MID-OHIO Educational Service Center

o **Clarity**
o **Cadence**
o **Community**

Operationalizing a Literacy Plan for ALL learners:

Does your school have a literacy plan? It is a vital time in Ohio to start the next school year with an evidence-based language and literacy plan for all learners! Join this session to learn what to teach, how to teach it and more K-12 to include in your plan!

Look through the lens of people, processes, evidence-based practices (EBP's) and experience from the field will provide a systems and instructional perspective with which to operationalize an effective comprehensive plan to meet the needs of our educators and for each of our diverse learners.

Grab great resources, ask questions to literacy leaders that can bridge research and practical experience. Be ready to replicate the lessons learned in Ohio's Literacy grant spaces to support a sustained reading model just in time for next year!

Ohio has a plan to Raise Literacy Achievement!

Why is it important to develop and implement a local literacy plan?

Leaders Polled said...

Clarity

What does the evidence say about what to teach, how to teach it and the time we need to dedicate in core instruction to enable successful student outcomes? Do you know the hallmarks of literacy instruction at the primary and secondary levels. Let's have clarity around the answers to these multi-tiered system questions. We'll share how to gauge the effectiveness of your system and core.

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Cadence

Let's discuss the indicators that let you know you know when literacy has become a **culture** in your buildings? As a leader, what do I need to know to sustain momentum in a multi-year implementation and continue cadence in the efforts of monitoring and sustaining fidelity of adult actions? Experts and resources to address your system and instruction level questions.

Community

Building a community of collaboration with family & community partners, professional and stakeholder learning and a common language around your literacy endeavors can be communicated in many components of your literacy plan. Using Ohio's Plan to Raise Literacy as a model and other "quick glance" graphic representations, you can gain a collective sense of urgency around **equitable** practices for *all* *students* and *all* *people* *across the educational cascade.*

State of Ohio: Literacy Legacy

Literacy Grants and Projects

The Ohio Department of Education is committed to supporting schools, districts and early care and education programs in their literacy improvement efforts and identifying and implementing sustainable practices. More information is available below on past and current literacy grants and projects.

Reaching All Students Through Language and Literacy

The Reaching All Students Through Language and Literacy project (2022-2024) will create a network of building and district teams to work together to improve their literacy instruction for student groups who experienced high levels of pandemic related learning loss.

Each Child Reads Grant

The Each Child Reads Grant from Ohio's 2022-2023 biennial budget expands Ohio's Dyslexia Identification Model Demonstration Project by supporting additional pilot sites in preschool through first grade.

Comprehensive Literacy State Development Grant

The Comprehensive Literacy State Development Grant from the U.S. Department of Education (2019-2024) builds on ongoing work to improve the language and literacy development of our state's children. It allows local districts, community schools and early childhood education programs to improve literacy outcomes for children from birth through grade 12.

Striving Readers Comprehensive Literacy Grant

The $35 million Striving Readers Comprehensive Literacy Grant from the U.S. Department of Education (2017-2020) provided schools, districts and early care and education programs with funding and support to improve the language and literacy development of our state's children through a focus on serving the greatest numbers of students living in poverty, students with disabilities, English learners and students identified as having a reading disability.

Collaborators and Grantees in Region 7

- Amanda Albert, Northmor
- Emily Ross, Mount Gilead ECR, PK-1
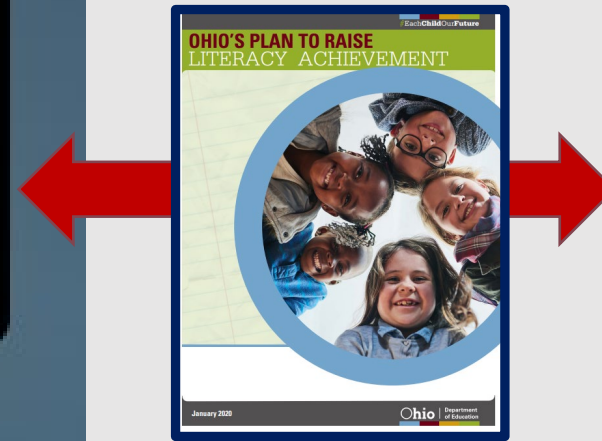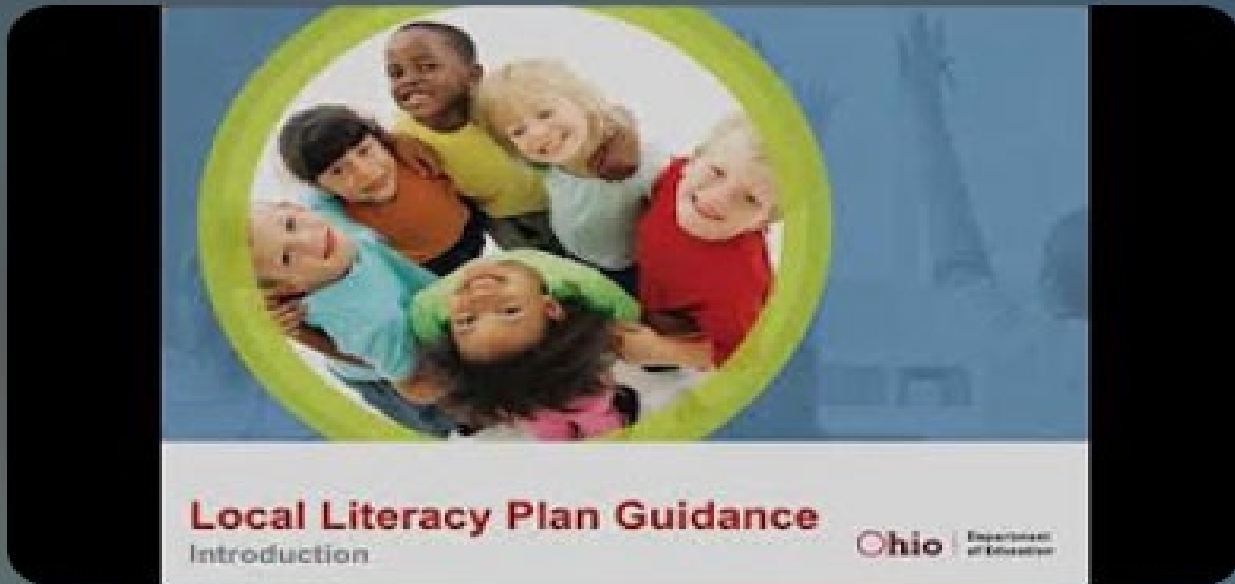- **Mid-Ohio & Jenn Green's** Plymouth-Shiloh & STEM CLSD, K-5
- Goal Community School, RASLL 6-12
- Haley Bryant, Ashland Schools CLSD, 6-8
- Mansfield City, Asst. HS Principal Kris Beasley
- Mansfield City, Central Office, Stephen Rizzo

