODJFS License Number:							
Professional Development Contact Name/Phone Email:							
Goal:							
Evidence-Based Practice or Intervention: Differentiation for All Learners							
(Check all that apply for each activity.)							
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. Textbook training (Houghton Mifflin Harcourt Journeys) for any new K-2 teachers or building administrators in the 19 targeted buildings to strengthen knowledge and use of the TPS Board-adopted curriculum - focusing on meeting the differentiated needs of all learners.	August, 2019 - Sept., 2019			X	X	X	X

<p>2. Cohort Group PD focused on refining practice, becoming more intentional about matching instruction to student needs, and employing the principles of Universal Design for Learning (UDL) in order to differentiate instruction for all students.</p>	<p>October, 2019 - May 2020</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>3. Expert-Individual Coaching The Early Childhood Expert in the Reading Academy will offer follow up services to individual teachers needing additional classroom support in implementation of instructional strategies/use of instructional materials.</p>	<p>October, 2019 - May 2020</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>4. Peer to Peer support Cohorts of teachers will meet in monthly TBTs to continue focused discussion on instructional strategies and use of instructional materials related to this evidence-based practice. These meetings will be facilitated by a teacher who has agreed to serve as the building's cohort facilitator.</p>	<p>October, 2019 - May 2020</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>Resources Required</p>	<p>Outcomes/Evaluation</p>						
<p>1. Staffing: HMH Trainers (existing partners) TPS Reading Academy Literacy Support Teachers (3) Resources: HMH Supplemental Resources for Differentiation Funding: HMH Training Costs- Striving Readers TPS Reading Academy Support Teachers - (2) operating budget, (1) Striving Readers Supplemental Resources for Differentiation - Striving Readers</p>	<p>1.The expectation of having HMH come in and train our teachers and Academy personnel is that everyone will have the same understanding of what is in our core curriculum and in the intervention kits. They will also learn through the training how to use all of the pieces correctly and with fidelity. This will be measured through attendance sheets at the PD. Evaluations given at the end of the PD as to whether insight was given and how implementation will occur.</p>						

<p>2. Staffing: TPS Reading Academy Literacy Support Teachers (3)</p> <p>Resources: Supplemental Materials for Differentiation</p> <p>Funding: TPS Reading Academy Support Teachers - (2) operating budget, (1- ECE Expert) Striving Readers PD Training costs (PD participant stipends, substitute teachers, PD materials - Striving Readers Supplemental Materials - Striving Readers</p>	<p>2. PD will be evaluated based on attendance sheets, evaluations at the end of each session that will be documented for teacher learning and usefulness and how the new information will be implemented with fidelity. Look-fors will be identified and shared with administrators attending PD sessions. Data from students will be analyzed, tracked and shared at TBT meetings to inform instruction and next steps.</p>
<p>3. Staffing: TPS Reading Academy Literacy Support Teacher (ECE Expert)</p> <p>Funding: TPS Reading Academy Literacy Support Teacher (ECE Expert) - Striving Readers</p>	<p>3. The ECE Expert will keep data on the buildings that they will be working with. The expectation is that they will meet with teachers to discuss implementation of the PD information that was shared and the best ways to use that information with fidelity to meet student needs. Evaluations will be done by staff that the ECE will question change in practice and attitude. Data will be tracked and shared with the TBT and BLT in their school and the DLT.</p>
<p>4. Staffing: Building Cohort Facilitator</p> <p>Funding: Building Cohort Facilitator - Striving Readers</p>	<p>4. The BCF will meet with grade level teams, TBT's, BLT and the ECE periodically to discuss updates, share concerns, and facilitate data discussions to help make decisions about student learning and next steps. The BCF will be responsible to keep documentation required by the Striving Readers Grant.</p>

LEA/Early Childhood Provider or Consortium Lead Name:

IRN or ODE/ODJFS License Number:

**Professional Development
Contact Name/Phone Email:**

Goal:**Evidence-Based Practice or Intervention: IMPROVING READING COMPREHENSION**

(Check all that apply for each activity.)

