

LOCAL LITERACY PLAN: BIRTH THROUGH GRADE 12

The Ohio Department of Education requires all nonprofit early childhood providers and LEAs **applying for the Striving Readers Comprehensive Literacy Subgrant** to complete a **local literacy plan**, as dictated by the age/grade ranges the organization serves. The plan must be submitted as part of the Striving Readers application to receive funding.

- Birth-Age 5: A focus on emergent literacy based on *Ohio's Early Learning and Development Standards* (Birth to Kindergarten Entry) aligned to *Ohio's Learning Standards in English Language Arts* for Kindergarten-grade 12.
- K-12: A focus on achievement and alignment to *Ohio's Learning Standards for English Language Arts* grades K-12.

EARLY CHILDHOOD PROVIDER/LEA: **TUSCARAWAS VALLEY LOCAL SCHOOLS**

IRN: **050302**

ODE/ODJFS LICENSE NUMBER (IF APPLICABLE):

STEP UP TO QUALITY RATING (IF APPLICABLE): **5**

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CEO/SUPERINTENDENT: **MARK MURPHY**

DATE: **FRIDAY, FEBRUARY 9TH, 2018**

SUMMARY AND ACKNOWLEDGEMENTS

Tuscarawas Valley Local Schools has engaged numerous stakeholders in the process of developing the following local literacy plan including district and building leadership and teachers from varying roles. The plan includes a robust approach to create a comprehensive system to provide the support needed for ALL learners. Through collaboration with the East Central Ohio Educational Service Center and State Support Team 12, our team has reviewed our available data and made a plan based on our most pressing needs. A full description of shared leadership, MTSS, teacher capacity, family partnerships, and community collaboration can be found in section 1B. Our simple view of reading plan, learning continuum, and collaboration can be found in section four. Though we have our own local plan, we will work collectively with our ESC and participating county school systems to work together to serve all county students, not just those within our own district.

We are grateful for our staff who have spent countless hours attending the Literacy Academy and working beyond school hours to pull data, write the plan, and design implementation. A special thanks goes to our district administration and board of education for their continuous support of our endeavors to implement research based programming and strategies to increase the rigor of our curriculum and to raise the achievement and growth ability of students.

The following plan was written by:

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Leadership Team Membership

Name	Title/Role	Organization	Email
Mark Murphy	Superintendent	Tuscarawas Valley Local Schools	mark.murphy@tvtrojans.org
Derek Varansky	Director of Curriculum and Instruction	Tuscarawas Valley Local Schools	derek.varansky@tvtrojans.org
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SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE LOCAL LITERACY PLAN

The Local Literacy Plan was developed by the leadership team defined in section 1-A to increase the rigor and relevance of the adopted curriculum of Tuscarawas Valley Local Schools. The team used both local and state data to determine areas of strength and opportunities for growth. By building a database to review both cohorts of students and grade levels over the past three years, areas of focus were determined to close the gap and increase reading achievement for all students regardless of their background or subgroup. The database will serve as an ongoing tool utilized to review progress and determine if the implemented plan is doing what it was designed to accomplish. The leadership team will meet monthly during the district's administrative team meeting to review data and track progress as students are benchmarked and relay this information to the District Leadership Team (DLT). This team will then relay information to each Building Leadership Team (BLT) to discuss instructional practice, student data, interventions, student placement, and areas of concern.

Shared Leadership

Shared leadership allows Tuscarawas Valley Local Schools to grow and thrive by working as a team and taking responsibility to educate and implement programming that benefits all students. District, building, and teacher based teams (TBTs) must work together to identify areas of concern and to discuss successfully implement evidence based strategies. Conversations must start at grade level team meetings by allowing teachers time to review available data, identify problems, and complete a root cause analysis to determine what needs fixed. Facilitated by the building principal and/or curriculum director, Teacher Based Teams (TBTs) will work with each school's Student Assistance Team (SAT) to ensure proper, research-based interventions and programming to increase students' learning and close identified achievement gaps. In return, building teams will report to district leadership to identify district initiatives to drive planning, professional development (for administrators, teachers, and support staff), implementation, and feedback to create a literacy plan that is active and working to do what is best for all students. With all stakeholders working together and moving in the same direction, the plan has the capability to strategically align all resources, staff, and available services around the common goal of raising literacy achievement.

Multi-Tiered System of Support (MTSS)

Tuscarawas Valley Local Schools has a multi-tiered system of support (MTSS) in place to identify and provide supports to students with academic (RTI), behavioral (PBIS), and emotional needs. Each building's Student Assistance Team (SAT) meets, at minimum, on a quarterly basis to routinely review student data to determine appropriate placement as well as to support classroom teachers based on data, needs, and progress, all of which is tracked on our intervention database. Three levels exist including tier one core and interventions in the general classroom setting; tier two support in small group with Title 1, intervention specialists, content teachers, and school psychologist; and tier three with Title 1 and intervention specialists. Our support system uses ongoing screening and progress monitoring to inform instructional decisions and guide our teams in communicating student progress and outcomes to school leadership and families. A full list of data and how it is utilized can be found on page 8.

Teacher Capacity

Tuscarawas Valley schools are committed to improving teacher quality through rich professional development opportunities. This focuses on strengthening teachers understanding of literacy practices and interventions that are sustainable, ongoing, and job embedded. The district will develop a professional development plan that utilizes inservice days to give teachers time to review data, collaborate with experts in the field, and to work with literacy coaches to set smart goals. Coaches will then be utilized to visit classrooms to observe and recommend instructional changes. Grade level teams will work with these coaches during grade level team time to discuss areas of concern and opportunities for growth. This follows the model presented by Dr. James Knight that includes workshop, practice, feedback and coaching. Administrators will also attend trainings to hear what needs to be happening in our classrooms and to support our teachers in implementation. Through a partnership with our Educational Service Center, we can work with other districts to observe and learn together to raise literacy achievement.

Family Partnerships

Family partnerships are pivotal to the success of the students we serve. Tuscarawas Valley Local Schools will be strategic in planning appropriate opportunities for families to be engaged in our schools. Families will be connected through the classroom by constant communication with classroom teachers through data notebooks and parent teacher conferences. In addition, each school will hold family engagement activities that support our goals and educate our families on what they can do to help their children including literacy nights, and parent teacher organization meetings. Book Mobiles also visit our elementary schools. The district also provides family engagement activities through 21st century programming including a literacy night, collaboration with local libraries, and Financial Peace University. Our events have free books that parents and families can take home. We also partner with our ESC to provide a county wide reading festival to provide literacy activities to over 1,000 area school children. The district will establish a Parent Trojan Academy for 2018-2019 where parents have access to school personnel and community programs to learn about services available to them, research from the field, and ways to get involved. The academy will offer a variety of courses parents and community members can attend that suits their interest with follow up with parents throughout the year.

Community Collaboration

Collaboration with community partners will be deliberately planned to share resources and create sustainable partnerships to drive literacy improvement. Partnerships will include East Central Ohio Educational Service Center, local private and public preschool programs, Personal Family Counseling Services, Ohio Guidestone, Alcohol Drug Addiction and Mental Health Services (ADAMHS), Help Me Grow, Local libraries (Tuscarawas County Public Library System, Mineral City Nicole Donant Library), Loving Heart Foundation, Tuscarawas Board of Developmental Disabilities, Opportunities for Ohioans with Disabilities (ODD), Autism Education and Research Institute (AERI), Cleveland Sight Center, Local churches utilizing food banks and clothes closets, Coalition of Rural and Appalachian Schools (CORAS) in partnership with Ohio University, Big Brothers Big Sisters and Tuscarawas County Family and Children First.

SECTION 2: ALIGNMENT BETWEEN THE LOCAL LITERACY PLAN AND OTHER IMPROVEMENT EFFORTS

Tuscarawas Valley Local Schools' Language and Literacy Drivers

Tuscarawas Valley Local Schools is compelled to improve literacy for all learners to not only raise literacy achievement but to create thriving members of the society in which we live. The US Department of Education in 2013 noted that 14% of the population (32 million adults) could not read, 21% of the population reads below the 5th grade level, and 19% of high school graduates can't read. They found the literacy rate in 2013 to be no better than it was in 2003. Our district cannot afford to undereducate our community. A high quality education is what our community, board of education, and leaders expect and it is what our students deserve. Culham (2014) states, "As we've known for many years, the crisis in public education can be remedied by these two factors: students' access to great texts, and great teaching. We must close the gap by leveling the playing field for all students." This has driven us to adopt research based programs. Our commitment is to continue implementing programming with fidelity while providing the support and professional development needed by our staff.

Standards and Curriculum for English Language Arts

The curriculum adopted by Tuscarawas Valley Local Schools is centered on standards adopted by the State of Ohio. Curriculum purchases are made by reviewing how well the item covers state standards, as well as the quality of the program (evidence based), to increase student thinking skills. Grades K-12 are aligned through district curriculum mapping (completed most recently in October 2017) as well as grade level vertical alignment. Teachers are required annually to meet with their departments and to create five ins and five outs, the top skills necessary for students to move into a grade level and the expectations for when they complete their year. Teachers use this information to formalize our district curriculum maps and plan units. Content areas, besides English Language Arts, are required to include in their curriculum maps where they reinforce literacy skills, writing activities, and cover the language arts standards for their content area. In addition, teachers use the Pearltrees, created by the Ohio Department of Education, to find resources relevant to their content. Intervention specialists rely on Ohio's Learning Standards Extended to assist students with significant cognitive delays to learn and demonstrate knowledge in a scaffolded approach. Grade cards have been aligned to these standards and will need to be revised as the new Extended Standards are released later this year. All curriculum maps, pacing guides, and vertical alignment are publicly viewable through the district website.

System of Assessments

Curriculum and instruction are assessed through a variety of means throughout each school year:

Preschool Early Learning Assessment (ELA) is a tool preschool teachers utilize to learn and understand the current levels of development through ongoing observation and assessments. The following areas are documented and reported: Social Foundations, Language and Literacy, Mathematics, Science, Social Studies, Physical Well-Being and Motor Development, and the Fine Arts. This information helps the teacher understand the current needs of the students and plan future lessons/activities.