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Local Literacy Plan
Guidance Key: Padlet Available to Attendees

Ohio's Plan to Raise Literacy Achievement **as a Model for YOUR plan!**

Local Literacy Plan Guidance
Introduction

Ohio Department of Education

OHIO'S PLAN TO RAISE
LITERACY ACHIEVEMENT
#EachChildOurFuture

January 2020
Ohio Department of Education

1. Leadership
2. Alignment
3. Needs Assessment
4. Mission and Vision
5. Goals

6. Action Map
7. Monitor for Progress
8a. Strategies to Support Students
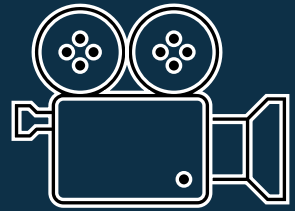8b. Improvement Plans/Effectiveness
8c. Professional Learning Plan
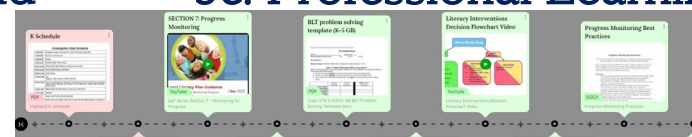
"Step by Step"
How To Padlet

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How Can Leaders Apply **Ohio's** Theory of Action?
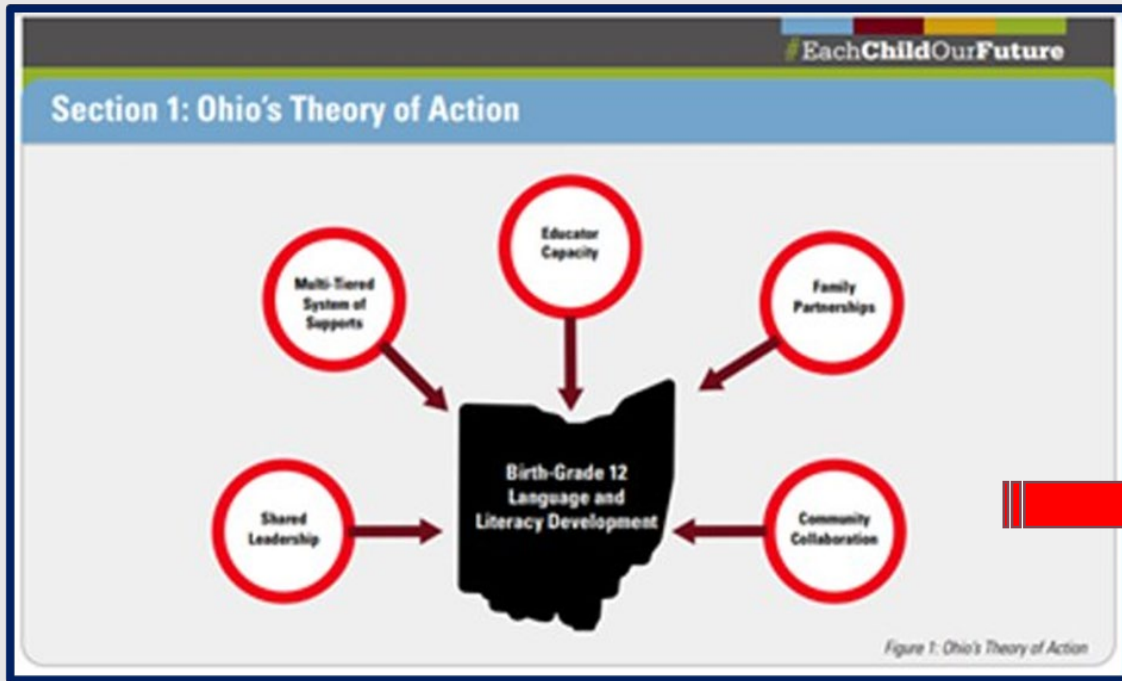
A Theory of Action graphic can **define** what you are **leveraging** to yield your desired outcome
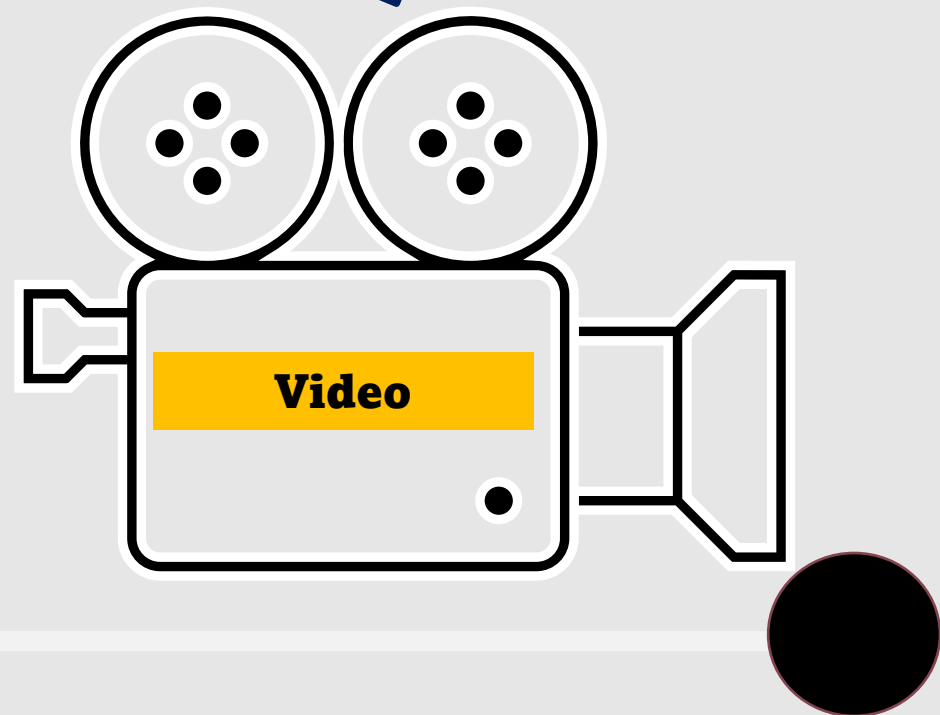
Section 1: Ohio's Theory of Action

