

Chardon Local Schools
428 N Street
Chardon, OH 44024



Local Literacy Plan

P - 12

Chardon Preschool
Munson Elementary
Park Elementary
Chardon Middle School
Chardon High School

Reading Writing Speaking Listening Language



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Section 1 Part A: District Team Members Literacy Plan Development Process

Name Title / Role Organization	Laureen Atkins Vice President of Strategic Initiatives The Literacy Cooperative (Clev)	Heather Biernacki Chardon High School English Teacher
Heidi Brooker Parent Chardon Middle School	Brian Buemi Grade 3 Teacher Munson Elementary	Beth Bumpus Preschool Teacher Maple Preschool
Shelley Cassese Gifted Coordinator Chardon Local Schools	Kate Collins Guidance Counselor Chardon Middle School	Patrick Culliton Marketing Specialist Geauga County Public Library
Beth Crawford Title I Tutor Chardon Middle School	Rachel Diehl Title I Tutor Munson Elementary	Linda Elegante Director of Pupil Services Chardon Local School District
Cherise Goodrich Parent Chardon High School	Leah Green Grade 1 Teacher Munson Elementary	Madelon Horvath Board Member Chardon Local School District
Pamela Kennedy Early Literacy Specialist State Support Team 4	Carly Madden Grade 4 Teacher Chardon Middle School	Kelly Moran Curriculum Supervisor Chardon Local School District
Betty Murzynsky Intervention Specialist Munson Elementary	Amy Patterson Parent Reporter Geauga Maple Leaf	Carla Pearson Grade 2 Teacher Park Elementary
Melissa Pokorny Intervention Specialist Chardon High School	Brandy Ratka Title I Tutor Park Elementary	Kristen Sarosy Parent Park Elementary
Tammy Schreffler Grade 4 Teacher Chardon Middle School	Brenda Sobodosh Grade 2 Teacher Munson Elementary	Suzanne Stewart Grade 3 Teacher Park Elementary
Jen Turk Grade 2 Teacher Munson Elementary	Katie Tyson Grade 1 Teacher Park Elementary	Cayley Volpin Career Development/ Enrollment Specialist Auburn Career Center
Dr. Beth Walsh-Moorman Lake Erie College Editor of OJELA	Amanda Weaver Intervention Specialist Chardon Middle School	Natalie Whiting Grade 3 Teacher Park Elementary
Megan Wozniak School Psychologist Chardon High School / Munson		



Section 1 Part B: Developing, Monitoring and Communicating The Local Literacy Plan

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.

Before the team could commence in the writing of a local literacy plan, building leadership teams from each of the four buildings in the district (Park Elementary, Munson Elementary, Chardon Middle School, and Chardon High School) engaged in the process of completing a Reading Tiered Fidelity Inventory on the practices, beliefs, and frameworks for reading instruction and intervention. The groups reviewed the data and shared reflections and conclusions with district administration. District administrators reviewed local data to determine areas of strength and areas of need. The district leadership team began working on the topic and goal of literacy improvement during the summer of 2018 and revisited this topic at each subsequent meeting throughout the year. District Leadership Team members presented to their colleagues and departments on professional development days the urgency for a heightened focus on literacy instruction.

At various focus group and department meetings during the fall of 2018 stakeholders brainstormed and documented goal areas and action steps. Additionally, these focus groups identified the skills and characteristics an ideal literate Chardon Hilltopper would be able to do and demonstrate.

The literacy leadership team reconvened in the spring of 2019 to engage in the creation of the actual plan. The plan will be communicated through the District Leadership Team, building staff meetings, and professional development opportunities. The plan will be made visible and available to the community.

The plan will be monitored on a yearly basis by the Literacy Leadership Team.

The first formal meeting of the Literacy Leadership Team to commence in the writing of this plan took place on March 18, 2019.

The team reconvened for revision, refinement, and progress monitoring of the plan on the following dates:



Section 2: Alignment between the Literacy Plan and Overall District Improvement Efforts

ALIGNING THE LITERACY PLAN

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district or community school.