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. Textbook training (Houghton Mifflin Harcourt Journeys) for any new K-2 teachers or building administrators in the 19 targeted buildings to strengthen knowledge and use of the TPS Board-adopted curriculum - focusing on reading comprehension.	August, 2019 - Sept., 2019			X	X	X	X
2. Cohort Group PD focused on 1) use of reading comprehension strategies, 2) identification and use of text structure, 3) guided reading with focused, high-quality student discourse, 4) purposeful selection of complex text, and 5) establishing an engaging and motivating classroom atmosphere for teaching reading.	October, 2019 - May 2020	X	X	X	X	X	X
3. Expert-Individual Coaching The Early Childhood Expert in the Reading Academy will offer follow up services to individual teachers needing additional classroom support in implementation of instructional strategies/use of instructional materials.	October, 2019 - May 2020	X	X	X	X	X	X
4. Peer to Peer support Cohorts of teachers will meet in monthly TBTs to continue focused discussion on instructional strategies and use of instructional materials related to this evidence-based practice. These meetings will be facilitated by a teacher who has agreed to serve as the building's cohort facilitator.	October, 2019 - May 2020	X	X	X	X	X	X
Resources Required	Outcomes/Evaluation						

<p>1. Staffing: HMH Trainers (existing partners) TPS Reading Academy Literacy Support Teachers (3)</p> <p>Resources: Supplemental Resources for Comprehension</p> <p>Funding: HMH Training Costs- Striving Readers TPS Reading Academy Support Teachers - (2) operating budget, (1) Striving Readers Supplemental Resources for Comprehension - Striving Readers</p>	<p>1.The expectation of having HMH come in and train our teachers and Academy personnel is that everyone will have the same understanding of what is in our core curriculum and in the intervention kits. They will also learn through the training how to use all of the pieces correctly and with fidelity. This will be measured through attendance sheets at the PD. Evaluations given at the end of the PD as to whether insight was given and how implementation will occur.</p>
<p>2.Staffing: TPS Reading Academy Literacy Support Teachers (3)</p> <p>Resources: Supplemental Materials for Comprehension</p> <p>Funding: TPS Reading Academy Support Teachers - (2) operating budget, (1- ECE Expert) Striving Readers PD Training costs (PD participant stipends, substitute teachers, PD materials - Striving Readers Supplemental Materials - Striving Readers</p>	<p>2. PD will be evaluated based on attendance sheets, evaluations at the end of each session that will be documented for teacher learning and usefulness and how the new information will be implemented with fidelity. Look-fors will be identified and shared with administrators attending PD sessions. Data from students will be analyzed, tracked and shared at TBT meetings to inform instruction and next steps.</p>
<p>3.Staffing: TPS Reading Academy Literacy Support Teacher (ECE Expert)</p> <p>Funding: TPS Reading Academy Literacy Support Teacher (ECE Expert) - Striving Readers</p>	<p>3. The ECE Expert will keep data on the buildings that they will be working with. The expectation is that they will meet with teachers to discuss implementation of the PD information that was shared and the best ways to use that information with fidelity to meet student needs. Evaluations will be done by staff that the ECE will question change in practice and attitude. Data will be tracked and shared with the TBT and BLT in their school and the DLT.</p>
<p>4. Staffing: Building Cohort Facilitator</p> <p>Funding:</p>	<p>4. The BCF will meet with grade level teams, TBT's, BLT and the ECE periodically to discuss updates, share concerns, and facilitate data discussions to help make decisions about student learning and next steps. The BCF will be responsible to keep</p>

