



March 4, 2024

Dear Superintendent Durant:

Thank you for submitting the Toledo City Schools Reading Achievement Plan. The Department appreciates your time and commitment in developing this comprehensive literacy plan. Ohio Governor Mike DeWine recently launched [ReadOhio](#), an exciting statewide effort to encourage improved literacy skills for all students, including the implementation of high-quality instructional materials and professional development aligned with the science of reading.

Your plan has been reviewed and is compliant with [Ohio Revised Code 3302.13](#). Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists are available to support the implementation of your plan. Please reach out to your state support team or educational service center for implementation support.

Strengths of the Reading Achievement Plan:

- The plan was developed by a representative across grade bands, including preschool through career/college readiness.
- The plan has a detailed action plan map, although there may be some dates to update.
- The plan identified several important factors that may contribute to reading underachievement and included a history of reading achievement to demonstrate progress over the years.

This plan will benefit from:

- The plan could benefit from including disaggregated data, including OELPA and alternate assessment data, to further inform how to achieve the stated goals.
- The plan could benefit from further consideration into how the evidence-based strategies identified will specifically support learners on Reading Improvement Monitoring Plans.
- The plan could benefit from outlining how the dyslexia and science of reading PD requirements fit into the professional development plans.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Toledo City Schools revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to readingplans@education.ohio.gov. If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

Sincerely,



Melissa Weber-Mayrer, Ph.D.
Chief of Literacy
Section for Literacy Achievement and Reading Success



READING ACHIEVEMENT PLAN

DISTRICT NAME: Toledo City

DISTRICT IRN: 044909

DISTRICT ADDRESS: 1609 N. Summit St. Toledo, Ohio 43604

PLAN COMPLETION DATE: May 2022, Revised Dec. 2023

LEAD WRITERS: Listed in section 1, part A

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

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

Name	Title/Role	Location	Email
Melissa Lodge	Director, Curriculum	Toledo City	mlodge@tps.org
Janet Bird	District Instructional Planner	Toledo City	jbird@tps.org
Diana Jones-Manley	Senior Director of Advanced Academics	Toledo City	dhonesma@tps.org
Tamara Lemle	Director, Early Childhood Curriculum	Toledo City	tlemle@tps.org
Jennifer Lawless	Senior Director of College & Career Readiness	Toledo City	jlawless@tps.org
Maria Bailey	District Literacy Instructional Coach	Toledo City	mbailey@tps.org
Kay Wait	District Instructional Planner	Toledo City	kwait@tps.org
Bridget Smith	9-12 English Language Arts Teacher	Toledo City	bsmith@tps.org
Amy Raczkowski	District Literacy Instructional Coach	Toledo City	araczkow@tps.org
Megan Wallace-Kuchcinski	District Literacy Instructional Coach	Toledo City	mkuchcin@tps.org

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

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

This district wide local literacy 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 PK-12 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.

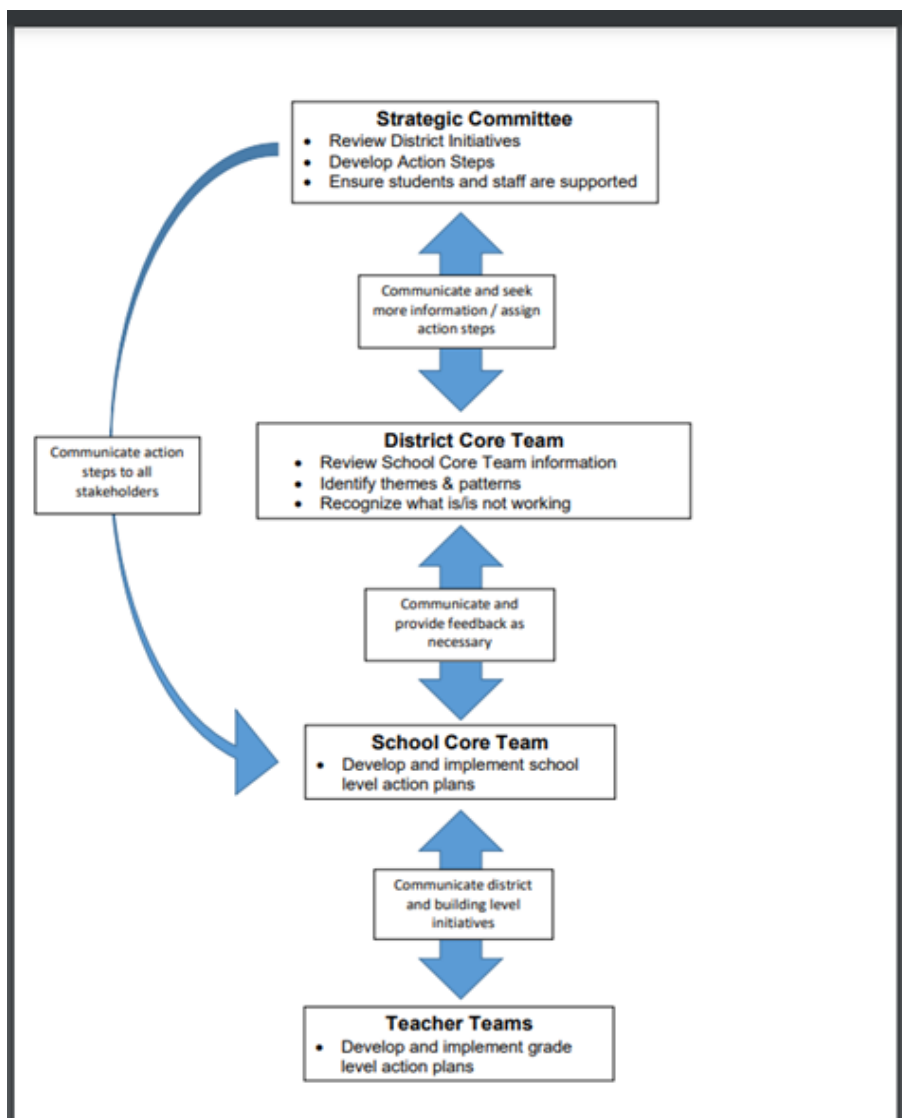
Our improvement targets are aligned to multiple district improvement plans including the 11 Districts Plan and the One Plan. The needs assessment and data from the Decision Framework will drive each building's school improvement plan for the subsequent school year and include PK-12 grade level goals around literacy.

Schools will ensure that each K-3 teacher is allotted 90 minutes of reading instruction daily, while 4-8 teachers are allotted 60 minutes of daily reading instruction time using the Structured Literacy framework. At the secondary level, schools will work to ensure that all students have a minimum of 47 minutes of English Language Arts (ELA) instruction daily.