The vision of the organization is that The Chardon Local Schools will be a destination school district. Our mission is high achievement for all students, where learning is our most important work. The district also possess a set of core beliefs that states we believe in the following to be true: expectations matter, effort matters, instruction matters, results matter, relationships matter, and community matters. Additionally, the district has several vision statements pertaining to the various strands of services provided. **Curriculum & Instruction:** Meet and exceed the instructional needs of all students, equipping them for success in college and career. **Safety & Security:** Provide a physically and emotionally safe and secure environment for students, staff and community. **Resources:** Maximize the capacity, effectiveness and efficiency of all our current and future resources. **Facilities:** Provide learning environments appropriate for all students to grow academically and socially. **Communications:** Communicate and collaborate effectively with our community.

The Local Literacy Plan is aligned to the overall continuous improvement efforts of the district and our goals of improving student reading achievement, increasing reading engagement, and building supportive literacy frameworks and networks all under our curriculum and instruction pathway in our Vision 2020 framework to meet and exceed the instructional needs of all students. We know that if we want to improve student reading achievement in Chardon and maintain academic gains for students over time better preparing them for future success then we need to provide them with experiences that are based on research based pedagogy.

The Local Literacy Plan meets the purpose and objectives of the Chardon Local School district's vision, mission, and goals in that it puts students first and is tailored to ensure that learning is our most important work.

High achievement for ALL students is our expectation and this plan outlines the steps to follow on that pathway to success. The plan calls for reinforcement, encouragement and support, and data monitoring. The plan will be revisited annually to prompt discussion amongst stakeholders to honor our commitment for students to gain mastery of state English Language Arts standards in the following domains: Reading for Literature, Reading for Information, Foundational Skills, Speaking and Listening, and Language.



Section 3 Part A: Analysis of Relevant Learner Performance Data Why a Reading Achievement Plan is Needed

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

In 2018-2019 school year, 9.5% of our Kindergarten students are on RIMPs denoting that they are not on track for grade level standard proficiency in English Language Arts. This number jumps significantly when we look at first grade where we have 35% of our students on RIMPs. We know that every moment of reading instruction and engagement with text matters and gifting students more reading instructional time over the summer months could help save some of students between their Kindergarten and first grade year. When considering our entire K-3 student population, 25.31% are not on track with reading skills as measured by the KRA and DIBELS. More than a quarter of our student population is struggling with reading and it is up to us to intervene, remediate, and support. Drilling down to grade three specific data we see that currently 12 of our 195 third grade students (6.2%) did not meet the promotion score on the state ELA AIR test and are at risk of being retained.

As noted on our most recent local school report card (2017-2018 school year), the district met 13 out of 24 indicators (54.2%) earning a grade of D. We believe that parental involvement and a strong parent education continuum model can help us in the effort of raising overall student achievement. The following indicators were not met on our report card: Grade 6 math, Grade 7 ELA and math, Grade 8 science, High school Algebra 1, English 1, English II, Geometry, and Government. Additionally, our in-house data from the 2017-2018 school year shows that 42 out of 103 Kindergarten students (41%) were not on track, as measured by RIMPs, for grade level English Language Arts standards creating an urgent need to mobilize resources in the area of early literacy supports for students, families, and teachers. That number rose significantly from the 2016-2017 school year when only 24 out of 85 Kindergarten students (28%) were not on track, as measured by RIMPs.



Section 3 Part B: Analysis of Relevant Learner Performance Data Analysis of Factors Contributing to Low Reading Achievement

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.

A root cause analysis reveals the following potential factors that contribute to low reading achievement:

- poor alignment of curriculum
- lack of universal all day everyday kindergarten for students
- not enough exposure to print/books for children before starting school
- lack of instructional coaching
- misalignment of intervention supports to student specific need
- lack of professional development on the five big areas of reading
- few opportunities to assemble entire district instructional staff for communicating importance of school wide content reading model
- inconsistent operation of building leadership teams
- absence of instructional coaching
- gaps in communication of at risk student data to involved stakeholders
- PLC structure is limited so that teams meet only in grade level or in content area, need more opportunities to meet in different configurations (ex: high school meets in content area teams, but not in grade level teams)
- lack of training in co-teaching



Section 4: Literacy Mission and Vision Statement(s)

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](#).