The Kindergarten Readiness Assessment (KRA) is given to each incoming kindergarten student to find an entrance score to determine where each child is at as they start their educational career. Results are analyzed by the building principal and SAT as an indicator used to place students in the appropriate tiered system of support.

State testing is used in grades 3-12 to assess students performance in relation to their state peers. This guides if the curriculum is effectively preparing students to master the set content standards. Item analysis and teacher reports identify weaknesses and guide professional development opportunities to close gaps and to strengthen the education we provide.

The Third Grade Reading Guarantee provides us with a reading subscore to determine if students are reading on grade level and ready to be promoted to 4th grade where the switch from learning-to-read to reading-to-learn begins to take effect.

Locally, students K-8 take the Measure of Academic Progress (MAP) Assessment three times per year to project whether students are on/off track and to identify standards and general areas of weakness per student as well as the cohort or grade.

In addition, students K-4 are assessed universally using Dynamic Indicators of Basic Early Literacy Skills (DIBELS). DIBELS consists of seven measures to assess phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. DIBELS data are utilized to identify students at-risk for academic failure and to monitor progress when provided with targeted interventions. These students are also given the Developmental Reading Assessment (DRA) twice per year to identify reading level, measure fluency, and to record comprehension. This data is used to determine guided reading levels and skill deficit and strength areas.

Data Collection

District decisions are data driven to get the desired results of our set goals. The data from both state and local assessments are compiled into the district's comprehensive database to look for trends across grade levels and cohorts of students. Data collected is reviewed by the administrative team and then shared with the DLT and BLT to identify trends, celebrate successes, and develop opportunities for growth. Teacher and administrators work together, as

one team, to create plans of action that will benefit all students. Teachers review data with the SAT to create interventions, place students appropriately, identify necessary training, and then monitor progress. Administrative and collaborative teams convene frequently to assess instruction and intervention efficacy. This information is reported to the state through EMIS, as well as dispersed to parents through RIMPS and data notebooks.

Accountability

Tuscarawas Valley Local Schools is held accountable as an organization through yearly published state report cards and value added scores conducted through EVAAS. The district is committed to raising the scores in all areas. We work as a team to continue to learn and evolve as educators to provide the culture necessary where student learning is the priority. Our staff is held accountable through set expectations by the state of Ohio and the TVLS Board of Education. Teachers are evaluated using classroom observations, state tests, MAP assessments, and Student Learning Objectives (SLO).

Regional Systems of Support

Tuscarawas Valley Local Schools relies on systems of supports to help implement initiatives and to provide professional development opportunities for staff. The East Central Ohio Educational Service Center regularly provides opportunities for administrators to connect with each other to share ideas and to work together, collectively, to improve the learning of all students. By focusing on being collaborative, rather than competitive, we can learn and grow together to share resources and provide opportunities to our staff and students that impacts the community at large. Tuscarawas Valley Local Schools also is part of State Support Team 12 who continues to meet with our district and region to provide updated state initiatives, trainings, and best practice interventions and supports. In addition, our district belongs to the Coalition of Rural Appalachian Schools (CORAS) and work with districts throughout Ohio to improve student learning through research conducted on our behalf by Ohio University.

Quality Preschool

Tuscarawas Valley Local Schools offers a preschool program to support our economically disadvantaged and students with special needs. The collaborative support from the East Central Ohio Educational Service Center assists in providing specialists (speech language pathologist, occupational therapist, physical therapist) to support the needs of the students. Local preschool screenings are offered to identify students that may have future needs and require specialized services. Currently 24 students are involved in the half-day intervention and instruction in a safe, positive environment.

21st Century Programming

Tuscarawas Valley Local Schools runs a robust 21st century after school program for students in grades 5-12. In reviewing district data, the district applied and received a five year grant providing funds to create programming to increase reading and math achievement. Currently,

328 students are involved in intervention and enrichment activities each night after school in a safe, positive learning environment. The district literacy plan is in alignment with the same goals of the 21st century programming to close the gap among subgroups of students and raise the level of achievement and rigor throughout the district.

SECTION 3: COMPREHENSIVE NEEDS ASSESSMENT

Tuscarawas Valley Local Schools is driven by the mission to improve language and literacy skills for all students. As a rural, appalachian school district located in Tuscarawas County, our district is committed to meeting and exceeding state requirements to provide the best educational experience for all students to effectively prepare them for future college and career choices. The CUPP report shows that twenty-eight percent of the district's students are economically disadvantaged. There is a direct correlation between poverty and lack of educational status. According to county statistics, 14.9% of residents have no high school diploma and only 20% of district residents have a Bachelor's degree or higher. Due to these factors, parents are often unable to assist with the rigor of the curriculum expected of today's students and help their child aspire to the future. According to the ACT's report findings in 2009, "It is a lack of training in how to comprehend complex texts that continues to keep students from college readiness." According to Collinge (2011), "Research indicated that the demands that college, careers, and citizenship place on readers have either held steady or increased over roughly the last fifty years. This trend places new demands on students at all grade levels, as teachers work across grade-level spans to better prepare students for college readiness." Funding will help close the gap that is appearing in student achievement ability in reading as well as the opportunity to provide family engagement literacy events to stress the importance and connection of literacy and college and career success.

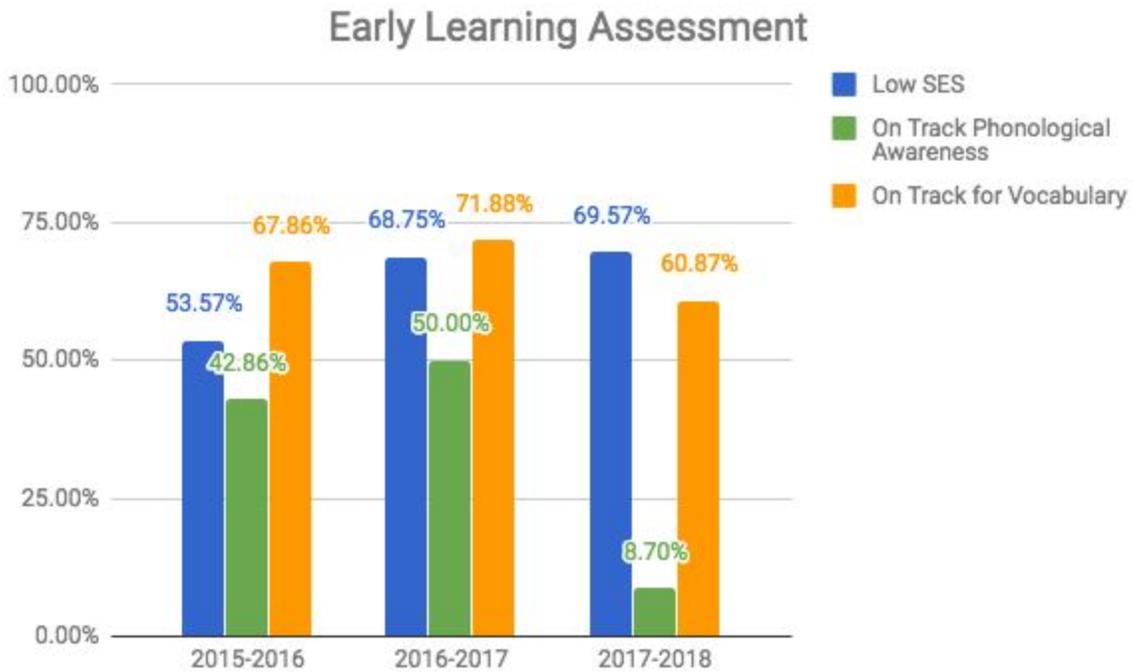
SECTION 3, PART A: ANALYSIS OF LEARNER PERFORMANCE DATA

Tuscarawas Valley Local Schools collects student assessment data on a continual basis. Early literacy skills are assessed using the Early Learning Assessment (ELA), Kindergarten Readiness Assessments (KRA), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and Measures of Academic Progress (MAP). DIBELS are administered to all students Kindergarten to fourth grade to assess growth in necessary reading skills. Kindergarten to eighth grade students are administered MAP. Assessments provide specific data sources to guide district level decisions.

Ohio's Early Learning Assessment

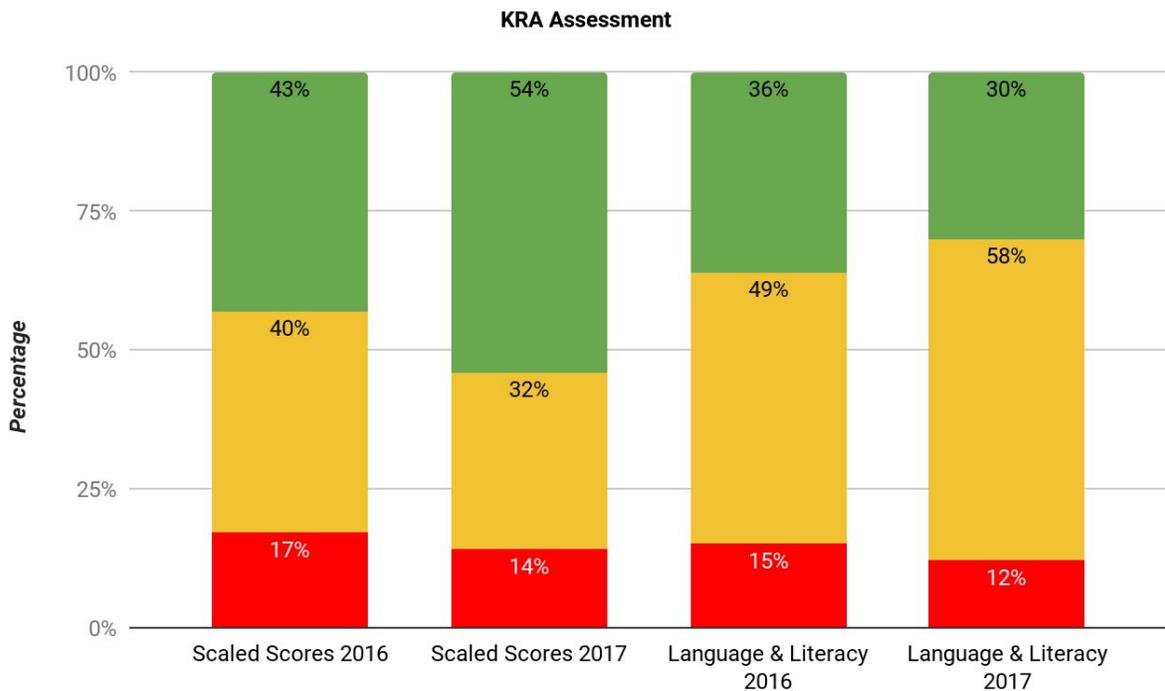
Ohio's Early Learning Assessment (ELA) is designed to measure the readiness skills of students as they transition to kindergarten. There are seven areas assessed throughout the observation-based measurement. Within the Language and Literacy assessment, phonological awareness and vocabulary are both measured. When reviewing the data for Tuscarawas Valley, there was a great need shown in phonological awareness, especially those that were

identified with a low socioeconomic status. Of the 16 students identified as low socioeconomic status in 2017, only 1 student is on track for both phonological awareness and vocabulary.