#EachChildOurFuture

Multi-Tiered System of Supports
Educator Capacity
Family Partnerships
Shared Leadership
Community Collaboration
Birth-Grade 12 Language and Literacy Development

Figure 1: Ohio's Theory of Action

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Ohio's Plan as a Model: Northmor Schools, Academic Director, Amanda Albert

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Northmor Schools:
1. Demographics
2. Benefits of Committing to a Plan
3. Journey
4. Template to share

Video

Reading Tiered Fidelity Inventory
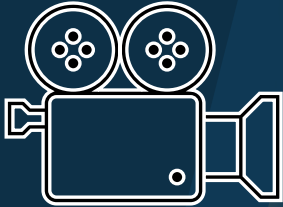Secondary-Level Edition

Version 2.0

Reaching All Kids

R-TFI Systems Check

Begin with a Systems Check: GOAL Community School (Hybrid Model), R-TFI

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
1.9 Teachers determine ways to enhance students' understanding of written text.	Teachers determine ways to incorporate quality text that imparts discipline-specific information into *daily* lessons to increase students' opportunities to read and understand core subjects. AND: Students' understanding of written text is enhanced by designing lessons that include the following: 1 Before students read text, teachers design instruction to activate students' topical prior knowledge and increase the accessibility of the text for all students by previewing portions of text, orienting students to the **text structure**, pre-teaching critical vocabulary, decoding difficult multi-syllable words, and providing a clear purpose for reading. 2 While students are reading text, teachers design instruction so students can focus on critical content; use questioning, note-taking, and graphic organizers to expand understanding of information beyond what is stated in the text; engage in peer discussions about the text; write about the text; and engage in discipline-specific discourse. 3 After students have read text, teachers design instruction for students to organize and summarize information learned from reading, as well as apply, analyze, and synthesize new knowledge and understanding	Sampling of disciplinary text Sampling of teacher lessons Student products developed after reading text	1 point: At least 2 of the criteria from the 2-point response are in place. 0 points: The criteria from the 2-point or 1-point response are not in place.

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PK-1 Mid-Course Corrections & SVR: Mount Gilead, Curriculum Director, Emily Ross

E C R

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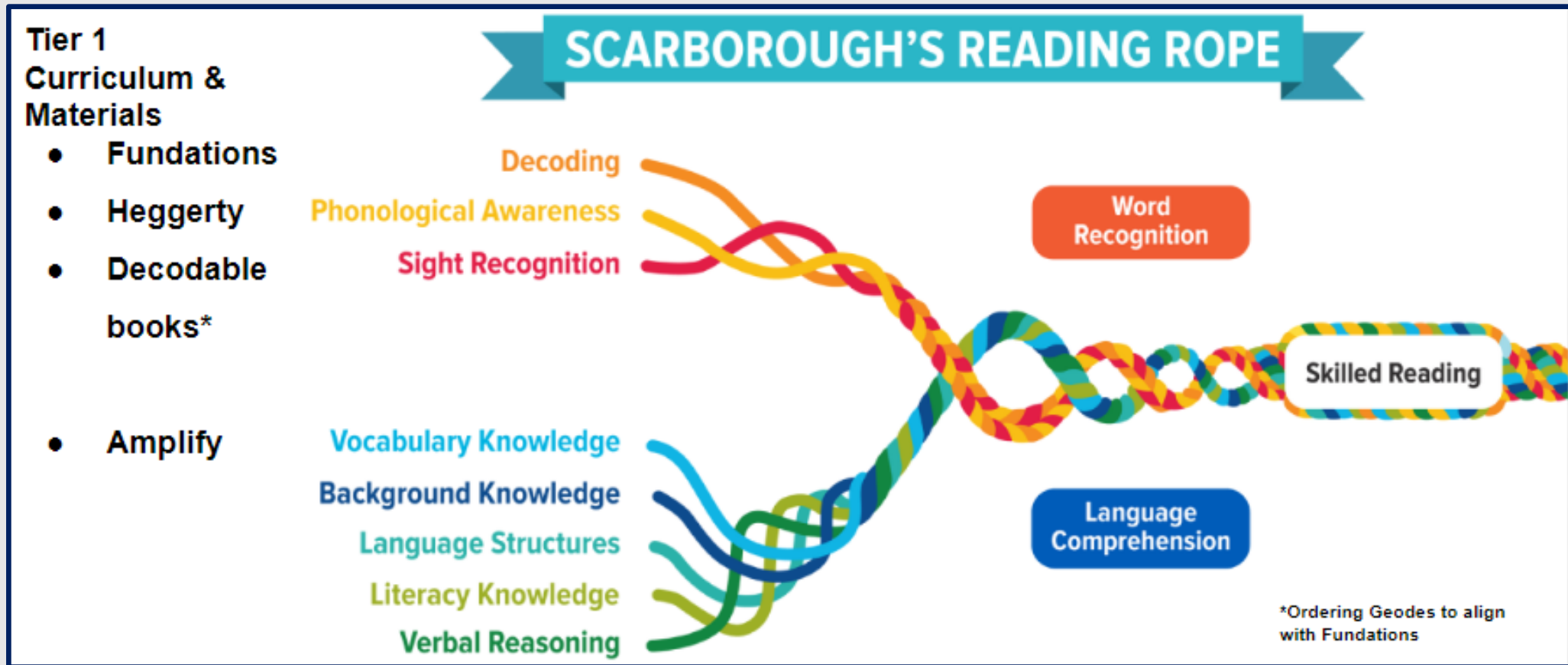
Mt. Gilead's Journey on Ohio's Plan