During the summer months of 2018, the District Leadership Team crafted the following definition of literacy specific to the Chardon Local School District:

the ability to use printed and written information:

- to function in society,
- to achieve one's goals,
- to develop one's knowledge and potential

On March 18, 2019 the district literacy leadership team developed the following literacy mission statement:

Our vision for literacy is for all learners to use the skills of reading, writing, listening, speaking, and language to think critically preparing them for active participation in professional, social, and civic life. Our vision for literacy is to prepare all learners for active participation in professional, social, and civic life in which they think critically and apply the skills of reading, writing, listening, speaking, and language.

Graduating Hilltoppers should be able to demonstrate literacy skills as they:

- collaborate with others on a team and independently
- communicate effectively (verbal and written)
- seek solutions to problems
- utilize skills to serve as a productive member of society
- execute a working vocabulary
- analyze text critically
- solve problems
- make meaning from text and experiences

We believe the following to be the guiding principles of literacy instruction.

Literacy instruction should be:

- Multi-sensory
- Adjusted to different learning styles
- Meaningful & fun
- Centered on real world examples
- Accountable (what we do is linked to our report card)
- Data driven responsive
- Flexible and reactive to student needs

Literacy instruction should include:

- Guided practice, modeling
- Content / Process / Product Development
- Communication (written & oral) applicable to different learning styles
- Consistency
- Opportunities for debate
- Public speaking
- Varieties of texts
- Collaboration
- Fluency of skills applied
- Community support

During the summer of 2018 the District Leadership Team developed a matrix demonstrating how the core tenets of primary literacy fits into our district core values.

TOPPERS VALUE LITERACY



TAKE RESPONSIBILITY

- Setting reading goals helps you grow as a student.
- Making reading a priority in your day helps you gain knowledge in all areas of life.

OPEN YOUR MIND

- Reading gives you the opportunity to learn about new places, people, events and things.
- Reading helps expand your imagination.

PARTICIPATE

- Reading together helps you build relationships with others and learn more about your community.

PERSEVERE

- The more you read, the more confident you will be.
- You can use many different strategies to help figure out words and understand stories.

ENCOURAGE OTHERS

- Teachers nurture developing readers.
- Students encourage one another while reading.

RESPECT

- Reading teaches us how to get along with others, especially those who are different than we are.
- Taking care of books is one way to show that we value the importance of reading.

STRIVE FOR EXCELLENCE

- Reading helps achievement in all areas.
- Our ability to grow as readers never ends.
- Reading is a lifelong skill.

During the summer of 2018 the District Leadership Team developed a matrix demonstrating how the core tenets of adolescent literacy fits into our district core values.

CHARDON VALUES LITERACY

 <p>The logo is circular with 'Chardon' in the center. Surrounding the name are the words: COMMUNITY, HUMILITY, ACHIEVEMENT, RESPECT, DIGNITY, OPTIMISM, and NURTURE. The background of the logo shows silhouettes of people.</p>	<p><u>C</u>OMMUNITY</p> <ul style="list-style-type: none"> -Literate life long learners -Applying literacy to schools, careers, and pleasure -Connecting community <ul style="list-style-type: none"> *Library *Business *Schools *Churches *Government *Arts *Sports/Athletics/Rec
<p><u>H</u>UMILITY</p> <ul style="list-style-type: none"> -The more you read, the more you realize how little you know and how much knowledge and experiences others possess 	<p><u>A</u>CHIEVEMENT</p> <ul style="list-style-type: none"> -Literacy helps achievement in all areas...music, sports, art, math -No literacy = no achievement
<p><u>R</u>ESPECT</p> <ul style="list-style-type: none"> -Literacy fits into the respect core belief by enabling students to feel confident in their abilities to communicate and be a valuable part of a community <ul style="list-style-type: none"> *Self respect *Respect for others 	<p><u>D</u>IGNITY</p> <ul style="list-style-type: none"> -Building confidence and conveying it because of literacy -Dignity within the classroom allows for students to feel safe -Examples of dignity through literacy -Being more compassionate -Hearing and understanding other peoples' perspectives
<p><u>O</u>PTIMISM</p> <ul style="list-style-type: none"> -Through book selection, addressing optimism as a characteristic -Builds confidence to access school, learning & the world -Literacy opens doors to move beyond community or circumstances (creativity, places, an escape) -With literacy comes confidence of success in the future 	<p><u>N</u>URTURE</p> <ul style="list-style-type: none"> -Teachers nurture developing readers -School reading groups nurture one another -Literacy skill progress nurtures <ul style="list-style-type: none"> *All academic content *All vocational areas