District-wide processes:

Develop: The TPS leadership team developed the plan with the focus on enacting change in instructional practices to achieve improvement in student reading performance. This will be accomplished through the adoption of a new ELA curriculum, the continuation of school-based literacy teams (MTSS) to support collaboration among educators, an alignment of practices from PK-grade 12, and the implementation of appropriate interventions for identified students at all buildings.

Monitor: The TPS team structure is designed to streamline communication, eliminate duplication of services and troubleshoot quickly. The team structure is a reinvestment in the Ohio Improvement Process(OIP) and moves TPS away from the focus on compliance and form completion.



Teacher Teams are groups of teachers within a building who teach a common grade level, grade band or a particular content. Teacher Teams develop and implement grade level or content area action plans based on priorities identified by the School Core Team (SCT) and aligned to the school level action plan.

During the bi-monthly meetings, Teacher Teams review classroom data related to key performance indicators (academics, social emotional well-being, and attendance) to identify trends and patterns, determine what is and is not working and to develop action steps for continuous improvement.

Teacher Teams communicate with the SCT through an exit slip. The completed exit slip summarizes the data reviewed and identifies action steps. In addition to summarizing the meeting outcomes, Teacher Teams are able to use the exit slip to communicate professional development needs and or other resource needs to the SCT.

Communication from the SCTs to the District Core Team (DCT) takes place monthly. The DCT monitors overall implementation of strategies outlined in the Local Literacy Plan and makes changes or revisions as needed.

Communicate: The Local Literacy Plan will be reviewed by the DCT as well as key stakeholders prior to submission. It is the responsibility of the DCT along with members of the leadership team to ensure that all stakeholders are aware of the goals and objectives outlined in the Local Literacy Plan.

Additional processes aligned to the CLSD grant:

Develop: Develop and showcase best practices in PK-3 literacy in an urban setting. Develop and showcase how the 'simple view of reading' and the 'science of reading' can be taught and utilized in an urban setting. Develop and showcase that having a comprehensive PK-3 literacy program increases literacy scores in our building for all grades. Structured PD on the 'simple view of reading' for all PK-3 for 2020-2023 in the 5 CLSD buildings.

Monitor: All teachers PK-3 meet in collaborative Teacher Team Meetings (TTM's) bi-monthly around interventions that support the specific goals of the professional development attended each cycle. These TTM exit slips are submitted to the School Core Team (SCT) and subsequently to the District Core Team (DCT) for review. All goals are aligned to the Decision Framework as required for the Ohio Improvement Process. TPS will also monitor adult implementation goals through Professional Development attendance documents and teacher surveys.

Communicate: The goals and objectives of the Comprehensive Literacy State Development portion of the Local Literacy Plan will continue to be rolled out to all TFT representatives and building administrators in the 5 buildings participating in the Comprehensive Literacy State Development Grant at a district meeting in the Fall of 2022.

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

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district or community school. Districts and community schools required to develop improvement plans or implement improvement strategies, as required by Ohio Revised Code 3302.04 and 3302.10 or any other section of the ORC, must ensure the Reading Achievement Plan is aligned with other improvement efforts.

District leadership is working diligently to ensure alignment between the LLP and other district plans. This alignment will help foster more concentrated support for literacy initiatives for all students in grades PK-12. The LLP will be used to inform the writing of the One Plan during the 2022-23 school year and other plans as necessary. Below is an overview of this alignment:

Alignment to CLSD Grant:

- All teachers PK-3 meet in collaborative Teacher Team Meetings (TTM) bi-monthly around interventions that support the specific goals of the professional development attended each cycle. These TTMs submit exit slips to the School Core Team for review. The SCT submits monthly exit slips to the District Core Team for review. Goals in building level plans are aligned to the One Needs Assessment as required for the Ohio Improvement Process. TPS will also monitor adult implementation goals through Professional Development attendance documents and teacher surveys.
- Monthly professional development will be offered around the Science of Reading with District Instructional Coach support within the buildings.

Alignment to the 11 Districts Plan:

- Objective 2: Literacy
 - The district will maintain a District Core Team that will monitor progress in PK-12 literacy. Each school will maintain a School Core Team that will monitor building-wide literacy data and Teacher Teams that will monitor classroom level literacy data. Building and district plans will be monitored and revised as necessary.
 - Through the implementation of the Ohio Improvement Process and the new team structure, the LLP will foster on-going discussion focused on identifying learner literacy needs, identifying root causes, setting goals, utilizing literacy evidence-based strategies learned through professional learning series, engaging in implementation of literacy efforts, implementing a continuous improvement process, and monitoring continuous improvement of the instructional teaching of literacy and student growth.
- Objective 3: Professional Learning for Leadership and Teachers
 - Implementation of OIP through the team structure will focus on the analysis of data for all students so that an inclusive environment can be ensured.
 - Inclusive student data will be used to make instructional decisions for all students, especially those who require a least restrictive environment. Professional learning identified through the examination of data will be provided as necessary.
- Objective 5: MTSS
 - The TPS Multi-Tiered System of Supports (MTSS) is a framework through which children are supported within a tiered model. Specifically, an MTSS framework provides tiers or levels of support that are designed to meet a wide range of learner needs at school wide, targeted and intensive levels. This framework is directly aligned with improving teaching and learning for diverse student populations.
 - The MTSS framework provides a way to organize all of the work that is done to support TPS students. It is focused on the whole child and is designed to ensure that the needs of all students are met in an effective and efficient manner.
 - Throughout the duration of the plan, district leadership will work to train and coach schools in the implementation of the MTSS framework. Continued coaching will be provided as necessary.
 - The district MTSS framework includes decision making rules for movement between tiers of support. This includes, but is not limited to, answering the following questions:
 - Tier 1 (What instruction will be provided to all students, regardless of mode of delivery - remote, hybrid or in person?)
 - Tier 2 (How will teachers intervene with any students who need more than tier 1?)
 - Tier 3 (For those who need more focused attention and instruction than tiers 1 and 2, what interventions and supports are available?)

Alignment to the TPS One Plan:

- Through the implementation of the MTSS framework and LLP, TPS leadership will continue to focus on effective implementation of tier one English Language Arts instruction for all students in grades PK-12. Implementation will be monitored through the Ohio Improvement Process by reviewing student and adult implementation data.
- The LLP will help to guide the completion of the One Needs Assessment and the One Plan.