Has not been linear:

- First LLP was a compliance measure from too many RIMP's
- Applied for CLSD grant, not awarded
- COVID

But through all these challenges we kept at it and were fortunate to be awarded an Each Child Reads Grant

Mt. Gilead's Journey on Ohio's Plan

Tier 1 Curriculum & Materials
- Fundations
- Heggerty
- Decodable books*
- Amplify

SCARBOROUGH'S READING ROPE

Decoding
Phonological Awareness
Sight Recognition

Word Recognition

Vocabulary Knowledge
Background Knowledge
Language Structures
Literacy Knowledge
Verbal Reasoning

Language Comprehension

Skilled Reading

*Ordering Geodes to align with Fundations

*Conversations with each grade level around literacy assessment tool helped to ground the common language and answer **the why, the what and the how!***
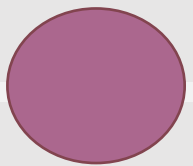
Mt. Gilead's Journey on Ohio's Plan

Changing Emphasis of the Subskills of the Five Components of Reading
(Adapted from Michigan's Integrated Behavior and Learning Support Initiative, 2017)

Component	K	1st	2nd	3rd	4th	5th and Beyond
Phonemic Awareness	Blend & Segment	Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation				
Phonics	Sounds/Basic Phonics	Advanced Phonics & Multisyllabic			Multisyllabic & Word Study	
Fluency	Sounds and Words	Words & Connected Text			Connected Text	
Vocabulary	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	
Comprehension	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	

Tier 1 Instruction should meet 80% of students' needs

Grade	Heggerty	Fundations	Amplify
K	Daily	Daily	Use in Sci & SS time
1	Daily	Daily	Use in Sci & SS time
2	Tier 2/3	Daily	Supplement to target Lang. Comp strands
3	Tier 2/3	Daily	Supplement to target Lang. Comp strands
4	Tier 2/3	Tier 2/3	Daily to hit vocab & comprehension
5	Tier 2/3	Tier 2/3	Daily to hit vocab & comprehension

Mt. Gilead's Journey on Ohio's Plan

Invest in Tier 2:

- OG training, 12 teachers on staff certified
- Peer Coaching model for Literacy Coaches
- 4 teachers provide reading intervention (Title funding)
- Purchasing Just Words for upper grades, builds on Fundations
- Amplify mClass to ID student groups based on skills
- K teachers swap students for intervention time

Let's talk about CORE instruction for ALL

Tier I (Core)
(all students)

Foundational Reading Skills
(Phonemic Awareness, Phonics,
Fluency, Vocabulary,
Comprehension)

Tier II (Intervention)
(students who demonstrate risk)

Intensive, systematic
instruction focused on
Foundational Reading Skills
to *accelerate learning*

Tier III (Intensifying Intervention)
(students who show minimal progress
after Tier II instruction)

Intensive, systematic instruction
focused on Foundational Reading
Skills with Strategic Integration,
Integrated Cognitive Processing and
Mastery Monitoring to meet student
needs.

Source: Lead For Literacy

Tier I Differentiated Small Group Instruction
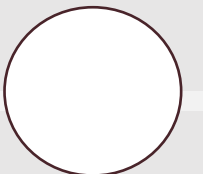(instructional content based on student formative data)

Advanced

Grade
Level

Some
Risk

High
Risk

What are we
going to
START,
STOP and
CONTINUE?

Center on
Multi-Tiered System of Supports
at the American Institutes for Research

◆**AIR**®

MTSS Infrastructure and Support Mechanisms

Implementation of a multi-tiered system of supports (MTSS) requires appropriate **school infrastructure and support mechanisms.** By ensuring the proper infrastructure and supports, schools can make sure they have the knowledge, resources, and organizational structures to

- begin MTSS implementation,
- implement MTSS with fidelity, and
- sustain MTSS implementation.

What Should You Look For?

Prevention Focus

All staff understand that MTSS is a framework to prevent all students, including students with disabilities, from experiencing poor learning outcomes.

Leadership Personnel

Decisions by school and district leaders support the components of MTSS at the school and help make it more effective. Support for implementation is a high priority.

School-Based Professional Development

School-based professional development is structured so that all teachers examine, reflect on, and improve instructional practice, data-based decision making, and the delivery of interventions and supports.