Section 5: Measurable Learner Performance Goals

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.

A root cause analysis determined the following areas of focus for goal development.

Goal Areas:

- Instruction
 - Increase fluency-foundations
 - Improve writing skills
 - Standards -common language
 - Vertical alignment K-12
- Assessment
 - PD-refreshers on assessments interpret and administer
 - Collaborate use data to instruct, intervention, enrich
 - Common grading -sample folders for writing
 - Use data to help transition time for Pre-K -K
- Intervention
 - Educators will use evidence based materials with fidelity
 - IAT team
 - List and communicate materials of our disposal
 - Training
 - Improve identification of
- PD
 - Giving teachers freedom to pursue individual opportunities
 - Creative scheduling with PD
 - Cross departments
- Parent Involvement
 - Foster a home to school literacy
 - Literacy instruction modeling
 - Suggested reading lists
 - Opportunities for parents to get involved '
 - Provide literacy
 - Clevnet
 - Overdrive
 - Library cards
 - Compile resources from community
 - Age appropriate activities
 - Tumble



Section 6: Action Plan Map(s)

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.

Goal Area 1 : INSTRUCTION

Goal Statement # 1 (Instruction): Create vertical alignment of literacy skills K-12.

Action Step(s)	Timeline	Responsible party	Resources Needed
<ul style="list-style-type: none"> -Hold meetings with literacy teachers across district. -Arrange for meetings of teachers in close grade bands to articulate their understanding of where students are achieving in their skill/knowledge progression from K-12, through inter school collaboration. <ul style="list-style-type: none"> -Form grade band teams -Set a schedule for team meetings -Administration creates agendas to drive content of team meetings -Rewrite standards into enduring understandings (I can statements) -Contact PowerUp Literacy rep and inquire about piloting program at the middle and high school level, to obtain district wide resource for data collection, assessment, instruction and intervention 	2 years	<ul style="list-style-type: none"> -District administration -Teachers 	<p>Money for sub coverage for meetings or to compensate teachers if outside of school hours.</p> <p>Time</p> <p>Administrator facilitation</p>

Evaluation (monitoring, measurement, and reporting)			
Teachers evaluate (feedback survey) and creation of completed common curriculum maps/pacing guides.			
Goal Statement #2 (Instruction): Increase student reading fluency so that 90% of students are achieving end of year benchmark targets (DiBELS and/or MAP fluency).			
Action Steps	Timeline	Responsible party	Resources Needed
-Use Foundations program with fidelity. -Use Lexia program with fidelity.	2 years	-Classroom teachers -Intervention team	Foundations materials Training for new teachers Wonders
Evaluation (monitoring, measurement, and reporting)			
DIBELS assessments, Foundations unit assessments			
Goal Statement #3 (Instruction): Increase student writing skills.			
Action Steps	Timeline	Responsible party	Resources Needed
-Implement a structured writing program for instruction and learning -Consistently model the following instructional strategies: model strategies, choose topic, use graphic organizers, practice and learn editing process	2 - 3 years	-District administration -Classroom Teachers	-Access to a variety of mentor texts -Age appropriate writing samples -Writing program tools, lesson plans, materials
Evaluation (monitoring, measurement, and reporting)			

Goal Statement #4 (Instruction):

Increase student comprehension skills across genres with cold read assessments from MyHRW.com (Online ELA textbook).