Alignment to TPS Strategic Plan:

- Goal 1: Increase Student Growth and Achievement
 - The LLP will help ensure access to high quality education for all students.
 - The LLP will also assist in providing support that enhances the student experience to increase student achievement and growth while addressing critical issues in all areas of literacy.
 - Increased successful participation in college and career preparedness programs, activities & secondary enrollment in a rigorous curriculum will be addressed throughout the LLP.
- Goal 2: Focus on District Accountability, Quality Assessment and a District-Wide Comprehensive Instructional Plan
 - Promote effective, research-based instruction in classrooms through the development of an aligned, rigorous, standards-based curriculum. The LLP will focus on ensuring that educators have the support and resources necessary to increase achievement for all students.

Implementation of the LLP, with its focus on tiered instruction for all students, will also address the needs outlined in the Department of Justice agreement. While this agreement is primarily focused on discipline data and concerns, it is the belief of district leadership that literacy skills are directly related to behavior concerns observed in the classroom.

All stakeholders will be educated on the Local Literacy Plan and the detailed alignment using the new team structure. This includes explaining the plan to members of the Strategic Committee, District Core Team, School Core Teams and Teacher Teams. On-going district-wide support is provided through the Executive Directors of Schools, TPS District Level Instructional Coaches and Building Level Instructional Coaches, and Intervention Assessment Teachers. School based data coordinators and educational technology instructors (ETI) provide support in using data to guide instructional decisions in all areas, including literacy.

SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL

SECTION 3, PART A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA

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

PK-K data:

<i>Preschool</i>	<i>2017</i>	<i>2018</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>
<i>Teaching Strategies Gold Literacy Dev.</i>	39%	40%	49%	44%	41%	34%	32%
<i>Teaching Strategies Gold Language Dev.</i>	38%	35%	51%	51%	47%	41%	34%
<i>Kindergarten</i>	<i>2017</i>	<i>2018</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>
<i>KRA</i>	36.9%	35.1%	36.3%	22.9%	22.8%	21.2%	22.1%

Domain Performance from Spring 2022 i-Ready, Grades K-8:

<u>Grade</u>	<u>% on grade level or above Phonemic Awareness</u>	<u>% on grade level or above Phonics</u>	<u>% on grade level or above High Frequency Words</u>	<u>% on grade level or above Vocabulary</u>	<u>% on grade level or above Literary</u>	<u>% on grade level or above informational</u>
K	62	46	44	56	67	65
1	46	32	44	29	32	32
2	70	26	58	29	30	26
3		46	86	39	38	33

4		59	90	27	30	23
5		71	95	22	27	20
6		78	96	22	22	19
7		82	96	23	20	17
8		84	97	27	23	20

Domain Performance from Spring 2023 i-Ready, Grades K-8:

<u>Grade</u>	<u>% on grade level or above Phonemic Awareness</u>	<u>% on grade level or above Phonics</u>	<u>% on grade level or above High Frequency Words</u>	<u>% on grade level or above Vocabulary</u>	<u>% on grade level or above Literary</u>	<u>% on grade level or above informational</u>
K	73	67	56	64	74	70
1	53	50	57	37	38	36
2	79	45	72	37	37	32
3		38	87	47	47	41
4		65	92	31	32	24
5		75	94	27	31	23
6		80	96	25	24	19
7		83	96	28	22	20
8		85	96	26	19	16

K-3 Literacy: This data includes all students who took a fall Third Grade OST.

SCHOOL YEAR	ELA Percent Proficient Fall	ELA Percent Proficient Spring	ODE Grade Card Reported Total for Year Proficient on the Reading Segment of the ELA OST
2015-2016	15%**	30%**	32.20%
2016-2017	18%**	38%**	40.10%
2017-2018	17%**	32%**	36.30%
2018-2019	18%**	38%**	41.60%
2019-2020	24%**	N/A*	24.60%
2020-2021	13%**	18%**	20.70%
2021-2022	15%**	27%**	30%
2022-2023	18%**	33%**	37%
2023-2024	24%**		

ELA data proficiency in grade 3-12:

Grade Level	SY 14-15	SY15-16	SY 16-17	SY17-18	SY-18-19
3	66.7	32.2	40.1	38.4	41.6
4	44.5	35.2	38.5	37.6	34.0
5	41.0	43.4	47.6	47.1	45.6
6	38.9	28.3	38.4	33.9	27.4
7	43.8	30.9	36.0	37.7	40.8
8	40.4	26.0	23.8	26.9	32.5
ELA 1	43.3	31.9	32.4	46.0	39.7
ELA 2	N/A	22.5	31.2	31.8	42.3

Grade	SY 19-20	SY 20-21	SY21-22	SY22-23
3	24.6 Fall OST only	20.7	28.6	36.0
4		18.3	33.3	30.0
5		28.7	33.7	40.8
6		17.9	23.8	25.9
7		24.9	27.8	35.6

8		17.1	28.3	27.4
ELA 1	38.9	40.0		
ELA 2	24.4	39.3	28.3	35.3

District Graduation Rate:

	2016-2017 SY	2017-2018 SY	2018-2019 SY	2019-2020 SY	2020-2021 SY	2021-2022 SY	2022-2023 SY
District % of cohort students graduated in 4 years	71.4%	79.1%	74.5%	82.3%	74.7%	72.7%	75.4%

Even with the ratcheting up of minimum cut/scaled scores and the continuing increase in the percentage needed for a grade rating on the K-3 Literacy Component, TPS K-3 grade students had been moving the needle on achievement, despite chasing an ever moving target. In the fall of SY19-20, TPS was poised to record its highest achieving K-3 Literacy Grade Card to date. The fall OST passage rate was up by 7%. In the end, TPS finished SY 19-20 with a 24.6% passage rate based on fall OST scores alone. Since the start of the pandemic, the elementary (grade 3-8) OST passage rates have dropped significantly, sometimes by as many as 20 percentage points. High School ELA I and II have remained steady and should be considered a bright spot in achievement. Graduation data continues to increase beyond the rate from the class of 2017; however there is still growth that needs to take place.

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.

Many of the factors that lead to low achievement are common in urban school settings and outside the scope of this plan including:

- Attendance issues, transience and mobility
- Lack of home support
- Unresolved medical issues including vision, hearing problems
- Unresolved emotional issues such as acute trauma and chronic stress

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. 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 local literacy 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 subgroup 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 alleviate the gaps in instruction that some students experience.