Kindergarten Readiness Assessment

Review of Kindergarten Readiness Assessments (KRA) indicates that students enter into school lacking the necessary foundational reading and language skills. According to the the 2016 and 2017 schools years, Language and Literacy is a weak component for our students entering kindergarten. The wholistic scaled score illustrated that 43% (2016) and 54% (2017) students are demonstrating readiness in overall kindergarten skills, while only 36% (2016) and 30% (2017) of students demonstrated readiness in the language and literacy scores. For our kindergarten students to be successful, the district must provide specific supports to improve their language and literacy skills.



**Red denotes Emergent Readiness, Yellow Denotes Approaching Average, Green denotes demonstrating readiness*

Within the 2017 kindergarten class, 39% of the students are economically disadvantaged. Among the students that are economically disadvantaged, 58% are off track using the overall Scaled Score. Even more, 81.4% of the economically disadvantaged are off track within their Language and Literacy skills.

<i>Impact of Economically Disadvantaged on KRA</i>	<i>Scaled Score</i>	<i>Language Literacy</i>
<i>Demonstrating Readiness</i>	41.8%	18.6%
<i>Approaching Readiness</i>	34.8%	58.1%
<i>Emerging Readiness</i>	23.2%	23.3%

Grades K-3 Reading Diagnostics

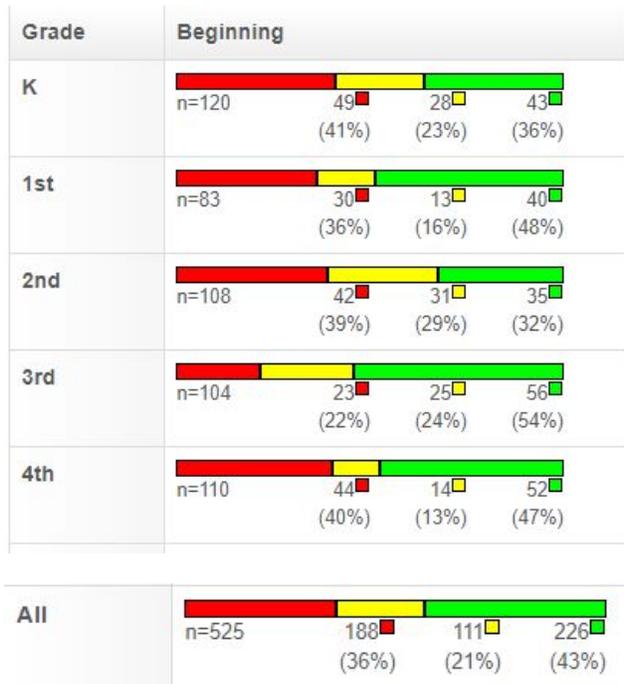
Utilizing multiple assessments, students within the K-3 range are identified as on-track/off-track based on projections towards the Third Grade Reading Guarantee. Below is the list of students on track for each grade/year.

K - 3 Literacy Reported by EMIS				
	2014	2015	2016	2017
Improvement	54.8%	48.0%	6.3%	39.5%
Component Grade	C	C	F	C
Kindergarten Diagnostic	91.8%	81.7%	55.6%	41.0%
First Grade Diagnostic	99.0%	93.4%	70.6%	62.9%
2nd Grade Diagnostic	90.3%	75.5%	65.3%	75.5%
3rd Grade Diagnostic	88.1%	65.3%	79.0%	33.0%
3rd Grade Achievement Test	83.0%	84.8%	69.0%	81.6%

DIBELS

Tuscarawas Valley Local Schools uses DIBELS as a universal screening measure for reading in kindergarten through fourth grade. Results are used to identify students that are at-risk of academic failure and would benefit from targeted interventions to improve their reading skills. It also provides the district an overview of how students are responding to core instruction. Review of the DIBELS assessment data implies that more than half of our students are not achieving at grade-level benchmark expectations. Data from the 2016-17 school year demonstrates that students are growing and moving towards on-track scores when provided with consistent instruction and interventions. Overall, this reflects a need to improve and expand the provision of interventions, coaching, and fidelity checks to ensure that students continue to close the achievement gap.

Fall 2017 DIBELS benchmark results



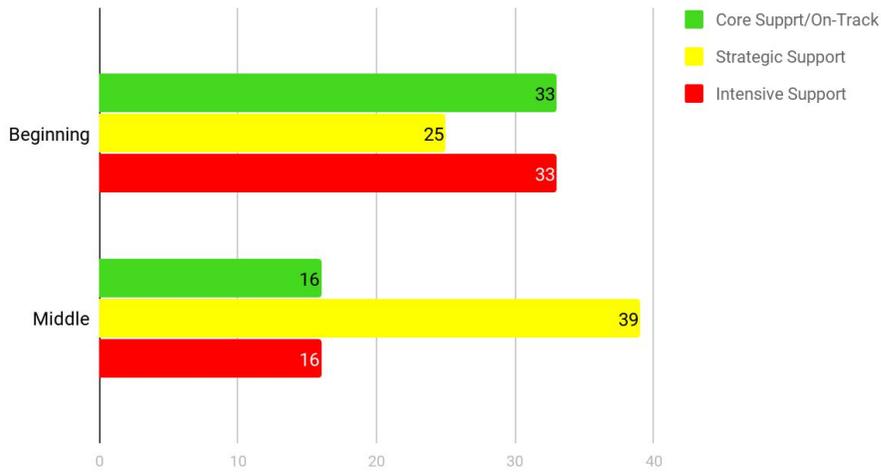
*n= Number of students, red indicates the need for intensive support, yellow indicates that need for strategic support, green indicates core support (on-track).

2016-17 DIBELS benchmark results:

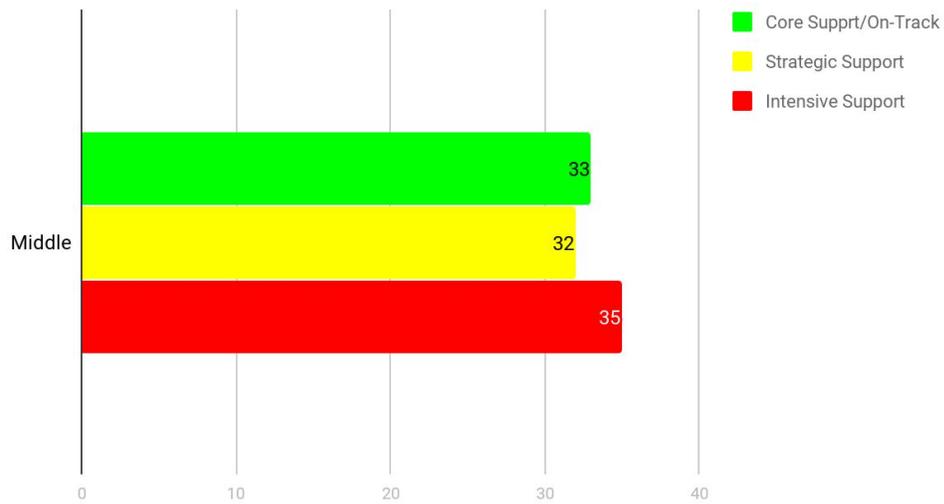


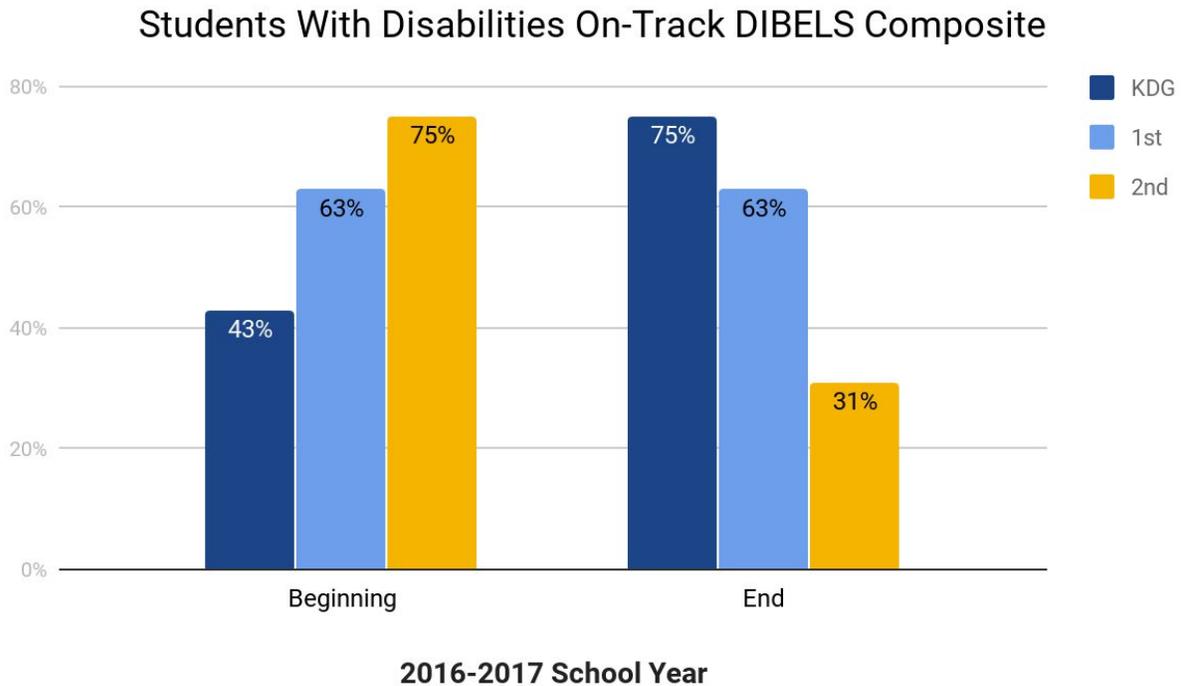
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Kindergarten-First Sound Fluency