Action Steps	Timeline	Responsible party	Resources Needed
<ul style="list-style-type: none"> -Create a master checklist (5-10 skills) of comprehension strategies -Create baseline assessment for each grade level -Gather data using baseline to drive instruction, differentiation for intervention and enrichment using high yield instructional strategies -Consistently model comprehension strategies in the classroom -UDL trained teachers share information about differentiation strategies with all staff -In-house training on co-teaching strategies 	2 - 3 years	<ul style="list-style-type: none"> -District administration -Classroom Teachers 	<ul style="list-style-type: none"> -Co-teaching training -UDL trained teachers Differentiated instruction training for all teachers -MyHRW (online ELA textbook)
Evaluation (monitoring, measurement, and reporting)			

Goal Area 2: INTERVENTION

Goal Statement #5 (Intervention):

Develop a stronger system for early identification of exceptional learners.

Action Step(s)	Timeline	Responsible party	Resources Needed
<ul style="list-style-type: none"> -Identify assessment per grade band to use in screening. -Communicate with other buildings. -Utilize building reps to give information to class/grade teams. 	1-2 years	IAT teams	

Evaluation (monitoring, measurement, and reporting)

Teacher survey on IAT process (knowledge, understanding).

Goal Statement #6 (Intervention):

Develop a stronger system of data collection that is recognized universally within the district and acceptable by administrators.

Action Steps	Timeline	Responsible party	Resources Needed
<ul style="list-style-type: none"> -Training on how to use assessments with fidelity (gen ed / special education) -Develop list of data collection tools / resources 	1-2 years	Administration	

Evaluation (monitoring, measurement, and reporting)

Checklist of completed activities with dates and meeting notes.

Goal Statement #7 (Intervention):

Educators will utilize ready to use, evidence based intervention materials with fidelity.

Action Steps	Timeline	Responsible party	Resources Needed
<ul style="list-style-type: none"> -Expand IAT team to include more members -List and communicate materials at our disposal -Train teachers, members, and support staff 	Begin fall of 19-20 school year - ongoing	<ul style="list-style-type: none"> -Building administration -Formulated Team -Administration/Private consultants 	<ul style="list-style-type: none"> -Teacher Representatives -Funds

Evaluation (monitoring, measurement, and reporting)

Completed RTI Data Collection [forms](#) as evidenced of used strategies, classroom walkthroughs. Formulated team will discuss and document strengths and weaknesses.

Goal Area 3: ASSESSMENT

Goal Statement #8 (Assessment):

Professional development for teachers on how to administer and interpret assessments and data including regularly scheduled refresher trainings. (MAP, DIBELS, KRA, summative, and formative).

Action Step(s)	Timeline	Responsible party	Resources Needed
-Find staff willing to present/teacher to colleagues -Provide flexible PD time	Ongoing	-Teachers -Tutors -Administration	-Time -Presentors

Evaluation (monitoring, measurement, and reporting)

Teacher survey

Goal Statement #9 (Assessment):

Collaborate as a grade level team using assessment data to plan instruction, intervention, and enrichment.

Action Steps	Timeline	Responsible party	Resources Needed
-PLC time -Identify which data points should be used consistently - pilot grade level team for the first year?	3 - 5 year plan	-Teachers -Tutors/title -Administration	-Time

Evaluation (monitoring, measurement, and reporting)

Based on assessment data, progress monitoring, etc. the grade level team would decide the strengths and weakness found from the collaboration.

Goal Statement #10 (Assessment):

Establish common grading expectations (develop sample folders for composition).

Action Steps	Timeline	Responsible party	Resources Needed
-Develop common rubric -Adopt new writing program -Collect student samples		-Teachers -Tutors -Administration -Dept heads	

Evaluation (monitoring, measurement, and reporting)

Creation of common grading criteria list and creation of student sample folders.