While our mobility rates are quite high, our attendance rates are consistently strong. District attendance rates are approximately 85.8 and do not differ significantly among subgroups. This suggests that a comprehensive reading local literacy 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 1360. 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, having a reading plan that addresses children of all abilities is important. Chronic health conditions include:

- Number of students with Asthma 3051
- Number of students with Diabetes 107
- Number of students with Seizure Disorder 423
- Number of elementary students with at least one chronic condition 2591
- Number of elementary students with more than four chronic conditions 1

Mobile dental and eye clinics - update to include HUB schools

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

- Truancy Mediation, homeless and foster care student services
- Full-time nurses in all 42 elementary buildings and preschools
- 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 highest need buildings.
- Mobile Vision Program which provided vision screenings and services to 500 students
- Mobile Dental Program which provided dental exams, cleaning, fluoride treatments, and fillings for over 1972 students.

Many of the factors that are within scope of this plan include:

- Weakness in early foundational literacy skills
- System support for the learning of early literacy skills
- Providing professional development in the areas of pedagogy that address weaknesses in differentiation of course materials and in the teaching of foundational skills.
- Progression in performance on standardized assessments.
- Successful completion of high school course graduation requirements.

The following actions will be taken:

- Identify gaps in essential components missing from the current curriculum and to support these with additional resources
- Establish a 90 minutes of reading instruction for all students in PK-3. All students in grade 4 on a RIMP will also be required to have 90 minutes of reading instruction.
- Continuation of the work TPS Intervention Assessment Teachers that are part of the multi-tiered system of support for students needing additional support for foundational skills and increased and intentional intervention outside the 90 minute reading instruction. They provide Tier II and Tier III support for students experiencing difficulty. Movement between these tiers is fluid and based on student performance.
- Deliver professional development addressing the essential components of reading, establish school-based literacy teams (TTM's) to support collaboration among educators, support an alignment of practices from PK- grade 3 for all Comprehensive Literacy State Development grant buildings
- Provide curriculum training for educators PK-8 on the appropriate adopted curriculum for the grade level (Learning Without Tears, Creative Curriculum and all newly adopted K-8 ELA curriculum.
- Creating opportunities for increased, specific literacy exposure at the secondary level.
- CLSD grant - See above for explanation.
- New curriculum adoption for grades 9-12 to ensure full alignment to Ohio Academic Content Standards.
- Engage building leadership and Teacher Teams in the use of PSAT data to monitor student growth and achievement.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Describe the district's or community school's literacy mission and/or vision statement. The Department's literacy vision is described in Section 4 of [Ohio's Plan to Raise Literacy Achievement](#).

TPS Literacy Mission Statement:

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

TPS Literacy Vision Statement:

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

Ohio's vision is that each child is challenged to discover and learn, prepared to pursue a fulfilling post-high school path and empowered to become a resilient, lifelong learner who contributes to society. TPS literacy mission and vision was created by a team of building-level and district-level educators from varied departments and is aligned to the vision set forth by the Ohio Department of Education.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Describe the measurable learner performance goals addressing learners' needs (Section 3) that the Reading Achievement Plan is designed to support progress toward. The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

Primary Goal (grades PK-3):

Increase the percentage of third grade students meeting or exceeding third grade proficiency standards from 24% to 28% as measured by the Ohio State Test.

Primary Subgoal #1

- Increase the percentage of PK students on track PK by 4% from 40% to 44% in the area of Literacy Development by Spring 2024 as measured by Teaching Strategies Gold.

Primary Subgoal #2

- Increase the percentage of Kindergarten students who were projected to be proficient by 4% from 29.6% - 33.6% by Spring 2024 as measured by iReady assessment.

Primary Subgoal #3

- Increase the percentage of Grade 1 students who were projected to be proficient from 72% - 76% by Spring 2024 as measured by iReady assessment.

Primary Subgoal #4

- Increase the percentage of Grade 2 students who were projected to be proficient 4% from 50.6% - 54.6% by Spring 2024 as measured by iReady assessment.

Primary Subgoal #5

- Increase the percentage of Grade 3 students who were projected to be proficient by 4% from 54.2% - 58.2% by Spring 2024 as measured by iReady assessment.

Intermediate Goal (grades 4-8):

Increase the percentage of students in grades 4-8 meeting or exceeding proficiency standards by 2% yearly as measured by the Ohio State Test for each grade level.

Intermediate Subgoal #1:

- Increase the percentage of grade 4 students who were projected to be proficient by 4% from 36% to 40% as measured by Spring 2024 i-Ready data.

Intermediate Subgoal #2:

- Increase the percentage of grade 5 students who were projected to be proficient by 4% from 36% to 40% as measured by Spring 2024 i-Ready data.

Intermediate Subgoal #3:

- Increase the percentage of grade 6 students who were projected to be proficient by 4% from 36% to 40% as measured by Spring 2024 i-Ready data.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Intermediate Subgoal #4:

- Increase the percentage of grade 7 students who were projected to be proficient by 4% from 35% to 39% as measured by Spring 2024 i-Ready data.

Intermediate Subgoal #5:

- Increase the percentage of grade 8 students who were projected to be proficient by 4% from 30% to 34% as measured by Spring 2024 i-Ready data.

Secondary Goal (grades 9-12):

Increase the percentage of students successfully completing four years of English Language Arts coursework as measured by the district's cohort credit attainment data.

Secondary Subgoal #1:

- Increase the percentage of growth on the EBRW portion of the PSAT and PSAT/NMSQT as measured by students taking PSAT 8 and PSAT/NMSQT.

Secondary Subgoal #2:

- Increase the percentage of students enrolled in ELA 2 and taking the assessment for the first time who meet or exceed the proficiency standards from 39.3% to 43.3% by Spring 2023 as measured by the ELA 2 End of Course exam.

SECTION 6: ACTION PLAN MAP(S)

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans.

PK-3 Action Plan Map

Goal Statements:

Increase the percentage of students meeting or exceeding third-grade proficiency standards from 57.5% to 61.5% by Spring 2023 as measured by the Ohio State Test.

- Goal Statement Subgoal- Increase the percentage of PK students on track PK by 4% from 40% to 44% in the area of *Literacy Development* by Spring 2023 as measured by Teaching Strategies Gold.
- Increase the percentage of Grade K students on track PK by 4% from 29.6% - 33.6% by Spring 2023 as measured by iReady assessment.
- Increase the percentage of Grade 1 students on track PK by 4% from 72% - 76% by Spring 2023 as measured by iReady assessment.
- Increase the percentage of Grade 2 students on track PK by 4% from 50.6% - 54.6% by Spring 2023 as measured by iReady assessment.
- Increase the percentage of Grade 3 students on track PK by 4% from 54.2% - 58.2% by Spring 2023 as measured by iReady assessment.