Kindergarten Phoneme Segmentation

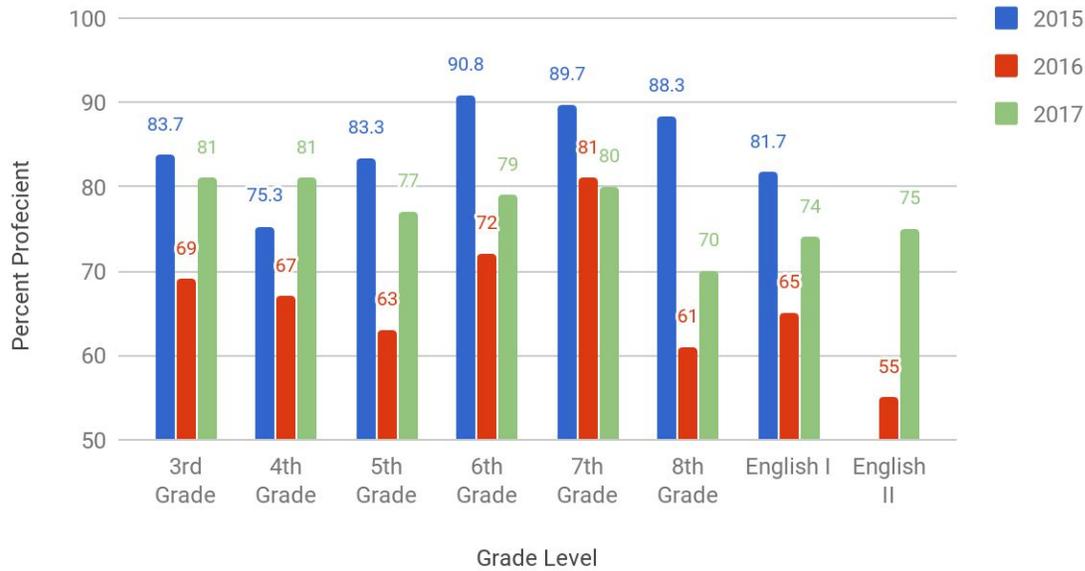




Grades 3-12 State Reading Assessments

State assessments show that student achievement needs improved across the district. In Spring 2017, only three grades (3, 4, and 6) met the indicator. Eighth, ELA I, and ELA II continue to show a trend of not meeting state benchmarks. In addition, students with disabilities are not meeting adequate progress and our gap closure continues to be low. Students are not on track in meeting the necessary graduation points necessary for a traditional high school diploma. The district received a D for value added in regards to students with disabilities, meaning that our students are regressing, not growing, specifically our middle school.

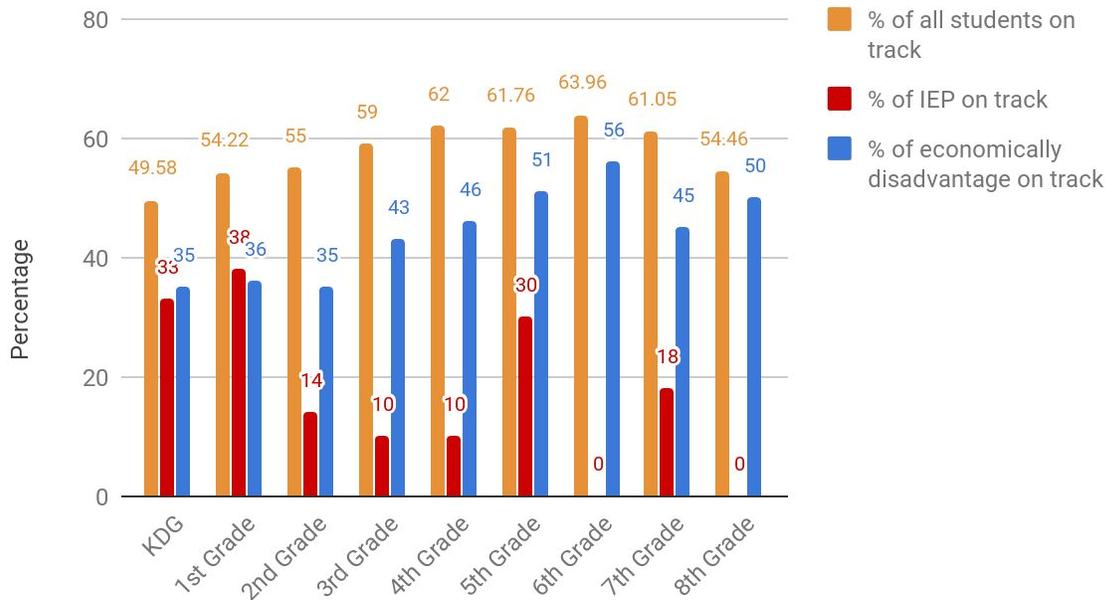
State ELA Assessments



Measure of Academic Progress (MAP)

MAP demonstrates that our students are behind in reading and our scores from year to year have become stagnant. Our 6th grade class shows the highest on track score of 63.9% while our kindergarten class is only 49% on track. Review of data indicates that students with disabilities are not meeting proficiency expectations. First grade has the highest percentage of students with disabilities on track with 38%. Grades six and eight show 0% of our students with IEPs are on-track. Our students identified as economically disadvantaged are also not proficient, with sixth grade 56% and second grade 35% on track. The results demonstrate our average students are achieving proficiency and making growth, while our subgroups of disadvantaged students continue to struggle.

MAP Winter 2017-2018 Assessment



Grade (Spring 2017)	Student Norms			
	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	82	56	68	62
1	97	61	63	61
2	99	44	44	44
3	103	63	61	59
4	102	57	56	53

Review of MAP data from the 2016-17 school year indicates that 58% of Kindergarten to fourth grade students met their growth projections.

National Assessment for Educational Progress

Tuscarawas Valley 8th graders took part in the National Assessment for Educational Progress (NAEP) test in Spring 2017. The National Report Card shows that only 38 percent of Ohio’s 4th grade students are proficient or above in reading and 36 percent of eighth graders scored proficient or higher. Ohio has not made adequate progress in improving reading proficiency.

ACT

All students in grade eleven are assessed using ACT. Looking at 2017 spring results, 73% of our students are college ready in College English Composition. The average score for our students has dropped from 21.5 to 20.8 since 2013. Our average composite score has also decreased from 22.2 to 21.7 since 2013. Both the English and the Composite scores for 2017 are below the state averages, the first time in our five year trend. In reviewing all areas of the ACT, only 25% of our students are meeting college readiness in all four categories.

Ohio English Language Proficiency Assessment (OELPA)

Two English Language Learners attend our high school. In 2017, both students completed the OELPA assessment. Neither scored proficient.

Graduation and Dropout

Graduation rates remain strong within the district. In 2017, 96.6% of students graduated in four years. That number has continued to improve since 2015 when 92.6% of students graduated in four years.

Value Added

While Tuscarawas Valley Local Schools received an “A” for value added growth on the latest report card, significant work needs to be done in regards to English Language Arts and our students with disabilities.

Ohio District Report Card Value-Added Measures		
Accountability Measure	Index	Letter Grade
Overall	6.16	A
Gifted	1.62	B
Lowest 20%	-0.67	C
Students with Disabilities	-1.44	D

Report: Accountability Value-Added Report **District:** Tuscarawas Valley Local (050302)
Year: 2017

Ohio District Report Card Value-Added Measures		
Accountability Measure	Index	Letter Grade
Overall	6.16	A
Gifted	1.62	B
Lowest 20%	-0.67	C
Students with Disabilities	-1.44	D

English Language Arts	All	1457			-0.35
English Language Arts	4	193	0.7108	1.0037	0.71
English Language Arts	5	185	0.0182	1.0268	0.02
English Language Arts	6	201	2.3325	0.9132	2.55
English Language Arts	7	201	0.3019	0.8865	0.34
English Language Arts	8	205	-4.1354	0.8851	-4.67
English Language Arts I	All	235	-1.7806	0.8510	-2.09
English Language Arts II	All	237	2.2810	0.9114	2.50

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

After reviewing all data, the stakeholder team conducted a root cause analysis to determine the cause of low reading achievement across the school system. The following categories were identified as areas of concern:

Economic Status

A direct correlation exists between students who are coming from economically disadvantaged families and their ability to academically meet or exceed expectations. Often, these students lack vocabulary rich environments and exposure to developmentally appropriate print materials. Students that start their educational career who are behind, stay behind.

Consistency

With Pre K-12 students in four buildings, principals are often left to implement and coordinate district initiatives on their own. Buildings use their own systems of support, data tracking, programs utilized, and interventions. Inconsistency in programming and progress

monitoring creates discrepancies and prohibits progress as we measure students differently and do not look at long term data history.

Professional Development

Tuscarawas Valley Local Schools strives to provide teachers with effective and necessary professional development. Teachers attend trainings; however, there is a lack of support to ensure that these strategies are applied to the classroom setting and conducted with fidelity. Many times professional development activities are in advance of teachers using new strategies or programs with no further discussion or training. Teachers must self-assess if these strategies are being utilized appropriately. When instructional strategies and practices are not implemented correctly, students do not demonstrate necessary growth in reading. There is also a lack of common grade-level team time to analyze data and to discuss needs/opportunities for growth on a regular basis.