Goal Statement #11 (Intervention):

Use relevant data to help the transition between Pk - K.

Action Steps	Timeline	Responsible party	Resources Needed
-Find time for cross teaming meetings.		-PK, K Teachers -Administration	

Evaluation (monitoring, measurement, and reporting)

Meeting notes, dates, times.

Goal Area 4: PROFESSIONAL DEVELOPMENT

Goal Statement #11 (Professional Development):

Allow for self-identification of Literacy PD needs / wants under the Simple View of Reading using evidence based strategies

Action Step(s)	Timeline	Responsible party	Resources Needed
-Teachers self identify what area in the simple view of reading they would like to learn more about to support their teaching	1-2 years	Teachers & curriculum director	PD on Simple View of Reading(overview during back to school meeting?) Use of What Works Clearinghouse

Evaluation (monitoring, measurement, and reporting)

Reflection - Allow for self-identification of Literacy PD needs / wants under the Simple View of Reading using evidence based strategies either written self-reflection, a walk through, or a video

Goal Statement #12 (Professional Development):

Come up with creative ways to find time for PD/collaboration.

Action Steps	Timeline	Responsible party	Resources Needed
-Establish a structure for rotating seminars (speakers for smaller groups of teachers at a time) -Provide for interdepartmental communication / collaboration -Offer refresher trainings for those who are interested	Ongoing	Administration	Time Money

Evaluation (monitoring, measurement, and reporting)

Come up with creative ways to find time for PD/collaboration.

Goal Statement #13 (Professional Development):

Identifying/ coordinating training resources.

Action Steps	Timeline	Responsible party	Resources Needed
-Plan for collaboration between buildings/ departments/ districts	Ongoing	-Administration -Teachers	Time Money

<ul style="list-style-type: none"> -Identify experts in the district to present to others -Invite outside districts to participate -visit Literacy Cooperative's Teacher Academy(November of each year) for local replication or ongoing participation. **Presenters earn a stipend**no cost for attendees 			
Evaluation (monitoring, measurement, and reporting)			
1 or more per year.			

Goal Area 5: PARENT INVOLVEMENT

Goal Statement #14 (Parent Involvement):
Foster a home to school literacy connection.

Action Step(s)	Timeline	Responsible party	Resources Needed
<ul style="list-style-type: none"> -literacy nights (start with a grade level pilot) -family night at the library -suggested reading lists -provide opportunities for volunteer -check about paid volunteers? -parent book club -one school one book 	2-3 school years (1-2 activities per year) 1 for the first year	Admin PTO volunteers teacher volunteers	<ul style="list-style-type: none"> - time to meet -time to plan -library time -hand outs (bookmarks) -scavenger hunts

Evaluation (monitoring, measurement, and reporting)

-event evaluation

Goal Statement #15 (Parent Involvement):
Provide literacy resources to families.

Action Steps	Timeline	Responsible party	Resources Needed
<ul style="list-style-type: none"> -sending home summer reading program information -literacy tech lessons (ClevNet, Overdrive, etc) -Get to Know Your Library (signing up for library cards) -library lesson (possibly on Title 1 night) 	2-3 school years (1-2 activities per year) 1 for the first year	Admin Teacher volunteers PTO Volunteers Community Organizations	<ul style="list-style-type: none"> -Provide community connections (Auburn, Geauga Library, Rescue Village, United Way, etc) -Tumble (books for younger students) -information about library access -staff evaluation -lists from public library (popular books for age ranges)

Evaluation (monitoring, measurement, and reporting)

-event surveys (students, parents, community connections, teachers)
 -student
 -team follow up meeting

Goal Area 6: ENRICHMENT

Goal Statement #16 (Enrichment):

Educators will develop a novel-centered database of projects and units for higher level learners.