<p>4. Peer to Peer support focused on building capacity and sustainability. In this final year of the grant we will work directly with the Teacher-Based Teams (TBT) in each building to ensure they are functioning efficiently in their ability to work through the OIP. Cohorts of teachers will meet in monthly TBTs to continue focused discussion on instructional strategies and use of instructional materials in related to this evidence-based practice. These meetings will be facilitated by a teacher who has agreed to serve as the building's cohort facilitator.</p>	<p>October, 2020 - May 2021</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>Resources Required</p>	<p>Outcomes/Evaluation</p>						
<p>1. Staffing: HMH Trainers (existing partners) TPS Reading Academy Literacy Support Teachers (3) Resources: HMH Supplemental Resources for Differentiation Funding: HMH Training Costs- Striving Readers TPS Reading Academy Support Teachers - (2) operating budget, (1) Striving Readers Supplemental Resources for Differentiation - Striving Readers</p>	<p>1.The expectation of having HMH come in and train our teachers and Academy personnel is that everyone will have the same understanding of what is in our core curriculum and in the intervention kits. They will also learn through the training how to use all of the pieces correctly and with fidelity. This will be measured through attendance sheets at the PD. Evaluations given at the end of the PD as to whether insight was given and how implementation will occur.</p>						
<p>2. Staffing: TPS Reading Academy Literacy Support Teachers (3) Resources: Supplemental Materials for Differentiation Funding: TPS Reading Academy Support Teachers - (2) operating budget, (1- ECE Expert) Striving Readers PD Training costs (PD participant</p>	<p>2. PD will be evaluated based on attendance sheets, evaluations at the end of each session that will be documented for teacher learning and usefulness and how the new information will be implemented with fidelity. Look-fors will be identified and shared with administrators attending PD sessions. Data from students will be analyzed, tracked and shared at TBT meetings to inform instruction and next steps.</p>						

stipends, substitute teachers, PD materials - Striving Readers Supplemental Materials - Striving Readers	
3. Staffing: TPS Reading Academy Literacy Support Teacher (ECE Expert) Funding: TPS Reading Academy Literacy Support Teacher (ECE Expert) - Striving Readers	3. The ECE Expert will keep data on the buildings that they will be working with. The expectation is that they will meet with teachers to discuss the implementation of the PD information that was shared and the best ways to use that information with fidelity to meet student needs. Evaluations will be done by staff that the ECE will question change in practice and attitude. Data will be tracked and shared with the TBT and BLT in their school and the DLT.
4. Staffing: Building Cohort Facilitator Funding: Building Cohort Facilitator - Striving Readers	4. The BCF will meet with grade level teams, TBT's, BLT and the ECE periodically to discuss updates, share concerns, and facilitate data discussions to help make decisions about student learning and next steps. The BCF will be responsible to keep documentation required by the Striving Readers Grant.

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: Toledo Public Schools Professional Development Plan meets this criterion through its multi-level design. Teachers and Administrators attending professional development will have the opportunity to revisit and support in the implementation of topics throughout the year. The Early Childhood Education Expert from the Reading Academy will work directly with educators in the 19 targeted buildings to support classroom implementation of each topic addressed in the training. Additionally, each building's PreK-2 teachers will form a cohort that will meet monthly in teacher-based teams to further support classroom implementation and data-driven instruction. Each cohort will identify one of their teachers to serve as a facilitator, acting as a point-person for questions, communications, and on-going support within the building.

Intensive: Each topic focused on in the PD plan will be focused on in 2 sessions throughout the year. In the first sessions PD facilitators will share relevant research, provide authentic examples of implementation, and provide opportunities for teachers and administrators to practice the strategies being addressed. Follow-up support will be offered (as explained above in "Sustained"). In the 2nd sessions, teachers will have the opportunity to share their experiences with these strategies, challenges and barriers will be discussed with the purpose of problem-solving, and further study of the topics will be shared in order to dive deeper. Each topic will receive 6 hours of Group PD each year. Follow-up support time will vary depending on requests from teachers themselves. At least 1 additional hour monthly will be spent in formal TBT meetings. Additional peer-to-peer support will be available within the Cohorts as well as in grade-level Google Classroom groups that will be established (as described in the TPS Reading Achievement Plan).