Evidence-Based Practice: Grades K-2 Amplify CKLA Curriculum, Grade 3 SAVVAS My View Literacy, Preschool Learning without Tears curriculum and Creative Curriculum is ESSA tier identification: Tier I.

TPS Reading Academy Professional Development: Phonological Awareness Training; Phonics Instruction; Vocabulary Development; Comprehension and Writing is ESSA tier identification: Tier II.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	High-Quality Professional Development provided by Curriculum Vendors and internal experts will provide professional development. (Foundational Skills- Phonemic Awareness, Phonics, Print Concepts)	Grade level analysis using TSG and iReady to determine and inform future instruction of foundational skills.	High-Quality use of new curriculum around the areas of need based on data (Foundational Skills- Phonemic Awareness, Phonics, Print Concepts)
Timeline	District: A professional development plan will be developed by the district.	Fall baseline data has been collected. Winter data has also been collected. Once Spring TSG & iReady data is available, final	PK-3 teachers attend professional development offered by Curriculum

SECTION 6: ACTION PLAN MAP(S)

	<p>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.</p> <p>All PK-3 teachers will have the opportunity to participate in Creative Curriculum, Learning without Tears, Heggerty, Amplify and SAVVAS Curriculum Training during the school year.</p> <p>Reading Academy will provide Heggerty professional development.</p> <p>PK-3 teachers will have the opportunity to participate in Language and Literacy professional development targeting essential components of Reading</p>	<p>growth scores will be calculated</p> <p>Kindergarten: Fall KRA data</p> <p>3rd Grade: OST's are given in the Fall and Spring as baseline data</p> <p>CLSD: Grant will end at the conclusion of the 24SY.</p> <p>PELI and iReady Screener data to determine and inform future instruction of foundational skills.</p> <p>Fall baseline, Winter and Spring growth data will be collected and calculated. Winter data has also been collected. Once Spring TSG & iReady data is available, final growth scores will be calculated</p> <p>Kindergarten: Fall KRA data</p> <p>Grades 1-3 Analysis of fluency rate using an identified oral fluency assessment in Spring 2023</p> <p>CLSD:</p> <p>PELI and iReady Screener data to determine and inform future instruction of foundational skills.</p>	<p>Vendors and District Instructional Coaches</p> <p>Schools will ensure that:</p> <p>K-3 teachers are allotted 90 minutes of reading instruction daily utilizing a framework which includes all essential components of reading.</p> <p>CLSD:</p> <p>CLSD teams are implementing strategies learned at the CLSD PD Sessions</p>
<p>Lead Person(s)</p>	<p>Curriculum Department/ Reading Academy</p> <p>Building Leadership</p> <p>SCT Co-Chairs</p>	<p>Teacher Teams</p> <p>Building Leadership</p>	<p>District Leadership</p> <p>Building Leadership</p> <p>SCT Co-Chairs</p>

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			PreK-3rd Teachers
Resources Needed	<p>Time set aside after school, during school and TT time</p> <p>Funding for teachers to attend professional development.</p> <p>CLSD:</p> <p>Funding for subs for during the day PD as requested by building for <u>CLSD</u> grant buildings</p> <p>Reading Academy contact through communication plan</p>	<p>Funding set aside to pay for TT's</p>	<p>Time built in to share the Instructional Framework</p> <p>Administrators/TFT Building Representatives will create schedules prior to the beginning of the school year that allows for 90 minutes of core reading instruction for each PK-3 classroom. An Instructional Framework with recommended time allocations will be shared with each PreK-3 teacher to facilitate core reading instruction planning.</p>
Specifics of Implementation	<p>Alignment of professional development by district departments responsible for support of the Local Literacy Plan.</p> <p>Necessary Professional Development will be scheduled to support the acquisition of instructional strategies to address specific intervention strategies.</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>PK-3 teachers will acquire skills using evidenced-based strategies</p>	<p>OIP Structure will be followed and Schools will utilize their TT 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>TTs will conduct analysis of Fall administration of i-Ready 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>Teachers utilize the instructional framework to teach the essential components of reading.</p> <p>Teacher's schedule to allow for 90 minutes of reading instruction Model of Instructional Framework (including the appropriate time schedule for each essential component.)</p>

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	<p>used to teach the essential components of reading.</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>Intervention Assessment Teachers (IAT) will work with classroom teachers to identify struggling readers and provide evidence-based systematic phonics instruction (OrtonGillingham) 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 12 of our highest need buildings.</p>	<p>Working through TTMs, TSG & iReady data will be analyzed to identify and apply skills learned in professional development to enhance instruction in teaching foundational skills.</p> <p>Foundational Skills- Phonemic Awareness, Phonics, Print Concepts, Comprehension and Writing)</p>
<p>Measure of Success</p>	<p>Attendance at professional development. (during the day, TT times, after school)</p> <p>K-3 Schedules K-3 Instructional Plan (90 minutes)</p> <p>PK Schedules</p> <p>Professional development schedule and sign in Sheets</p>	<p>Applying the skills learned in professional development to enhance the instruction of foundational skills</p> <p>TSG & iReady Fall, Winter and Spring TSG and i-Ready Assessment</p> <p>CLSD: PELI and Acadience assessment data</p> <p>SCT forms which highlight building level data focusing on early literacy foundational skills. (Phonics, Phonemic Awareness, Word, Print Concepts, comprehension and writing)</p> <p>PD evaluation survey</p> <p>DCT review of SCT Exit Slips</p>

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		<p>Intervention Schedule</p> <p>RIMP monitoring via OIP</p> <p>Winter and Spring TSG and i-Ready Assessment</p>
<p>Check-in/Review Date</p> <p>Quarterly</p>	<p>TT meetings</p>	<p>Monthly update provided at SCT meetings and communicated to the DCT as necessary.</p>

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4-8 Action Plan Map

Intermediate Goal (grades 4-8):

Intermediate Subgoal #1:

- Increase the percentage of grade 4 students who were projected to be proficient by 4% from 33% to 37% as measured by Spring 2023 i-Ready data.

Intermediate Subgoal #2:

- Increase the percentage of grade 5 students who were projected to be proficient by 4% from 36% to 40% as measured by Spring 2023 i-Ready data.

Intermediate Subgoal #3:

- Increase the percentage of grade 6 students who were projected to be proficient by 4% from 31% to 35% as measured by Spring 2023 i-Ready data.

Intermediate Subgoal #4:

- Increase the percentage of grade 7 students who were projected to be proficient by 4% from 33% to 37% as measured by Spring 2023 i-Ready data.

Intermediate Subgoal #5:

- Increase the percentage of grade 8 students who were projected to be proficient by 4% from 34% to 38% as measured by Spring 2023 i-Ready data.