Cultural and Linguistic Responsiveness

Staff can articulate information and factors that they consider when adopting culturally and linguistically relevant instructional practices, assessments, and intervention programs.

Resources

Resources (e.g., funds, programs, staffing) are adequately allocated to support MTSS implementation.

Schedules

Schoolwide schedules support multiple levels of intervention. Adequate additional time is built in for core programming, interventions, and teaming.

1

What to Teach K-3

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
Practice Guide Summary

Recommendations in this practice guide:

1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

2. Develop awareness of the segments of sound in speech and how they link to letters.

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

4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Timeline across grades K–3

Grade K	Grade 1	Grade 2	Grade 3
Recommendation 1			
Recommendation 2			
Recommendation 3			
Recommendation 4			

Reading

Writing

IES › WWC — What Works Clearinghouse · ☰ MENU · Search · Go

Teaching Elementary School Students to Be Effective Writers

Released: June 2012 (Revised October 2018)

📄 Summary document (1029 KB)
📄 Full Guide (5.2 MB)

Recommendations | Details | Panel | Related Resources

This practice guide provides four recommendations for improving elementary students' writing. Each recommendation includes implementation steps and solutions for common roadblocks. The recommendations also summarize and rate supporting evidence. This guide is geared toward teachers, literacy coaches, and other educators who want to improve the writing of their elementary students.

1 Provide daily time for students to write.
  ▾ Show More
  MINIMAL EVIDENCE · TIER 4 HAS RATIONALE

2 Teach students to use the writing process for a variety of purposes.
  ▾ Show More
  STRONG EVIDENCE · TIER 1 STRONG

3 Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.
  ▾ Show More
  MODERATE EVIDENCE · TIER 2 MODERATE

4 Create an engaged community of writers.
  ▾ Show More
  MINIMAL EVIDENCE · TIER 4 HAS RATIONALE

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Implementation Guides for K-5 and 6-12

EASY

Implementing Ohio's Plan to Raise Literacy Achievement
A Guide for School Leaders, Grades K-5

FEBRUARY 2023

s Plan to Raise
t
rs, Grades 6-12

FEBRUARY 2023

Ohio
Department

Let's Explore K-5

☐ Shared Leadership,

☐ Effective Literacy Instruction,

☐ Collaborative Problem-Solving

☐ Tiered Systems of Instructional Support,

CLSD

Leadership :
Mansfield City
Schools, Director of
Operations, Stephen
Rizzo

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"With love and expertise, Mansfield City Schools prepares diverse leaders and builds positive relationships with students, staff, and educational allies."

Demographics

Central Office Leadership

Literacy Improvement Pathway

Data & Next Steps
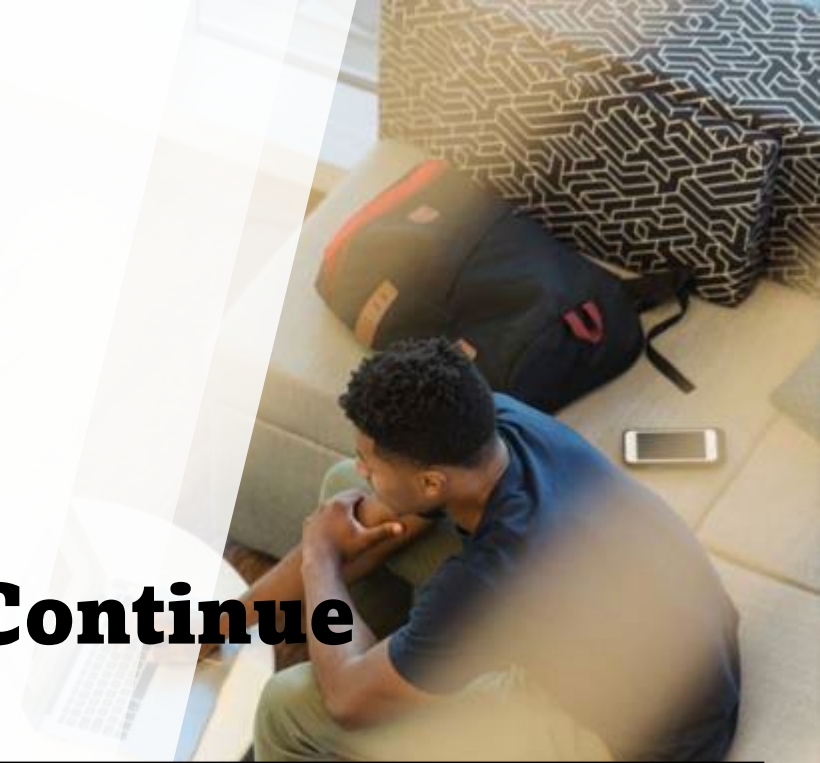
Leading the Journey

Collaborative AL and MOESC

Educator Journey

Space and Grace

Start, Stop &Continue

The Simple View of Reading

Word Recognition
The ability to transform print into spoken language

X

Language Comprehension
The ability to understand spoken language

=

Reading Comprehension

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Instructional Core- Must Do!