Family Access/Rural Location

Tuscarawas Valley Local Schools is a rural, appalachian school district. The location of the community presents families with various barriers when in need of support. The community lacks outside resources often available to other, larger communities, such as preschool, youth programs, academic tutoring, therapy, mental health support, medical intervention, and transportation. Often families are not able to connect with needed resources unless they are able to commute 40-60 minutes. It is difficult for students to participate in extracurricular activities when transportation is not provided. This has a significant impact on the well-being on the families and students within the community.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Mission and Vision

Tuscarawas Valley Local School District will impact student learning and literacy development by intentionally focusing on reading skills, increasing positive youth development, and engaging families in school related activities. Students will be provided enrichment and /or intervention opportunities that are complementary to the students' academic curriculum in a positive learning environment to instill success and self-confidence.

Goal

All students served by the Tuscarawas Valley Local School District, regardless of cultural background, income level, or disability will meet or exceed set expectations for reading achievement.

Simple View of Reading

Similar to Ohio's Plan to Raise Literacy Achievement, Tuscarawas Valley Local Schools will use the Simple View of Reading to ensure all students have access to high-quality, evidence-based language and literacy instruction and become proficient readers. The district will focus on decoding (word level reading) and language comprehension to obtain reading comprehension. The district will continue to use a consistent measurement means by using MAP, DIBELS, and

state assessments. Our curriculum and programs will be audited to ensure our curriculum programming meets all requirements of the simple view of reading formula.

Inclusion of ALL Learners

We will focus on the success of all learners, regardless of age, grade, socioeconomic status, disability, or achievement. Our focus will remain on ensuring all students are successful learners by transitioning through the four phases of Language Literacy Development:

- Emergent Literacy:
- Early Literacy:
- Conventional Literacy
- Adolescent Literacy

Collaboration of General Education and Special Education Practitioners

The district will ensure all students are making adequate growth through collaborative professional development and team planning time to share resources, strategies, and to implement high-quality instruction. Through our multi-tiered system of support, students will receive instruction based on academic need by a trained teacher where progress monitoring will be ongoing and collected for building SAT teams to review and revise.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Tuscarawas Valley Local Schools is focused on designing programming that promotes progress for all learners. Efforts to achieve our vision are focused on the following goals:

Decoding

Increase the number of K-4 students meeting or exceeding early literacy performance from 43% to 80% in grades K-4 by Spring 2020 benchmarking, as measured by DIBELS Composite score.

- Increase the performance of kindergarten students meeting or exceeding targets for phonemic awareness from 33% to 80%, by winter 2019, as measured by DIBELS First Sound Fluency (FSF) and Phoneme Segmentation (PS) assessments
- Increase the performance of students with disabilities in K-3 meeting early literacy performance from 36% to 80% by Spring 2020, as measured by DIBELS Composite Score.
- Increase the percentage of 2nd-4th grade students meeting or exceeding oral reading fluency targets from 50% to 80% by the spring of 2020 as measured by DIBELS Oral Reading Fluency Assessment.

Language Comprehension

Increase the performance of students in grades 2-8 meeting or exceeding reading RIT benchmark from 57% to 80% by spring 2020, as measured by MAP RIT scores.

Culture/Climate

Increase the number of K-8 students meeting or exceeding expected growth projections in English Language Arts on EVAAS Value Added measurements (grades 4-8) from -0.35 to 1 or higher and MAP Growth Index (grades K-8) from 58% to 80% by spring 2020 by increasing rigor, high level questioning, and utilizing extended standards.

SECTION 6: ACTION PLAN MAP(S)

Goal #1 Action Plan Map

Goal Statement: Increase the number of K-4 students meeting or exceeding early literacy performance from 43% to 80% in grades K-4 by Spring 2020 benchmarking as measured by DIBELS Composite score.

Evidence-Based Practice: Leveled Literacy Intervention (LLI), Wilson (Foundations Core Curriculum), Phonemic Awareness: The Skills That They Need to Help Them Succeed!

	Action Step 1	Action Step 2	Action Step 3
Components	Grade level data analysis of DIBELS scores to determine strengths and weaknesses within specific grade bands.	K-4 Teachers will participate in language and literacy specific learning/training targeting decoding skills including phonemic awareness and oral reading fluency.	High-quality use of decoding, specifically phonemic awareness and phonics, curriculum and intervention resource materials. This will include coaching to ensure fidelity.
1. Timeline	2017-18 school year	Fall 2018	Fall 2018-Spring 2020
2. Lead Person(s)	Building administrators, BLT	Building administrators, curriculum director, grade level teams, literacy coach	Grade level teachers, literacy coach

3. Resources Needed	DIBELS Data, Substitute cost	Substitute cost, funds for shared service through ECOESC, funds for coaching	Substitute cost, funds for coaching, intervention materials
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Quarterly grade level data analysis meetings to develop instructional plans for intervention and instruction.	Teachers will be instructed and provided with training on research-based strategies to improve decoding skills across grade-levels.	Documentation of implementation of the decoding curriculum and intervention. A literacy coach will provide feedback and recommendations.
5. Measure of Success	Instructional Plans developed at Student Assistance Team meetings.	Documentation of professional development activities.	DIBELS benchmark assessment data and implementation checklists.
6. Check-In/Review Date	Quarterly	Quarterly	Monthly for fidelity monitoring and coaching check-ins.

Goal #2 Action Plan Map

Goal Statement: Increase the performance of students in grades 2-8 meeting or exceeding reading RIT benchmark from 57% to 80% by spring 2020, as measured by MAP RIT scores.

Evidence-Based Practice: Daily 5: CAFE guided reading structure and Collect, Interpret, Apply (CIA) Approach to Reading: Gradual Release of Responsibility

	Action Step 1	Action Step 2	Action Step 3
Components	Grade level data analysis of MAP assessments to determine strengths and weaknesses within specific grade bands.	Teachers in grades 2-8 will participate in language and literacy trainings specific to language comprehension.	High-quality use of language comprehension curriculum and intervention resource materials. This will include instructional

			coaching to improve consistency.
7. Timeline	2017-2018 School Year	Fall 2018	Fall 2018-Spring 2020
8. Lead Person(s)	Building administrators, DLT, BLT	Building administrators, curriculum director, grade level Teams, literacy coach	Grade level teachers, literacy coach
9. Resources Needed	MAP data, substitute cost,	Substitute cost, funds for shared service through ECOESC, Funds for coaching	Substitute cost, funds for coaching, intervention materials
10. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Quarterly TBT data analysis meetings to develop instructional plans for intervention and instruction.	Teachers will be instructed and provided with coaching on research-based strategies to improve language comprehension skills across grade-levels.	Documentation of implementation of the language comprehension curriculum and intervention.
11. Measure of Success	Instructional plans developed at Student Assistance Team (SAT) or TBT meetings.	Documentation of professional development activities.	MAP assessment data and implementation checklists.
12. Check-In/Review Date	Quarterly	Quarterly	Monthly for fidelity monitoring and coaching check-ins.

Goal #3 Action Plan Map

Goal Statement: **Increase the number of K-8 students meeting or exceeding expected growth projections in English Language Arts on EVAAS Value Added measurements (grades 4-8) from -0.35 to 1 or higher and MAP Growth Index (grades K-8) from 58% to 80% by spring 2020 by increasing rigor, high level questioning, and utilizing extended standards.**

	Action Step 1	Action Step 2	Action Step 3
Components	Complete R-TFI and identify activities for implementing the tier 1 components of the R-TFI along with needs identified by EVAAS and MAP data within specific grade bands.	K-8 teachers will participate in trainings specific to tier 1 R-TFI that will increase rigor, high level questioning, and utilizing extended standards.	Teacher implementation of high-quality techniques to increase rigor, high level questions, and utilize the extended standards. This will include coaching to ensure fidelity and provide modeling.
13. Timeline	Spring 2018	Fall 2018	Fall 2018-2020
14. Lead Person(s)	Building Administrators	Building administrators, curriculum director, TBT's, literacy coach	Grade level teachers, literacy coach
15. Resources Needed	R-TFI, EVAAS and MAP data, substitute cost	Substitute cost, funds for shared service through ECOESC, funds of coaching, materials: <i>Cultures of Thinking</i> text, <i>The Innovator's Mindset</i> text, thinking routines materials	Substitute cost, funds for coaching, intervention materials.
16. Specifics of Implementation (training, coaching, system structures, implementation support and	Quarterly grade-level data analysis meetings to develop instructional plans.	Teachers will be instructed and provided with coaching on research-based strategies to improve	Documentation of implementation of the Cultures of Thinking strategies (Thinking Routines).

leadership structures)

comprehension skills across grade-levels.

17. Measure of Success	Instructional plans developed at Student Assistance Team or grade-level team meetings.	Documentation of professional development activities.	MAP assessment data, EVAAS assessment data and implementation checklists.
18. Check-In/Review Date	Quarterly	Quarterly	Monthly for fidelity monitoring and coaching check-ins and feedback.

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

The focus of Tuscarawas Valley Local Schools is founded on the idea of “Students...all that they are, all that they can become!” All students must have access to the highest quality of education that is assessed and monitored to ensure academic success and growth.

Our goals will be monitored by:

Goal #1: Increase the number of K-4 students meeting or exceeding early literacy performance from 43% to 80% in grades K-4 by Spring 2020 benchmarking as measured by DIBELS Composite score.

What	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills. The district administers DIBELS benchmark testing as a systemic process of screening all students on essential skills predictive of later reading performance.
How	The intervention team utilizes grade-level booklets for each student and a set of display materials. Testing is done one-on-one with each student.
When	Students (kindergarten through fourth) are administered DIBELS benchmark assessments in the fall and spring of each school year. Kindergarten and first grades are also administered a winter benchmark.
Who	The district intervention team administers the DIBELS benchmark assessments and organizes student data.
New or Current Practice	Tuscarawas Valley Local Schools has been administering DIBELS to all students since Fall 2016.

Review	Student scores are used to determine how each student is doing in relation to a benchmark goal that is predictive of later reading success. The intervention team organizes student data and it is reviewed with administrators and teachers to assign students to additional interventions. This data review occurs three times per school year.
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Goal #2: Increase the performance of students in grades 2-8 meeting or exceeding reading RIT benchmark from 57% to 80% by spring 2020, as measured by MAP RIT scores.