Collaborative: The PD plan is based on Collaboration. TPS Reading Academy Literacy Support Teachers will facilitate the professional development offered to teachers and administrators. Teachers will be both informing our PD content through surveys and contributing to the content in the second of the two sessions for each topic (see "Intensive" above). Follow-up support will be available to all cohort teachers by the Literacy Support Teachers as well as within the cohorts themselves during TBTs. The goal of this plan is to align teaching practices from PreK-2 in order to improve student achievement through attention to critical reading foundations. This will also

involve collaboration with Houghton-Mifflin-Harcourt, the publisher of our K-2 reading program, to ensure that we effectively use our core and Tier 2 materials. We will also be partnering with other Pre K providers (not affiliated with Toledo Public Schools) to offer training to their teachers so that their students entering our Kindergarten program are prepared for success.

Job-Embedded: This PD is job-embedded. It is a part of the ongoing, regular work of classroom instruction. It is authentic, including real evidence-based strategies that can be implemented with our students in our classrooms, resulting in real improvement in student achievement. We are further supporting our teachers by embedding this PD within the work-day schedule. Our in-class follow-up provided by the Literacy Support Teachers and work within the cohorts to scaffold and support strategy implementation also aligns with this characteristic of effective professional development.

Data-Driven: The PD plan is driven by assessment results and teacher voice. We have met with representatives from the PreK-2 grade bands to hear their opinions about what professional development is needed. We are conducting a gap analysis to identify areas in which our instructional materials need bolstering. We will be conducting needs surveys within our buildings to further determine PD needs. All of this data will inform the specific content of our identified professional development sessions. We will also be gathering real implementation data between the 2 sessions for each topic so that we can tailor the content of each second session to the needs of our teachers.

Instructionally-Focused: While relevant research will be shared in each PD session, the main focus of each will be on appropriate, effective instructional practices and use of instructional materials to maximize the improvement in achievement for all of our students. Follow-up support by Literacy Support Teachers and in the TBTs will also focus on classroom practice and analysis of student work to inform subsequent instruction and future professional development needs.

SRG PD DATES 2018-2019

October – PA

- 3 - Birmingham
- 4 - Navarre
- 9 - Oakdale
- 10 - Raymer
- 11 - Harvard
- 17 - Keyser
- 18 - McTigue
- 30 – King/Pickett

November – PA

- 7 - Whittier
- 8 - Glenwood
- 13 - Stewart
- 14 – Rosa Parks
- 15 - Leverette
- 27 - Spring
- 28 - Sherman
- 29 – Ottawa River

December – Oral Lang/

Print Concepts

- 4 - Birmingham
- 5 - Navarre
- 11 - Oakdale
- 12 - Raymer
- 13 - Harvard
- 18 - Keyser

January – Oral Lang/

Print Concepts

- 9 - McTigue
- 10 – King/Pickett
- 15 - Whittier
- 16 - Glenwood
- 17 - Stewart
- 22 – Rosa Parks
- 23 - Leverette

- 29 - Spring
- 30 - Sherman
- 31 – Ottawa River

February – Phonics/Fluency

- 6 - Birmingham
- 7 - Navarre
- 12 - Oakdale
- 13 - Raymer
- 20 - Harvard
- 21 - Keyser
- 26 - McTigue
- 27 – King/Pickett

March – Phonics/Fluency

- 5 - Whittier
- 6 - Glenwood
- 7 - Stewart
- 12 – Rosa Parks
- 13 - Leverette
- 14 - Spring
- 19 - Sherman
- 20 – Ottawa River

April – Vocabulary

- 2 - Birmingham
- 3 - Navarre
- 4 - Oakdale
- 9 - Raymer
- 10 - Harvard
- 11 - Keyser
- 23 - McTigue
- 24 – King/Pickett
- 30 - Whittier

May – Vocabulary

- 1 - Glenwood
- 2 - Stewart
- 7 – Rosa Parks

- 14 - Leverette
- 15 - Spring

- 16 - Sherman
- 21 – Ottawa River

Appendices

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

The Bridge- weekly online communication piece used by central office to communicate with all district personnel.

TFT Bulletin - monthly newsletter provided by Toledo Federation of Teachers.

Transformational 10- elementary buildings with the highest incidences of behavior, as evidenced by building discipline data.

Intern teachers- teachers in their first two years with the district regardless of previous teaching experience.