WORK WITH A VARIETY OF TEXTS

TALK/DISCUSS TO BUILD LANGUAGE AND KNOWLEDGE

WORD & WORLD

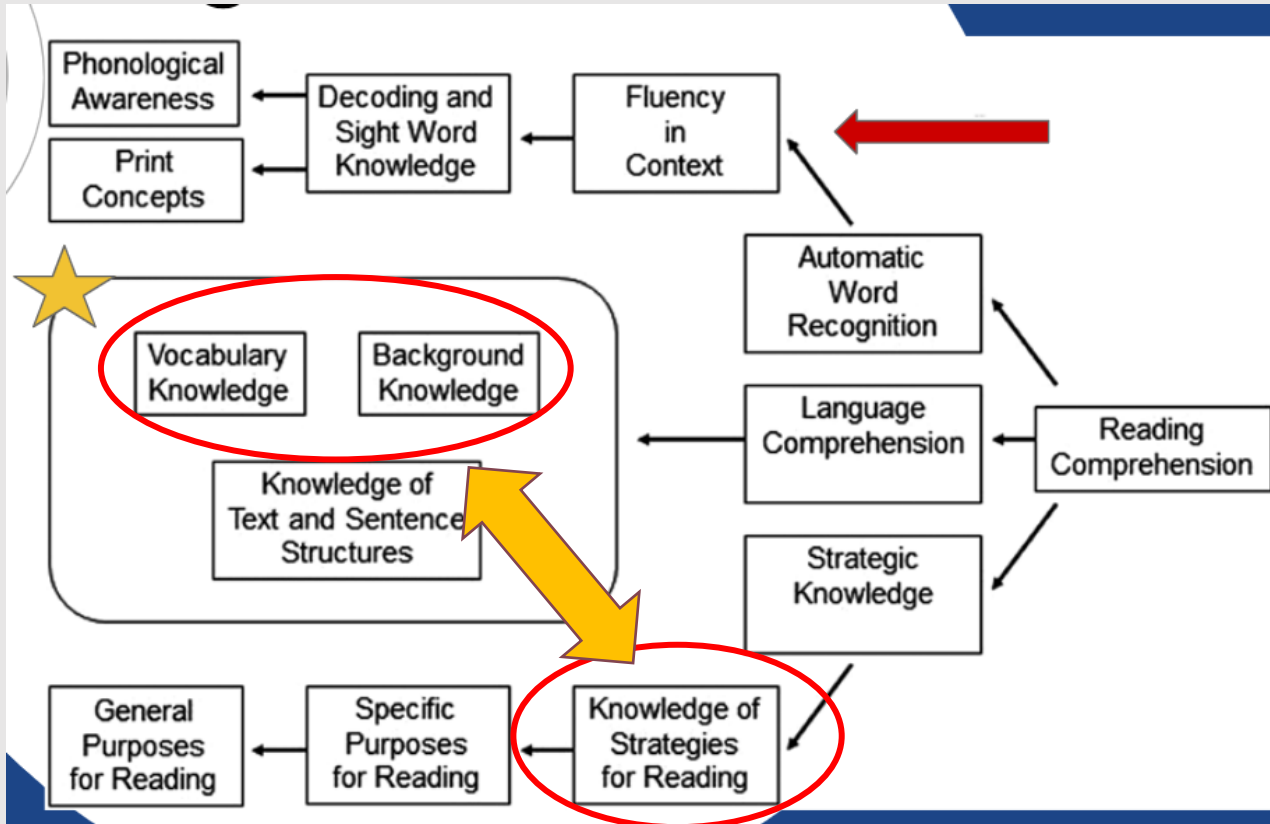**USE EXTENDED WRITING TO BUILD LANGUAGE AND KNOWLEDGE**

STUDY A SMALL SET OF HIGH-UTILITY VOCABULARY WORDS NEEDED TO MASTER CONTENT

USE SCHOOL-WIDE PROTOCOLS TO SUPPORT READING, WRITING, SPEAKING, AND LISTENING

Regional Adolescent Network Content Slide (2022)

MID-OHIO *Educational Service Center*

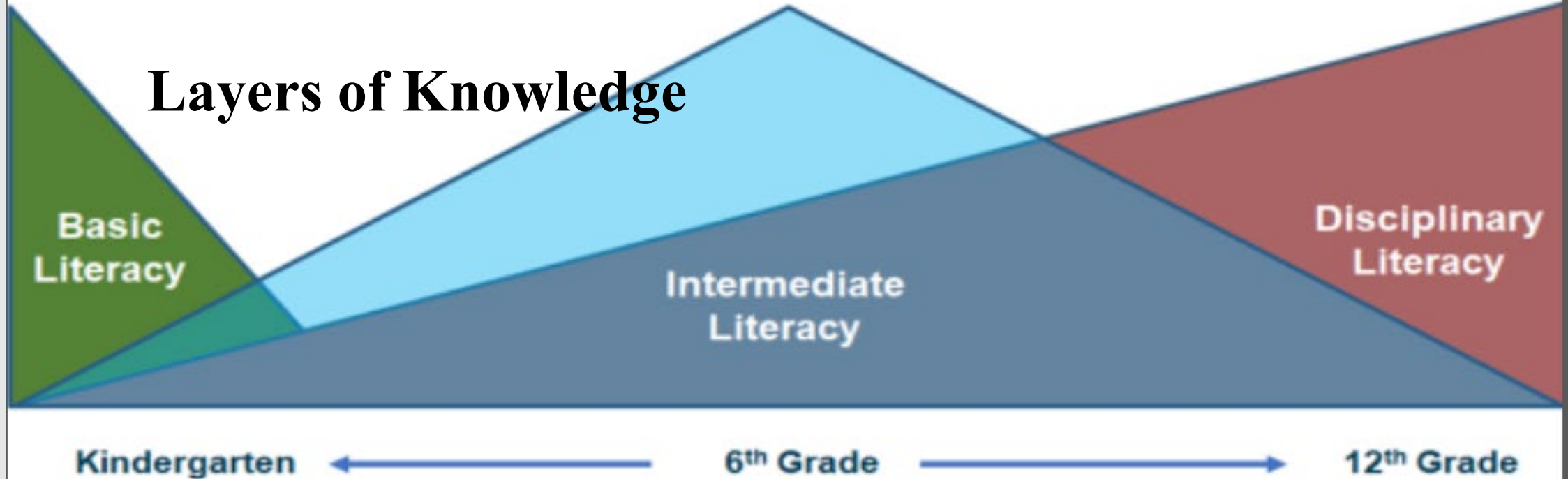…reading comprehension is not a single entity that can be explained by a unified cognitive model. Instead, *it is the orchestrated product of a set of linguistic and cognitive processes* operating on text and interacting with background knowledge, features of the text, and the purpose and goals of the reading situation.