What	Students will be measured through the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) assessment to identify each student's RIT score.
How	Students will take their assessment in their homerooms and the test will be initiated and led by the classroom teacher. The district testing coordinator will assign all students to their tests. Students K-1 will take their assessment using an iPad while students in grades 2-8 will complete the assessment on a chromebook. Students in K-1 will take the MAP for the Primary Grades, MPG, (passages are read aloud) and students in grades 2-8 will take MAP where students must read the passage on their own.
When	Students will take the MAP assessment three times per year, one in the fall by mid-September, a winter benchmark at the semester break, and a final assessment at the beginning of April. The MAP system will be setup to account for the number of weeks of instruction between each assessment to get accurate projections and results.
Who	The district testing coordinator will create accounts and assign students to the correct test with the help of building principals, school psychologist, director of special education, and gifted coordinator. Classroom teachers will give the assessment and will notify the testing coordinator when tests are completed. Building principals organize the facilitation of make up assessments.
New or Current Practice	This will be a continuation of current practice. However, we will align the testing dates so all students are testing within the same time frame to create more consistency.
Review	Student assessment results will be compiled into the district data database and grade level results will be analyzed to show RIT scores (in order from least to greatest), growth index score, and students will be identified to show if they are gifted, have an IEP, and are free/reduced lunch eligible. Results will be reviewed by the DLT to look at district trends and areas of weakness and concern. The BLT will then initiate conversations with their SAT and TBT's to look at student placement and to evaluate programs,

	<p>interventions, and plan professional development training that may be needed. Student interventions and programs will be tracked through a district spreadsheet that show student intervention history, placements, and strategies that have been tried.</p>
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Goal #3 Increase the number of K-8 students meeting or exceeding expected growth projections in English Language Arts on EVAAS Value Added measurements (grades 4-8) from -0.35 to 1 or higher and MAP Growth Index (grades K-8) from 58% to 80% by spring 2020 by increasing rigor, high level questioning, and utilizing extended standards.

What	<p>Students will be measured through the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) assessment to identify each student’s growth index and yearly released EVAAS Ohio Value Added results to determine growth of students within English Language Arts.</p>
How	<p>MAP: Students will take their assessment in their homerooms and the test will be initiated and led by the classroom teacher. The district testing coordinator will assign all students to their tests. Students K-1 will take their assessment using an iPad while students in grades 2-8 will complete the assessment on a chromebook. Students in K-1 will take the MAP for the Primary Grades, MAG, (passages are read aloud) and students in grades 2-8 will take MAP where students must read the passage on their own.</p> <p>EVAAS: Teachers will link with students in the Spring to ensure that state testing results are reflected correctly when value added reports are released in the fall.</p>
When	<p>Students will take the MAP assessment three times per year, one in the fall by mid-September, a winter benchmark at the semester break, and a final assessment at the beginning of April. The MAP system will be setup to account for the number of weeks of instruction between each assessment to get accurate projections and results.</p> <p>EVAAS results will be created based on state testing completed in the Spring.</p>
Who	<p>The district testing coordinator will create accounts and assign students to the correct test with the help of building principals, school psychologist, director of special education, and gifted coordinator. Classroom teachers will give the assessment and will notify the testing coordinator when tests are completed. Building principals organize the facilitation of make up assessments.</p>

<p>New or Current Practice</p>	<p>This will be a continuation of current practice. However, the district has only been using MAP to review RIT scores to measure achievement. We will begin using MAP scores to look at growth and if students are meeting projections set forth based on their testing history. The district will also create additional training for teachers to be able to use the EVAAS system to use the value added data to make instructional changes.</p>
<p>Review</p>	<p>Student assessment results will be compiled into the district data database and grade level results will be analyzed to review growth index scores and students will be identified to show if they are gifted, have an IEP, and are free/reduced lunch eligible. Results will be reviewed by the DLT to look at district trends and areas of weakness and concern. Each BLT will then initiate conversations with their SAT/TBT's to look at student placement and to evaluate programs, interventions, and plan professional development training that may be needed. Student interventions and programs will be tracked through a district spreadsheet that show student intervention history, placements, and strategies that have been tried.</p>

Section 8: Expectations and Supports for learners and Professionals

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

Wilson Reading System

In 2016, Tuscarawas Valley Local Schools adopted the Wilson Reading System to provide a robust, comprehensive literacy programs K-8 to provide students with the basic reading skills necessary for high level reading. Each teacher was trained before the program began and received all materials to sustain the program in their classroom. The programs include:

Fundations: Preschool-Second grade, Tier 1 in the general classroom;
Kindergarten -Second grade, Tier 2 double dose

Just Words: Fourth-6th grades, Tier 2 in small group settings

Wilson: Second-Eighth grades, Tier 3 in small group or 1:1 settings.

According to the What Works Clearinghouse, “Wilson Reading System® is a supplemental reading and writing curriculum designed to promote reading accuracy (decoding) and spelling (encoding) skills for students with word-level deficits. The program is designed to teach phonemic awareness, alphabetic principles (sound-symbol relationship), word study, spelling, sight word instruction, fluency, vocabulary, oral expressive language development, and comprehension. Students engage in a variety of activities in the classroom, including hearing sounds, practicing with syllable and word cards, listening to others read, and reading aloud and repeating what they have read in their own words. The program is designed to help children master new skills, with reviews reinforcing previous lessons. “

The WWC also shows that the Wilson Reading System, “...improvement index for alphabetic is +13 percentile points across all findings in the single study, with a range of +6 to +22 percentile points. The improvement index for the fluency outcome is +6 percentile points in the single study. The average

improvement index for comprehension is +7 percentile points across all findings in the study, with a range of +3 to +11 percentile points.”

The Wilson Reading System is a tier 3 ESSA tier of evidence because it did not have a large enough effect group and has moderate evidence from at least one well-designed and well-implemented quasi-experimental study.

The program will help students who are struggling readers or have a reading disability by providing a multisensory systematic approach to basic reading skills. It is provided in intensive small group intervention setting. The individually-paced program offers frequent feedback and relies on practice, application and mastery of a skill before a new one is introduced.

Leveled Literacy Intervention

Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student’s reading ability. LLI is used at Tuscarawas Valley Local Schools as a tier 2 step on our MTSS.

Ransford-Kaldon et al. (2010) reported grade-specific findings from the Fountas & Pinnell Benchmark Assessment System (BAS). The authors reported positive and statistically significant findings for kindergarten and grade 1 students; the finding for grade 2 students did not meet WWC group design standards. The WWC combined the results across the three grades and determined that the resulting finding meets WWC group design standards. For this combined (grades K–2) sample, the WWC found a statistically significant positive difference between the intervention and comparison groups. This result was large enough to be considered substantively important. The WWC characterizes this study finding as a statistically significant positive effect. Ransford-Kaldon et al. (2013) reported findings for three reading achievement tests—Fountas & Pinnell BAS, the Developmental Reading Assessment 2 (DRA2), and the STAR Early Literacy Assessment. For BAS, the authors reported positive and statistically significant findings for students in kindergarten and grade 1 and no statistically significant findings for students in grade 2. The WWC combined the results across the three grades and determined that the resulting finding meets WWC group design standards. For the combined (grades K–2) sample, the WWC found a positive and statistically significant difference between the intervention and comparison groups. The WWC-calculated effect size was large enough to be considered substantively important. For DRA2, the authors reported positive and statistically significant findings for students in kindergarten and no statistically significant findings for students in grades 1 and 2. The WWC combined the results across the three grades and determined that the resulting finding meets WWC group design standards. For the combined (grades K–2) sample, WWC found a negative but not statistically significant difference; this difference was also not large enough to be considered substantively important. For STAR Early Literacy Assessment, both the combined (grades K–2) sample and the individual grade subsamples do not meet WWC group design standards; only findings for four subgroups (grade 1 female students, grade 2 female students, grade K male students, and grade 1 non-Hispanic students) meets WWC group design standards. The WWC combined two largest non-overlapping subgroups—grade 1 female students and grade 2 female students—that, together, meet WWC group design standards. For the combined (female students in grades 1 and 2) sample, the WWC found a positive but not statistically significant difference; this difference was large enough to be considered substantively important. The WWC characterizes these study findings as a statistically significant positive

effect. Thus, for the general reading achievement domain, two studies have a statistically significant positive effect. This results in a rating of positive effects, with a medium to large extent of evidence.

The Leveled Literacy Intervention is a tier 1 ESSA tier of evidence based on its strong evidence from at least one well-designed and well-implemented experimental study.

The program will help students who are struggling readers or have a reading disability by providing explicit instruction in phonological awareness, phonics, fluency, vocabulary, comprehension, oral language skills and writing in a small group intensive setting. It helps to advance the literacy learning of students not meeting grade-level expectations in reading. It deepens and expands comprehension with close reading and increases engagement with book. LLI intervenes with struggling readers in small groups to maximize growth. Students also experience daily success with reading. These interventions also provide strong support for students acquiring English as a second language.

Phonemic Awareness: The Skills That They Need To Help Them Succeed!

The two best predictors of early reading success are alphabet recognition and phonemic awareness (Adams, 1990). Heggerty's Phonemic Awareness program will be implemented in Tier 1 within the preschool and kindergarten classrooms. The activities will provide oral practice for phonemic skills prior to print concepts being the main focus. For those students in first grade that are showing deficits in phonemic awareness, instruction will continue in Tier 2 intervention to offer practice in a small group intensive setting. Research to support phonemic awareness includes:

- Phonemic awareness is central in learning to read and spell. (Ehri, 1984)
- The lack of phonemic awareness is the most powerful determinant of the likelihood of failure to read. (Adams, 1990)
- Phonemic awareness is the most important core and causal factor in separating normal and disabled readers. (Adams, 1990)
- Phonemic awareness is the most potent predictor of success in learning to read. It is more highly related to reading than tests of general intelligence, reading readiness, and listening comprehension. (Stanovich, 1986, 1994)
- There is a difference in brain activation patterns between good and poor readers. We see the difference when people carry out phonologically based tasks. And that tells us that the area of difficulty - the functional disruption - in poor readers relates to phonological analysis. This suggests that we focus on phonological awareness when trying to prevent or remediate the difficulty in poor reading. The most comprehensive reading program EXPLICITLY [sic] teaches about the sounds of language. It teaches children that words can be broken up into these smaller units of language, that the letters represent this unit of language - phonics. (Shaywitz, 1999)
- Sixteen Head Start classrooms, involving 128 children, were randomly assigned to three approaches for augmenting early literacy instruction: (a) instruction in phoneme segmentation, blending, and letter-sound relationships, (b) rhyming instruction and (c) vocabulary instruction. The phoneme segmentation approach

was more effective in promoting phoneme segmentation skill. Existing research suggests that phoneme segmentation skill is a better predictor of early progress in learning to read than rhyming skill or vocabulary knowledge (Yeh & Connell, 2008).