Action Step(s)	Timeline	Responsible party	Resources Needed
-Create a google classroom to be shared with all ELA teachers and administrators	-by 8/12/19	-Heather Biernacki	-list of all ELA teachers
-District wide list of books taught by grade level will be added	-ongoing; check in quarterly in 2019-20 school year	-all ELA teachers	-grade-level book list (Kelly Moran has it)
-Allow planning time for grade level teams during PLC meetings to create projects and lessons	-ongoing during 2019-20 school year	-all ELA teachers	-support from admin/ time for planning -new sets of novels per grade level -list of novels from library -information about local grants available and deadlines to apply for them
-Create a list of recommended novels for advanced readers to read independently per grade level (share with parents) excluding books already taught in each grade level	-ongoing	-start with Local Literacy Team -all ELA teachers	-library recommendations - CommonSenseMedia.org

Evaluation (monitoring, measurement, and reporting)

Teacher feedback and survey about effectiveness of the database;

Goal Statement #17 (Enrichment):

Provide teachers with professional development regarding gifted/ higher level learners' most effective learning styles and research-based methods for delivering instruction.

Action Steps	Timeline	Responsible party	Resources Needed
<p>-Opportunities for teachers to observe instructional methods for higher level learners</p> <p>-Opportunities for teachers to be provided with coaching in instructional methods for higher level learners</p>	<p>-ongoing during 2019-20 school year</p> <p>-2019-20 school year</p>	<p>-gifted coordinator -administrators</p> <p>-gifted coordinator -administrators</p>	<p>-both in district and out of district observations -admin support</p> <p>-professional development funds -admin support</p>
Evaluation (monitoring, measurement, and reporting)			



Section 7: Plan for Monitoring Progress

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

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

Goal Area 1: INSTRUCTION

Goal Statement #1 (Instruction)

Create vertical alignment of literacy skills K-12.

Evaluation (monitoring, measurement, and reporting):

Teachers evaluate (feedback survey) and creation of completed common curriculum maps/pacing guides.

Data and Progress Notes from periods of Review:

Goal Statement #2 (Instruction):

Increase student reading fluency so that 90% of students are achieving end of year benchmark targets (DiBELS and/or MAP fluency).

Evaluation (monitoring, measurement, and reporting):

DiBELS assessments, Foundations unit assessments

Data and Progress Notes from periods of Review:

Goal Statement #3 (Instruction):

Increase student writing skills

Evaluation (monitoring, measurement, and reporting):

Data and Progress Notes from periods of Review:

Goal Statement #4 (Instruction):

Increase student comprehension skills across genres with cold read assessments from MyHRW.com (Online ELA textbook).

Evaluation (monitoring, measurement, and reporting):

Data and Progress Notes from periods of Review:

Goal Area 2: INTERVENTION

Goal Statement #5 (Intervention):

Develop a stronger system for early identification of exceptional learners.

Evaluation (monitoring, measurement, and reporting):

Teacher survey on IAT process (knowledge, understanding).

Data and Progress Notes from periods of Review:

Goal Statement #6 (Intervention):

Develop a stronger system of data collection that is recognized universally within the district and acceptable by administrators.

Evaluation (monitoring, measurement, and reporting)

Checklist of completed activities with dates and meeting notes.

Data and Progress Notes from periods of Review:

Goal Statement #7 (Intervention):

Educators will utilize ready to use, evidence based intervention materials with fidelity.

Evaluation (monitoring, measurement, and reporting)

Completed RTI Data Collection [forms](#) as evidenced of used strategies, classroom walkthroughs.
Formulated team will discuss and document strengths and weaknesses.

Data and Progress Notes from periods of Review:

Goal Area 3: ASSESSMENT

Goal Statement #8 (Assessment):

Professional develop for teachers on how to administer and interpret assessments and data including regularly scheduled refresher trainings. (MAP, DIBELS, KRA, summative, and formative).

Evaluation (monitoring, measurement, and reporting)

Teacher survey

Data and Progress Notes from periods of Review:

Goal Statement #9 (Assessment):

Collaborate using data to plan instruction, intervention, and enrichment.

Evaluation (monitoring, measurement, and reporting)

List of meeting dates and notes from PLC discussions of data usage for informed planning.

Data and Progress Notes from periods of Review:

Goal Statement #10 (Assessment):

Establish common grading expectations (develop sample folders for composition).