Castles, A., Rastle, K., & Nation, K., 2018

Cognitive Model: *(Makenna & Stahl)*
Word & **World** Knowlege

Layers of Knowledge

Basic Literacy

Intermediate Literacy

Disciplinary Literacy

Kindergarten ← → 6th Grade → 12th Grade

Ippolito, Jacy, and Christina L. Dobbs, and Megin Charner-Laird. Disciplinary Literacy Inquiry and Instruction. West Palm Beach:

Importance of Complex Texts

On Level Reader (820L)	Below Level Reader (620L)	Well Below Level Reader (500L)
Raptor	Raptor	Raptor
Undomesticated	Surprised	Rescue
Nonprofit	Rescued	Spotted
Rehabilitate	Sagging	Base
Iconic	Unwrapping	Hunting
Mocking	Prey	Tucked
bedraggled	Needles	Carrier
Metaphor	Creature	
Stowaway	Squished	
Possibilities	Surprised	
Chaos	Impressed	
Relieved	preparing	
Refuge		
Fractures		
strive		
honored		

KEY:

Tier 3: Domain-specific academic vocabulary

Tier 2: High-utility academic vocabulary found across subjects

Tier 1: Words that are commonly used spoken language

Have we loved our kids a level down? Two levels? Three or more levels?

(Slide Content from Michelle Elia, Regional training, 2021)

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Why "world" knowledge is so important

FIND THE MAIN IDEA

Much depended on the two overnight batsmen. But this duo perished either side of lunch—the latter a little unfortunate to be adjudged leg-before—and with Andrew Symonds, too, being shown the dreaded finger off an inside edge, the inevitable beckoned, bar the pyrotechnics of Michael Clarke and the ninth wicket.

- "Knowledge erased the comprehension gap. Thus, knowledge building may be key to assisting adolescents in understanding rigorous texts."

Lupo, S. M., Strong, J. Z., Lewis, W., Walpole, S., & McKenna, M. C. (2017).

Goals that Drive the Evidence Based Practices & Monitoring Action Steps

Step One: Local Literacy Plan
A few of Ashland's literacy leaders (deputy superintendent, data administrator, three literacy coaches) got together and dreamed and discussed a plan surrounding literacy for our district's teachers. We decided to break the LLP up into pieces to concentrate on.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

District Goal #1: By the end of 2024, we will increase literacy proficiency on the Ohio State Test (OST) resulting in an 80% or higher passage.

Grades K-3:: By May 2022, 80% of K- 3 Students will meet their expected growth as measured by the Acadience benchmark.

Grades 4-5:: By May 2022, 4th-5th Grade Students will iIncrease proficiency to 80% or higher on the Ohio State test.

Grades 6-8:: By May 2022, 6-8 Graders will increase proficiency to 80% or higher on the Ohio State test.

Grades 9-12: By May 2022, 9-12th Graders will increase proficiency to 80% or higher on the Ohio State test.

Sub-goal #6

Goal Statement: 6th-8th Grade - Increase proficiency to 80% or higher on the Ohio State test.

Evidence-Based Practice: Adolescent language and literacy begins to build on conventional language and literacy around grade 4 and continues through High School. Academic language and disciplinary texts become increasingly complex and learners need to read, write, understand, interpret and discuss multiple texts across contexts (IRA, 2012). Teach students explicit vocabulary instruction, reading comprehension strategies of complex text, how to extend discussion of text meaning and interpretation while providing literacy instruction and support that is discipline-specific that will be a shared responsibility of all educators and specialists who support all learners across the grade range. The essential components must be integrated into all content areas and become the shared responsibility of all educators and specialists who support learners across the grade range. (Ohio Plan to Raise Literacy Achievement) Students will become increasingly strategic readers in all content areas even as some learners may still be developing foundational literacy skills. Also, teaching students how building background knowledge through texts and writing about their reading will deepen their learning. District wide process of monitoring student data will inform instruction and track progress toward goals. Family and community involvement will help bolster support of literacy initiatives and motivation for students.

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Components	Curricular Audit/Alignment /Data Collection	Curriculum Professional Development	Student Support through Intervention/After School	Family/Community Involvement
Timeline	9/20-6/24	9/20-6/24	9/20-6/24	9/20-6/24
Lead Person(s)	Deputy Superintendent	Deputy Superintendent, Principal Instructional Coaches Tri-County ESC Curriculum Consultants	Deputy Superintendent instructional Coaches Tri-County ESC Curriculum Consultants SST9 LIteracy Consultants	Principal Instructional Coaches Guidance Counselors Educators

Step Two: Building Level We took the LLP to the building level. We wanted to see how to align the district's LLP with our building goals with the building leadership team. The biggest impact was when an 8th grade math teacher suggested action step 1.A.4.-"Teachers will utilize the coaching cycle (train, model, observe, support and receive feedback) in the area of vocabulary a minimum of twice a quarter.