Phonemic Awareness: The Skills That They Need To Help Them Succeed! is a tier 3 ESSA based on promising evidence that will likely improve student outcomes based on the above high quality research findings, including research that indicated phoneme segmentation instruction resulted in statistically significant improvements for preschool students.

The program will help students who are struggling readers or have a reading disability by providing the skills necessary to master early reading skills. There is a correlation between phonemic awareness and reading skills in early elementary. When students are provided with engaging opportunities to increase their awareness of sounds and their relation to letters they can increase their overall reading performance.

Daily 5/Cafe

We are transitioning our K-4 classroom guided reading pull out programs to inclusion using the Daily 5 approach.

One of the foundational principles essential to the Daily 5 is "creating a sense of urgency" (Boushey & Moser, 2006). Teaching students why we do something gives them a purpose and helps them to understand the reasons they are putting forth the effort to learn something new. It assists students in accepting responsibility and ownership of their learning.

Daily 5 (Boushey & Moser, 2006) and CAFE (Boushey & Moser, 2009) are based on current research in teaching and learning. The foundational principles, routines, and concepts of both Daily 5 and CAFE are supported by researchers such as Richard Allington, Margaret Mooney, Nancie Atwell, Michael Pressley, Ken Wesson, David Pearson, Regie Routman, Emmett Betts, Michael Grinder, Peter Johnston, Doug Fisher, Nancy Frey, Robert Marzano, and the list goes on. Many schools conduct informal research projects on both Daily 5 and CAFE and a few formal studies are in the process of being conducted. Below are a few highlights of research that will provide good discussion and help create the sense of urgency needed to motivate teachers and districts to make the leap into the Daily 5/CAFE approach to literacy instruction.

- Skilled teachers use instructional scaffolds such as posing questions to check for understanding during small-group guided instruction (Frey & Fisher, 2010). Daily 5 sets up a classroom for effective small-group instruction to take place. CAFE provides an organizational tool and a menu of strategies for teachers to use in developing and implementing strategy-group instruction.
- One way to teach our students to be independent learners is to gradually transfer the responsibility for learning to our students (Fisher & Frey, 2008). In Daily 5, students gradually build stamina until they are successful at working independently on their reading and writing tasks.
- Allowing children to choose their own books will encourage a love for reading (Atwell, 2007). Good-fit books are an essential component of Daily 5 and through a series of mini-lessons, students learn how to choose good-fit books for their book boxes.
- Clear expectations and learning goals reduce student misbehavior and help create a positive learning environment (R. Marzano & J. Marzano, 2003). The use of I-charts in Daily 5 allows students to develop classroom expectations during the literacy block. A list of behaviors is created, modeled, and reviewed daily until students have mastered the expectations. The chart is posted in the classroom at all times, anchoring their learning to it. In Daily 5, students know what is expected of them and can spend their time focused on learning.
- Allington (2012) highlights the importance of self-selected text that a student can read with 98 percent accuracy. He says students must read something they understand that is personally meaningful. In Daily 5

CAFE, students select books that follow the I-PICK guidelines. Students are reading good-fit books of their choice and writing about topics that are of interest to them.

- When teachers actively engage the body and brain in a lesson, they provide an implicit learning experience for students (Jensen, 2000). In addition, brain research from Ken Wesson (2001) shows that the age of the child is equivalent to the number of minutes they can focus on explicit instruction. In a Daily 5 classroom, instruction is designed in a way that lessons are brief and focused, and chunked to provide the necessary brain and body breaks children need.
- Effective assessment that informs instruction matters (Johnston, 2011). The CAFE system allows a teacher to make meaning of student assessment data by organizing results and categorizing students by strategy needs. Through the use of a conferring notebook, teachers have individualized information on each child and can design instruction around each child's specific needs.

Daily 5/Cafe is a tier 4 ESSA based on promising evidence that will likely improve student outcomes based on the above high quality research findings.

The program will help students who are struggling readers or have a reading disability by providing the support in skill deficit areas in chunks of time that allows students to remain focused. It also allows groups to change regularly and incorporates Title and intervention specialists into the general classroom.

CIA (Gradual Release Model)

Teachers in grades 3-8 use the CIA approach to teach literacy. CIA stands for Comprehend, Interpret, Apply. It teaches students to break material into four quadrants and to understand text structure to use literacy skills. The program is based on the Gradual Release model.

The gradual release of responsibility model of instruction requires that the teacher shift from assuming “all the responsibility for performing a task ... to a situation in which the students assume all of the responsibility” (Duke & Pearson, 2002, p. 211). This gradual release may occur over a day, a week, a month, or a year. Stated another way, the gradual release of responsibility “... emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise” (Buehl, 2005). The gradual release of responsibility model of instruction has been documented as an effective approach for improving literacy achievement (Fisher & Frey, 2007), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003).

CIA/Gradual Release Model is a tier 4 ESSA based on high quality research findings that shows it is likely to improve student outcomes. The strategies utilized within CIA are associated with student growth and positive gains.

The program will help students who are struggling readers or have a reading disability by taking ownership of their learning and assuming the responsibility to complete the literacy activity through “I do, we do, you do.” Students benefit from positive models and scaffolded supports to master academic skills, specific to reading.

Culture/PLC's

To increase achievement, schools must have an established environment to support high levels of thinking. School culture may be the missing link—a link that has much more to do with the culture of the school than it does with elaborate curriculum alignment projects, scrimmage tests, and the latest buzzword reform efforts—in the school improvement conundrum (Wagner & Hall-O'Phalen, 1998). Several authors and researchers (Levine & LeZotte, 1995; Sizer, 1988; Phillips, 1996; Peterson & Deal, 1998; Frieberg, 1998) agree and refer to school climate, and more specifically to school culture, as an important but often-overlooked component of school improvement.

Although improving school culture is an often-touted goal, there have been few research-based tools to help principals and school improvement teams measure the health of their school's culture. One of those tools, the School Culture Triage Survey—developed and refined by Phillips (1996), Phillips and Wagner (2002), and Wagner and Masden-Copas (2002)—has been used by schools across the United States and Canada to quickly and accurately determine the present state of any school's culture. Several researchers have used the survey and come to similar conclusions. Phillips (1996) conducted more than 3,100 school culture assessments from 1981 to 2006 and found compelling anecdotal evidence to suggest that the connection between school culture and student achievement is a reality and that culture influences everything that happens in a school. Phillips also found connections between school culture and staff member satisfaction, parent engagement, and community support. In a later study, Melton-Shutt (2002) studied 66 elementary schools in Kentucky to determine whether a relationship existed between scores on the School Culture Triage Survey and state assessment scores. In every case, the higher the score on the survey, the higher the state assessment score, and the lower the survey score, the lower the state assessment score. In addition to the affect school culture has on student achievement, the culture of a school is linked to staff member satisfaction, parent engagement, and community support. A study of 61 schools in Florida provided similar results to Melton-Shutt's findings (Cunningham, 2003). The higher the score on the survey, the higher students scored on Florida's Comprehensive Assessment Test in reading. The lower the survey score, the lower the reading scores.

The studies conducted by Bolam et al. (2005), Louis and Marks (1998), Supovitz (2002), and Supovitz and Christman (2003) are particularly important in helping to discern the value of PLCs. In these studies, results of student achievement gains varied with the strength of the PLC in the school (Bolam et al., 2005; Louis & Marks, 1998) or with the specific focus of the efforts of teams or small communities of teachers (Supovitz, 2002; Supovitz & Christman, 2003). After adjusting for grade level and student background Louis and Marks (1998), found that student achievement was significantly higher in schools with the strongest PLCs. This effect was so strong that the strength of the PLC accounted for 85% of the variance in achievement in this study. In both sites studied by Supovitz (2002) and Supovitz and Christman (2003) “there was evidence to suggest that those communities that did engage in structured, sustained, and supported instructional discussions and that investigated the relationships between instructional practices and student work produce significant gains in student learning.” It is important to note, however, that in the communities where teachers worked together but did not engage in structured work that was highly focused around student learning, similar gains were not evident.

Culture/PLC's is a tier 3 ESSA tier of evidence based on promising evidence from at least one well-designed and well-implemented study. Research consistently demonstrates that there is a strong correlation between ratings on school culture and state assessments. Professional Learning Communities also correlate to achievement gains.

The initiative will help students who are struggling readers or have a reading disability by providing teachers with research based strategies as well as team time to work collaboratively to close the learning gap. Special attention will be paid to our struggling learners so they are not overlooked and strategic interventions are put in place to help this population to succeed.

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

The Tuscarawas Valley Local School District leadership team is committed to providing well-rounded professional development for staff implementation and follow through. The team will work collaboratively with the East Central Ohio Educational Service Center and State Support Team 12 to train staff in the above mentioned programs. Each of the programs align with our district curriculum maps and state standards to provide tier 1 support (Foundations, Daily 5, Cafe, CIA, Phonemic Awareness) that will take place in the general education setting. Tier 2 support includes Leveled Literacy Intervention, Foundations double dose, and Just Words. These interventions take place in small group settings with a trained teacher. Tier 3 will include the Wilson Reading System and will be taught by an intervention specialist in small group or 1:1 settings. Students are placed in these tiers based on data analysis by our student assistance teams (SAT) in each building. This team meets quarterly to review assessments, progress monitoring, and teacher feedback. At SAT meetings, teachers review student data and determine appropriate supports and group placement.