Evidence-Based Practice: Grade 4-5 SAVVAS My View Literacy, Houghton-Mifflin-Harcourt Into Literature for grades 6-8

TPS Reading Academy Professional Development: Phonics Instruction; Vocabulary Development; Comprehension and Writing is ESSA tier identification: Tier II.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Schools will ensure that each 4-8 teacher is allotted 60 minutes of reading instruction daily utilizing a framework which includes all essential	Grade level analysis using iReady to determine and inform future instruction of essential components of reading.	High-Quality use of curriculum around the areas of need. Each school will align their professional development plan to the district plan, in order to support teachers in the implementation of strategies aligned to the essential components of reading.

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	components of reading.		
1. Timeline	2022-2023 school year	2022 iReady projected proficiency spring data has been collected	2022-23 school year 4-8 teachers will have the opportunity to attend professional development offered by curriculum vendors SAVVAS and HMH and TPS Reading Academy
2. Lead Person(s)	Curriculum Department/ Building Level Administrators SCT co-chairs	Teacher Teams (TT)	Curriculum Department and TPS Reading Academy
3. Resources Needed	Time set aside, after school, during school and TT time	Funding set aside to pay for TT's	Instructional Framework
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Administrators/TFT Representatives will create schedules prior to the beginning of the school year that allows for 60 minutes of core reading instruction for each 4-8 classroom. An Instructional Framework with recommended time allocations will be shared with each 4-8	Working through TT's, iReady data will be analyzed to identify and apply skills learned in professional development to enhance instruction in essential components.	Teachers utilize the instructional framework to teach the essential components of reading 4-8 teachers will acquire skills using evidenced-based strategies used to teach the essential components of reading.

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	<p>teacher to facilitate core reading instruction planning. Professional development will be collaboratively identified to ensure that each teacher has the requisite knowledge necessary to utilize the Instructional Framework</p>		
<p>5. Measure of Success</p>	<p>Schedules 4-8 Instructional Plan (60 minutes)</p>	<p>Applying the skills learned in professional development to enhance the Tier 1 instruction of essential components</p>	<p>Professional development schedule and sign in sheets Fall, Winter and Spring iReady data Training evaluation survey</p>
<p>6. Check-In/Review Date</p>	<p>Quarterly</p>	<p>TT meetings</p>	<p>2022-2023 Monthly update provided at SCT meetings and communicated to the DCT as necessary through exit slips.</p>

SECTION 6: ACTION PLAN MAP(S)

9-12 Action Plan Map

Secondary Goal (grades 9-12):

Increase the percentage of students successfully completing four years of English Language Arts coursework as measured by the district's cohort credit attainment data.

Secondary Subgoal #1:

- Increase the percentage of growth on the EBRW portion of the PSAT and PSAT/NMSQT as measured by students taking PSAT 8 and PSAT/NMSQT.

Secondary Subgoal #2:

- Increase the percentage of students enrolled in ELA 2 and taking the assessment for the first time who meet or exceed the proficiency standards from 39.3% to 43.3% by Spring 2023 as measured by the ELA 2 End of Course exam.

Evidence-Based Practice: New curriculum adoption, PSAT/SAT data and supporting resources, EOC data and supporting resources, implementation of Ohio Improvement Process.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Schools will ensure that students are provided a minimum of 47 minutes of ELA instruction. 9-12 teachers will participate in Language and Literacy professional development targeting essential components of Literacy.	Curriculum Vendors and internal experts will provide professional development.	Use of high-quality curriculum focused on the areas of need (informational text, literary text and written expression).

SECTION 6: ACTION PLAN MAP(S)

<p>1. Timeline</p>	<p>2022-2023 school year: A variety of language and literacy professional development opportunities will be provided to all staff.</p>	<p>2022-2023 school year: Key stakeholders will participate in a new literacy curriculum adoption for grades 9-12. 2023-2024 school year: A variety of training opportunities aligned to the new curriculum adoption will be provided to all educators.</p>	<p>2022-2023 school year: Teacher Team Meeting minutes will demonstrate the use of high quality curriculum.</p>
<p>2. Lead Person(s)</p>	<p>Curriculum Department/School Core Team Co-Chairs/Department Chairs</p>	<p>Curriculum Department/Department Chairs</p>	<p>Teacher Team Members/School Core Team Members/Department Chairs</p>
<p>3. Resources Needed</p>	<p>Staff meeting time; funding for professional development and resources</p>	<p>Funding for new adoption committee and subsequent training</p>	<p>Time allotted for the following meetings: Teacher Team Meetings Department Meetings School Core Team Meetings</p>
<p>4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)</p>	<p>Educators will continue to be offered professional development opportunities found in the TPS Professional Development Offerings Guidebook. Additional training will be provided to educators as requested aligned to utilizing PSAT data.</p>	<p>A curriculum adoption committee will work collaboratively throughout the 2022-23 school year to recommend a new curriculum for full implementation during the 2023-24 school year.</p>	<p>Utilization of high quality curriculum will be observed through: Walkthroughs; Teacher Team Meeting minutes; School Core Team meeting minutes.</p>

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<p>5. Measure of Success</p>	<p>Attendance at professional development. (Waiver day, during the day, TTM times, after school)</p> <p>Training evaluation surveys.</p> <p>Frequency of professional development offerings.</p>	<p>Implementation of a new ELA curriculum for grades 9-12 at the start of the 2023-24 school year.</p> <p>Applying the skills learned in professional development to enhance the instruction of foundational skills.</p>	<p>Walkthrough data</p> <p>TTM and SCT meeting minutes/exit slips.</p>
<p>6. Check-In/Review Date</p>	<p>November 2022 and March 2023</p>	<p>Initiate committee in August 2022, present at committees in December</p>	<p>2022-2023 Monthly update provided at SCT meetings and communicated to the DCT as necessary.</p>

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

Describe how progress toward learner performance goals (Section 5) will be monitored, measured and reported.

iReady Screener and PELI is a curriculum based measure administered three times each year (fall, winter, spring) to PK-3 students at our CLSD grant buildings. iReady Screener (K-8) and PELI (PK) are universal screening and progress monitoring assessments that measure the acquisition of early literacy skills.

The iReady Dyslexia Screener will be administered District wide to all K repeaters-3 Grade students in January 2024. Moving forward all K repeaters and 1st grade students will be screened each year in the Fall. All students identified as "At-Risk" will receive 6 weeks of intervention and those students that do not show progress will be administered a tier 2 screener with additional intervention support.

i-Ready is administered three times each year (fall, winter, spring) to students in K-8. 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.