Evaluation (monitoring, measurement, and reporting)

Creation of common grading criteria list and creation of student sample folders.

Data and Progress Notes from periods of Review:

Goal Statement #11 (Assessment):

Use relevant data to help the transition between Pk - K.

Evaluation (monitoring, measurement, and reporting)

Meeting notes, dates, times.

Data and Progress Notes from periods of Review:

Goal Area 4: PROFESSIONAL DEVELOPMENT

Goal Statement #12 (Professional Development):

Allow for self-identification of Literacy PD needs / wants under the Simple View of Reading using evidence based strategies

Evaluation (monitoring, measurement, and reporting)

Documentation of teacher PGP goals, survey data.

Data and Progress Notes from periods of Review:

Goal Statement #13 (Professional Development):

Come up with creative ways to find time for PD/collaboration.

Evaluation (monitoring, measurement, and reporting)

Meeting notes, agendas, dates and times.

Data and Progress Notes from periods of Review:

Goal Statement #14 (Professional Development):

Identifying/ coordinating training resources.

Evaluation (monitoring, measurement, and reporting)

Artifacts of schedules PD events, invitations to outside organizations.

Data and Progress Notes from periods of Review:

Goal Area 5: PARENT INVOLVEMENT

Goal Statement #14 (Parent Involvement):
Foster a home to school literacy connection.

Evaluation (monitoring, measurement, and reporting)
-staff evaluation
-parent evaluation
-student evaluation
(end of year survey)

Data and Progress Notes from periods of Review:

Goal Statement #15 (Parent Involvement):
Provide literacy resources to families and educators

Evaluation (monitoring, measurement, and reporting)
-staff evaluation
-parent evaluation
-community partner evaluation
-student

Data and Progress Notes from periods of Review:

Goal Area 6: ENRICHMENT

Goal Statement #16 (Enrichment):

Educators will develop a novel-centered database of projects and units for higher level learners.

Evaluation (monitoring, measurement, and reporting)

Teacher feedback and survey about effectiveness of the database

Data and Progress Notes from periods of Review:

Goal Statement #17 (Enrichment):

Provide teachers with professional development regarding gifted/ higher level learners' most effective learning styles and research-based methods for delivering instruction.

Evaluation (monitoring, measurement, and reporting)

Data and Progress Notes from periods of Review:



Section 8: Expectations and Supports for Learners and Schools

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

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 Local Literacy Leadership Team reviewed the following clearinghouses to identify Evidence Based Strategies used:

-<http://www.bestevidence.org/>

-Institute of Education Sciences (IES) [What Works Clearinghouse Literacy List](#)

-[Ohio's Evidence Based Clearinghouse](#)

Evidence Based Strategies Used:

-Achieve 3000

-Book Clubs

-Foundations

-Lexia

-National Board Professional Teacher

-PALS

-Readers Theater

-Wilson Reading

-Words Their Way

Description of how these strategies support learners on Reading Improvement and Monitoring Plans

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

1. Conduct Classroom walkthroughs, debrief with teachers in post conferences
2. Review assessment data yearly
3. Development of curriculum maps and pacing guides that provide for alignment and documentation of used evidence based strategies and resources

As the purpose of this literacy plan is to develop a framework for the selection, implementation, and monitoring of evidence based strategies for literacy, as there has been no such team or framework prior to, the new team will also advise the process of monitoring the strategies as they are selected and implemented.

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.

ELA staff in grades K-12 will be involved in ongoing, job-embedded PD in the area of literacy development. Teachers will be encouraged to self identify areas of need and interest. Stakeholders will be engaged in open dialogue through building leadership team groupings to come up with creative ways to find time for PD/collaboration. Training in the area of early phonics, curriculum mapping, pacing and alignment will take place beginning in the 2018-2019 school year and will be ongoing. District administrators will meet to discuss opportunities for refresher trainings on topics identified in this plan for teachers. Additionally, experts within the district will be identified to share best practices and lead others in PLCs.



Section 9: Signature Page

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