Coaching will also take place by having someone observe several times to see the instructional practice and then meet with the teachers during their TBT time to offer suggestions and follow up from the initial training. The coach can work with the teachers to create a fidelity checklist and identify non-negotiables administrators can look for when they visit the classroom. A study done in 2013 concluded, "A majority of teachers had difficulty maintaining high levels of fidelity for more than two or three weeks after initiating an intervention or practice"(Sanetti, Fallon, & Collier-Meek, p. 52). We must ensure we don't allow implementation to fall apart.

Progress of all programs will be reviewed using the district's comprehensive database, walkthroughs, and formal evaluations completed by building principals. Principals will meet with their teachers to discuss what they have seen and the fidelity checklist. The leadership team will then conduct a district wide review of programming to continue to improve and calibrate through additional professional development and program support to build K-12 alignment and achievement.

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

Goal # 1 Increase early literacy scores (decoding, phonemic awareness)	Check all that apply for each activity						
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom Focused
<p>1. Phonemic Awareness data review and training with preschool and kindergarten staff to improve instructor competency by understanding the need and develop a plan for implementation. Grade level monthly meetings will focus on collaborative discussion of student progress.</p>	<p>Begin: Whole Group Training: Aug 20, 2018 End: Spring 2020</p>	X	X	X	X	X	X
<p>2. Kindergarten-2nd grade teachers will review past two years of early literacy data. Teachers will review the implementation of Foundations and Wilson instruction by completing a fidelity checklist and creating a core plan for implementation (non-negotiables) through grade level collaborative meetings.</p>	<p>Begin: Sept 21, 2018</p>	X	X	X	X	X	X
<p>3. The reading interventionists (Title 1 and Intervention Specialists) will receive training on Leveled Literacy Intervention (LLI) core components and implementation (T1-T3). The intervention team will continue with peer coaching quarterly to discuss progress and student concerns and determine next steps.</p>	<p>Begin: Aug 28-29, 2018 Continues peer coaching within intervention meetings End: Spring 2020</p>	X	X	X	X	X	X

<p>4. Provide coaching for LLI (K-4 intervention), Foundations (K-2) and Phonemic Awareness (PreK-K) curriculum to ensure fidelity and consistent focus</p>	<p>Begin Sept 2018 End Spring 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>Evaluation of effectiveness</p>						
<p>1. Cost for a literacy coach to provide ongoing, relevant feedback to increase teacher productivity and effectiveness. (Est cost \$35,000/annually)</p>	<p>Fidelity checklists by literacy coach and teachers TBT meeting agendas Principal walkthroughs Grade level benchmarking data (tri-annually)</p>						
<p>2. Substitute cost quarterly to hold grade level check ins in order to review grade level data and collaboratively make adjustments led by the coach and administrator. (Est cost \$5000/annually)</p>	<p>Student progress monitoring data</p>						
<p>Sustained: Although each of the activities begin with a whole group session in a “workshop” form to review data and effective implementation practice, there is continued follow up through TBTs and intervention or coaching meetings to continue support and focus on the overarching goal.</p>							
<p>Intensive: Each grade level has a focus to support well-rounded early literacy. The programs that were chosen compliment each other and provide intervention to those students that are struggling with the Tier 1 classroom instruction and skills.</p>							
<p>Collaborative: Tusky Valley sets a high priority on TBTs that work collaboratively to implement new concepts or curriculum. They work weekly within their school day to review their lesson design and instruction to achieve student success. The professional development plan will offer a focused time and content for teachers to meet and discuss the early literacy practices and improve student performance. The coach will offer general themes (struggles and successes) that appeared during observations across the grade level that can be discussed during team time.</p>							
<p>Job-Embedded: As part of teacher weekly meetings, teachers will meet and discuss program elements and instructional practice. The coach will work in real-time providing feedback after observations to individual teachers.</p>							

Data Driven: The fidelity checklist will be completed and reviewed by the literacy coach and teachers. The data compiled from the checklist will help to drive future support/sessions.

Student progress monitoring data and Foundations unit assessment data will be reviewed and monitored to ensure student success. Professional development/coaching can be adjusted to fit it there is an area of need within the LLI, Foundations or Phonemic Awareness program.

Classroom-Focused: The Wilson-based Foundations and Phonemic Awareness programs are part of the core curriculum in the early childhood classrooms. The coaching will be tied to improving daily instructional effectiveness and efficiency.

Goal # 2 Increase RIT scores for overall reading comprehension	Check all that apply for each activity						
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom Focused
1.K-3 teachers will be trained or will review the Daily 5: CAFE model. They will also review the completed fidelity checklists to identify strengths and weaknesses within instruction. TBTs will focus on collaborative discussion of student progress in reading fluency and comprehension.	Begin: Sept. 21, 2018 End: Oct 2018	X	X	X	X	X	X
2.3-8 teachers will review the implementation of CIA gradual release of responsibility. Using fidelity checklists, they will identify strengths and weaknesses within their instruction. Within TBT collaborative monthly meetings, teachers will review student progress and instructional practice and create a plan of action.	Begin: Sept. 21, 2018 End: Oct 2018	X	X	X	X	X	X

<p>3. Provide coaching for CAFE (K-3) and CIA: Gradual Release of Responsibility (3-8) strategies to ensure fidelity and consistent focus</p>	<p>Begin: Sept, 2018</p> <p>End Spring 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>Evaluation of effectiveness</p>						
<p>1. Cost for a literacy coach to provide ongoing, relevant feedback to increase teacher productivity and effectiveness. (Est cost \$35,000/annually)</p>	<p>Fidelity checklists by literacy coach and teachers</p> <p>TBT meeting agendas</p> <p>Principal walkthroughs</p> <p>Grade level MAP data (quarterly)</p>						
<p>2. Substitute cost quarterly to hold grade level check ins in order to review grade level data and collaboratively make adjustments led by the coach and administrator. (Est cost \$5,000/annually)</p>							
<p>Sustained: After core training for CAFE and review of implementation of CIA, there is continued follow up through teacher grade level, intervention or coaching meetings to continue support and focus on the overarching goal.</p>							
<p>Intensive: The intensive focus on language comprehension that leads to reading comprehension will be embedded into the structure of 2 programs, Daily 5: CAFE for grades K-3 and CIA for grades 4-8. The continued focus of these programs will offer a depth of knowledge of reading instruction and provide the teacher time and opportunity for practice. Coaching will be offered to assist teachers in improving their content knowledge as well as improve instructional practice.</p>							
<p>Collaborative: Tusky Valley sets a high priority on teacher-based teams that work collaboratively to implement new concepts or curriculum. The teacher based teams work weekly within their school day to review their lesson design and instruction to achieve student success. The professional development plan will offer a focused time and content for teachers to meet to discuss the reading instructional practices and improve student performance. The coach will offer general themes (struggles and successes) that appeared during observations across the grade level that can be discussed during team time.</p>							

<p>Job-Embedded: As part of teacher weekly meetings, teachers will meet and discuss program elements and instructional practice. The coach will work in real-time providing feedback after observations.</p>
<p>Data Driven: The fidelity checklist will be completed and reviewed by the literacy coach and the teachers. The data compiled from the checklist will help to drive future support/sessions.</p> <p>Student progress monitoring data and quarterly MAP data will be reviewed and monitored to ensure student success. Coaching can be adjusted to fit area of need within the language and reading comprehension through the Daily 5:CAFE and CIA structures. .</p>
<p>Classroom-Focused: Daily 5: CAFE and CIA structures are part of the core curriculum in the reading classrooms. The coaching will be tied to improving daily instructional effectiveness and efficiency.</p>

Goal # 3 Increase student growth	Check all that apply for each activity						
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom Focused
1.Complete District-wide R-TFI assessment and identify strengths/weaknesses within our district/building level teams along with needs identified by EVAAS and MAP growth data.	Begin: April 2018 End: May 2018	x	x	x	x	x	x
2.Through the identified weaknesses, DLT will design monthly PD through book studies and research for BLT.	Monthly 2018-2020	x	x	x	x	x	x
3. BLT will provide training to the TBTs, using the information gleaned from the BLT book studies.	Monthly 2018-2020	x	x	x	x	x	x
Resources Required	Evaluation of effectiveness						
1. Books for staff professional development and supplies (\$2222)	Value Added and MAP Growth Index Data Principal walkthroughs and fidelity checks BLT/DLT meeting agendas						

<p>2. Substitute cost quarterly for DLT Meetings to collaboratively make adjustments led by the administrator. (Est cost \$5,000/annually)</p>	
<p>Sustained: After completing the R-TFI and identifying the strengths of weaknesses within the district, there is continued follow up through district level and building level teams. The building level teams identify the most crucial information that will be distributed and communicated to the grade level teams, or teacher based teams. This process repeats monthly after the district level team has met.</p>	
<p>Intensive: The intensive focus on the power of professional learning communities in order to raise the bar for all learning is embedded into the framework of DLT/BLT/TBT. The research-based collaborative groups will focus on strategies to utilize within the classroom to increase engagement and higher level thinking skills. Peer coaching is completed within the DLT/BLT/TBT framework as the teams meet and discuss these topics.</p>	
<p>Collaborative: The structure of the DLT/BLT/and TBTs offer collaborative work time focusing on a. evidence based strategy or concept. These teams consist of not only teachers, but administrators and coaches. The teams offer time for discussion and practice of the new concepts.</p>	
<p>Job-Embedded: As part of the DLT/BLT/TBT monthly meetings, staff will meet and discuss program elements and instructional practices. Participants of the TBT will be asked to bring assessments, projects and specific strategies used to the meetings in order to gain feedback in instructional practice and assessment from all team members.</p>	
<p>Data Driven: Using the annual R-TFI review and fidelity checks will be reviewed by the DLT/BLT. The data compiled from these checks will drive future topics and sessions. Student EVAAS and MAP growth data will be reviewed and monitored to ensure student success. DLT/BLT discussions will be centered around the strengths and weaknesses identified in the data.</p>	
<p>Classroom-Focused: TBT discussion will be focused on classroom strategies and practices in order to improve all students' performances. Using the assessments, projects and classroom strategies that the teachers have brought as evidence, the team will discuss the relevant practices for increasing rigor and engagement. The meetings will be centered around ideas and strategies that can be implemented immediately.</p>	