Teaching Strategies Gold is administered three times each year (fall, winter, spring) to students in PK. The tool is a comprehensive developmentally appropriate ongoing assessment that provides data to identify strengths and needs for individual students.

The Early Warning Intervention and Monitoring System (EWIMS) is used to review student performance data to determine students at risk of not graduating on time. This includes interim report data, quarter grade cards and semester credit obtainment data. This process is utilized by the Freshman Cluster for 9th graders as well as the EWIMS teams for students in grades 10-12. The SCTs and DCT will begin monitoring credit obtainment data.

The PSAT is given once during the 8th grade year and again during 10th grade. The goal of the team is that educators will compare data between 8th and 10th grade to observe growth.

PK-12 Teacher Teams (TT) meet bi-monthly to discuss classroom strategies and student performance. They report their minutes to the School Core Team, who communicates building level information to the District Core Team (DCT). The DCT reviews SCT data to identify themes/patterns and determine what is and is not working.

The DCT will collectively offer feedback to SCTs and provide additional support as needed. A minimum of one TT per quarter will be utilized for reviewing and updating Reading Improvement and Monitoring Plans (RIMP's).

Teacher attendance at PD related to evidenced based instructional strategic areas of need as identified by student performance on OST and i-Ready will be tracked. Teachers will participate in a survey that evaluates the PD focusing on relevancy, use in practice and planning for implementation, as well as the cohesiveness of our PK-3 vertical teams.

The TPS Multi-Tiered System of Supports (MTSS) is a framework through which children are supported within a tiered model. Specifically, an MTSS framework provides tiers or levels of support that are designed to meet a wide range of learner needs at schoolwide, targeted and intensive levels. This framework is directly aligned with improving teaching and learning for diverse student populations.

The TPS MTSS framework provides a way to organize all of the work that is done to support TPS students. It is focused on the whole child and is designed to ensure that the needs of all students are met in an effective and efficient manner.

Toledo Public Schools is currently working on a comprehensive MTSS plan for the entire district. Beginning in January, 2020, a team was created to develop this process. The team met regularly throughout the summer and has nearly completed the document. The original plan was to train all staff on this model in August in order to have full implementation for the 2020-2021 school year. However, due to the amount of additional training and professional development that has been required due to opening the school year in full remote status, the district has determined that training for the new MTSS plan would be better if postponed until January, 2021.

The TPS MTSS model details Tier I (School Wide) Supports, Tier II (Targeted) Interventions, and Tier III (Intensive) Interventions for three key performance indicators including Academics, Social Emotional Well-being and Attendance. Included at each level are key components, fidelity indicators, progress monitoring, and decision rules for moving between tiers.



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SECTION 8, PART A: STRATEGIES TO SUPPORT LEARNERS

Describe the evidence-based strategies identified in Section 6 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans.

The following evidence-based practices will be used for students in grades PK-12 to address all learners in the areas of literacy and writing.

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.

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 isolation
- Phoneme blending
- Phoneme segmentation
- Phoneme manipulation

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.

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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

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

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

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3. instruction in independent word-learning strategies, and
4. word consciousness and word-play activities to motivate and enhance learning

Vocabulary instruction for our youngest students will also focus on Oral Language as a means of developing the vocabulary of early readers. *Apthorp et al (2012)* recommended instruction to ensure that students encounter new academic vocabulary words or phrases in many different contexts throughout the day by exposing students to these words during read-alouds and classroom discussion.

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 (*Beck, McKeown, Kucan, 2013*)
- Morphological analysis
- Robust vocabulary activities to promote word consciousness

Grades 4-8

The WWC Practice Guide - "Improving Adolescent Literacy" states, "as students progress through the grades, print vocabulary increasingly contains words that are rarely part of oral vocabulary. This is particularly the case for content-area material. In many content area texts it is the vocabulary that carries a large share of the meaning through specialized vocabulary, jargon, and discipline-related concepts. Learning these specialized vocabularies contributes to the success of reading among adolescent students." *Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008)*.

Strategies to promote Vocabulary Acquisition include:

- explicit vocabulary instruction
- multiple exposures to new words
- opportunities to use vocabulary in various contexts
- morphology

Grades 9-12

The Vocabulary Acquisition strategies listed for grades 4-8 also apply to students in grades 9-12.

Comprehension

Grades PK-3

The WWC Practice Guide "Improving Reading Comprehension in Kindergarten through 3rd Grade" states, "Strong reading comprehension skills are central not only to academic and professional success, but also to a productive social and civic life." The researchers defined reading comprehension as "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language." This practice guide focuses on recommendations to support students in acquiring the knowledge and abilities required specifically to comprehend text, thinking and reasoning skills, and motivation to understand and work toward academic goals. *Shanahan, T., Callison, K., Carriere, C., Duke, N.K., Pearson, P.D., Schatschneider, C., & Torgesen, J. (2010)*.

Strategies to improve Comprehension will focus on:

- Teach students how to use reading comprehension strategies.
- Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.

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- Guide students through focused, high-quality discussion on the meaning of text.
- Select texts purposefully to support comprehension development.
- Establish an engaging and motivating context in which to teach reading comprehension.

Grades 4-8

The WWC Practice Guide - "Improving Adolescent Literacy" suggests the following for reading comprehension instruction: "...having students summarize main ideas both within paragraphs and across texts, asking themselves questions about what they have read, paraphrasing what they have read, drawing inferences that are based on text information and prior knowledge, answering questions at different points in the text, using graphic organizers, and thinking about the types of questions they are being asked to answer.

Professional Development for comprehension instruction emphasizes direct, explicit instruction and focuses on:

- using carefully selected text of sufficient complexity and appropriate to the purpose of the instruction
- flexibility of strategies (ability to apply them to different situations)
- modeling and scaffolded guided practice with gradual release of responsibility
- focus of strategy from process to flexible application

Grades 9-12

The comprehension strategies listed for grades 4-8 also apply to students in grades 9-12.

Writing

Grades K-5

According to the WWC Practice Guide, "Teaching Elementary School Students to be Effective Writers", students should "develop an early foundation in writing in order to communicate their ideas effectively and efficiently." The authors believe that "students who develop strong writing skills at an early age acquire a valuable tool for learning, communication, and self-expression. Such skills can be developed through effective writing instruction practices that provide adequate time for students to write." This practice guide focuses on recommendations that will support students learning to be effective writers by giving them daily opportunities to learn and practice writing skills, strategies, and techniques; experiencing the writing process; mastering the foundational skills of good writing, including handwriting, spelling, sentence construction, and typing; and by being part of a community of writers, collaborating with other writers, making decisions about what to write and how to write about it, and receiving constructive feedback from peers and teachers. *Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). Teaching elementary school students to be effective writers: A practice guide (NCEE 2012-4058).*

Strategies to improve Writing will focus on:

- writing a little, a lot
- using the writing process
- strengthening foundational skills for writing
- developing a classroom environment to create a community of writers

Grades 6-12

The WWC Practice Guide, "Teaching Secondary Students to Write Effectively" highlights two important themes for delivering effective writing instruction. First, it recognizes that writing promotes critical thinking. Writing challenges students to

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understand, evaluate, and synthesize text, ideas, and concepts. Secondly, writing reaches across all disciplines. Writing leads students to think critically about the content in all of their classes. *Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither Wulsin, C. (2016).*

Strategies to improve writing skills will focus on:

- explicit instruction of writing strategies appropriate to task, audience, and purpose
- use of the instructional protocol of modeling-guided practice-reflection to build confidence and skill
- integration of writing and reading to promote ability to write to sources
- use of rubrics to guide assessment and feedback

The WWC Practice Guide “Improving Reading Comprehension in Kindergarten through 3rd Grade” states, “Strong reading comprehension skills are central not only to academic and professional success, but also to a productive social and civic life.” The researchers defined reading comprehension as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.” This practice guide focuses on recommendations to support students in acquiring the knowledge and abilities required specifically to comprehend text, thinking and reasoning skills, and motivation to understand and work toward academic goals. *Shanahan, T., Callison, K., Carriere, C., Duke, N.K., Pearson, P.D., Schatschneider, C., & Torgesen, J. (2010).*

Strategies to improve Comprehension will focus on:

- Teach students how to use reading comprehension strategies.
- Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content.
- Guide students through focused, high-quality discussion on the meaning of text.
- Select texts purposefully to support comprehension development.
- Establish an engaging and motivating context in which to teach reading comprehension.

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

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

1. *Be effective;*
2. *Show progress; and*
3. *Improve upon strategies utilized during the two prior consecutive school years.*

Toledo Public Schools support the identified evidence-based strategies for improving the Literacy achievement of its PK-8 in multiple ways using Instructional Coaches when appropriate.

- Professional Development provided for core curriculum for PK- 8 teachers.
- Professional Development each year using PK core curriculum - Creative Curriculum.
- Professional Development support through the TPS Reading Academy District Instructional Support Coaches.
- The theories of Universal Design for Learning through Differentiation for All is a professional development series created by the TPS Reading Academy and used in each PD session to support all learners.
- Accessible Literacy Framework is a professional development course designed for preschool special education and MD teachers grades PK-12
- AVID professional development grades K-12

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- Intervention Assessment Teachers in twelve designated low-performing buildings working with K-2 teachers and students to implement the Orton-Gillingham program.
- TTs will focus on identifying the professional development needed to carry out this Reading Achievement Plan.

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Districts may choose to use the professional development template developed for the Striving Readers Comprehensive Literacy Grant.

This Local Literacy Plan will support PK-12 teachers and students.

PK-3 Professional Development - Reading

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.

3-8 Professional Development - Reading

- American Federation of Teachers Reading Comprehension Instruction
 - Schema Theory and the Reading Process
 - Vocabulary Development and Morphology
 - Narrative Text Structure and Comprehension
 - Expository Text Structure and Comprehension
- Writing in Response to Reading

K-8 Professional Development - Writing

- Meeting Writing Expectations - based on the recommendations of the WWC Practice Guide, “Teaching Elementary School Students to be Effective Writers”.
- Tackling the Writing Process - using the 4-Square Writing Method
- On Demand Writing (Grades 3-8) - using the RACES strategy to address constructed response writing
- Informational Writing (Grades 3-8)
- Argumentative Writing (Grades 6-8)

High School Professional Development - Writing

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- Writing Across the Content Area - based on Writing Next Report

PK-12 Professional Development

- AFT's Accessible Literacy Framework 30 hour course (Geared for PK-12 Special Ed.)
 - How does one provide reading instruction to students with developmental or intellectual disabilities such as autism, cerebral palsy or Down syndrome? ALF is grounded in the premise that reading is at the center of most activities—in and out of school.
 - The essential components of reading instruction—phonological awareness, sound blending, initial phoneme segmentation, letter-sound correspondence, decoding and shared reading—are covered and framed to address emerging literacy needs of students with complex communication needs.
- AFT's Universal Design for Learning (PK-12)
 - Learner variability as a way to understand and address students' learning needs
 - Principles of Universal Design for Learning to reduce barriers for students in the school environment, assessments, methods and materials in all subject areas
 - How to create student-centered lesson plans and learning experiences for all subjects using the Universal Design for Learning Framework and Guidelines.

AVID

- Inquiry 3 Things You Can Do Right Now in the Elementary Classroom -This PD is designed to give elementary teachers a better understanding of three strategies they can implement right now to expand the use of inquiry within their elementary classrooms. Strategies include:
 - KWLA graphic organizer
 - Costa's Levels of Thinking and Questioning
 - Socratic Seminar: Cats and Fish or Philosophical Chairs
- Focused Note-taking Application -This pd allows educators to explore ways to apply AVID's focused note-taking process to increase student learning. Participants will:
- understand the link between student note-taking and the expected outcomes, ensuring that note-taking is a meaningful, integral part of the learning process.
- explore a variety of scenarios and consider the deliberate instructional decisions involved in note-taking to lead to learning outcomes.
- develop learning experiences of their own that incorporate note-taking for student success and troubleshoot those experiences through discussion with others.
- WICOR Workshop- This pd is designed for participants to engage in a collaborative setting to identify key components of WICOR and evaluate implementation of WICOR strategy use within their school site.
- Participants will examine the importance of centering their instruction on WICOR as an opportunity for students to access rigorous learning across content areas.
- Additionally, they will make connections to college and career readiness to develop a schoolwide implementation action plan that focuses on building student skills through the use of WICOR.
- Focused Note Taking - This pd allows educators to explore ways to apply AVID's focused note-taking process to increase student learning. Participants will:
 - understand the link between student note-taking and the expected outcomes, ensuring that note-taking is a meaningful, integral part of the learning process.
 - explore a variety of scenarios and consider the deliberate instructional decisions involved in note-taking to lead to learning outcomes.

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- develop learning experiences of their own that incorporate note-taking for student success and troubleshoot those experiences through discussion with others.
- Text Dependent Inquiry Across the Content -This pd focuses on identifying and crafting questions based on content specific text. Teachers will be able to understand how creating text-dependent questions is an important part of the Critical Reading process.

APPENDICES

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