ASHLAND MIDDLE SCHOOL

Ohio Improvement Process (OIP) Building Action Plan	2021-2022

Academic Goal Plan

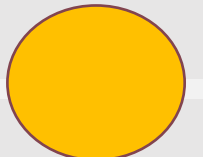| Building Goal 1	Improvement Strategies and Indicators		Action Steps
A minimum of 80% of students will reach proficiency on all Ohio State Tests and district assessments through the implementation of evidence-based practices.	**Strategy 1A** Implement vocabulary in all content areas using evidence based strategies to improve student performance on district/state assessments.	**Adult Implementation Indicator** 100% of teachers will implement a minium of one evidence based vocabulary strategy each grading period. **Student Implementation Indicator** 100% of students will engage in evidence based vocabulary strategies across all content areas each grading period.	1.A.1- Attend district/building vocabulary professional development. 1.A.2 - Choose & implement at least one evidence based vocabulary strategy per grading period. 1.A.3 - Evaluate Type 2 and other written responses with an expectation of students using content area vocabulary within their response. 1.A.4- Teachers will utilize the coaching cycle (train, model, observe, support, receive feedback) in the area of vocabulary a minimum of twice per quarter.
	Strategy 1B Align curriculum to state academic standards within and between grade levels	**Adult Implementation Indicator** 100% of teachers within each grade level will use curriculum maps that align within and between grade levels. **Student Implementation Indicator** A minimum of 80% of all students will be proficient on state and district level assessments.	1.B.1- Each department will meet vertically at least once a month to align curriculum. 1.B.2- Grade level departments and TBTs will meet at least once a week to drive instrucitonal practices. 1.B.3 - A grade level Bowman will meet with Archers weekly to share grade level matters. 1.B.4 - Use the 5 step process to anaylze assessment data and to modify instrucitonal practices.
	Strategy 1C Implement small group intential reteaching of key essential concepts working towards master of content standards and/or intintial teaching of higher depth of knowledge (DOK) to stretch	**Adult Implementation Indicator** 100% of teachers will analyze data to determine and implement intervention/enrichment strategies to meet the needs of all students. **Student Implementation Indicator** 100% of students will participate at least weekly in intervention/enrichment to meet	1.C.1- Provide Coaching/PD to staff in the areas of DOK, HQD, intervetion/enrichment strategies duirng team time or after school monthly. 1.C.2- Utilize assessment data continuously to determine student needs, monitor their progress, and assess outcomes from intervention/enrichment and meet vertically once a month with administration. 1.C.3- Implement systems of intervention that provide focused supplemental support as evidenced by reassessment data in all content areas 1.C.4- Implement systems of enrichment that

Step Three: Weekly/Monthly Plan- Put action plan into motion! Created a cycle of literacy PD and visits along with other building systems.
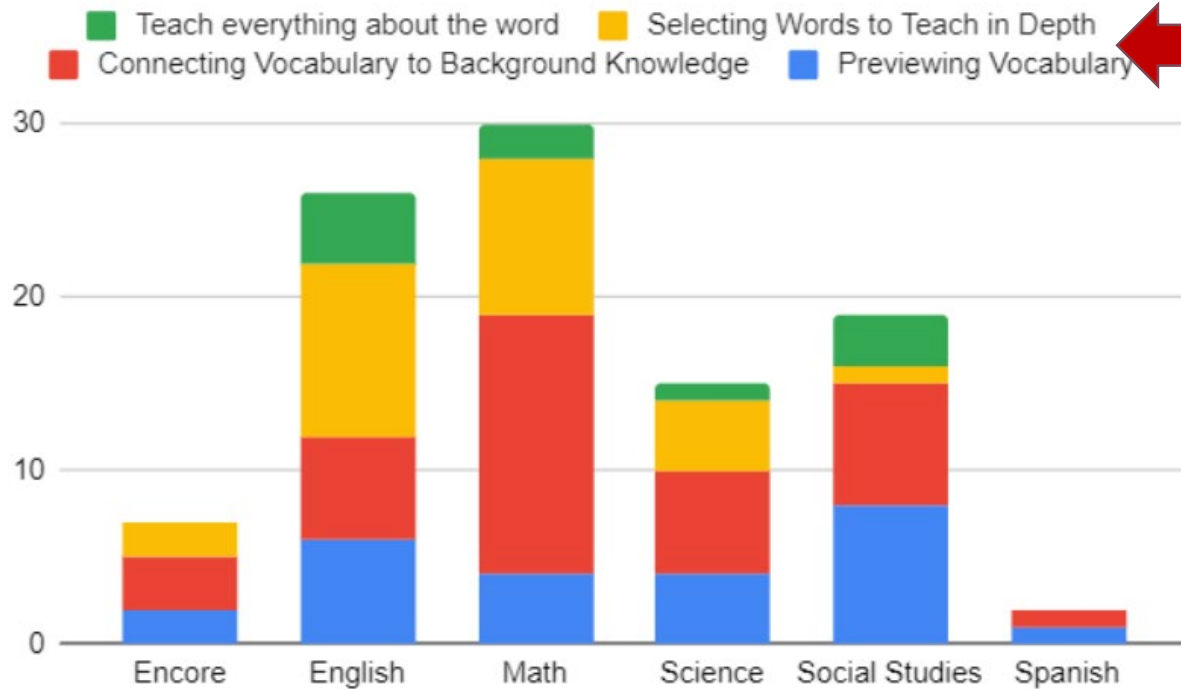
SUN	MON	TUE	WED	THU	FRI	SAT
		Building Leadership (BLT) after school 1x/moth. First Wednesday of every month.		2	3	4
Each discipline meets vertically 1x a month after school. Department head chooses date after BLT.	6	7 Literacy PD w/ SS/ELA	8	9 Literacy PD w/ Science/Math	10	PBIS Team, Family Engagement, Peer Coaches Committees meet 1x month after school
	13	14 Literacy Visits with coach for every teacher	15	16	17	
19	20	21 Literacy PD w/ SS/ELA	22	23 Literacy PD w/ Science/Math	24	25
26	27	28 Literacy Visits with coach for every teacher	29	30	31	

Data Collection Schedule ...Leveraging Quantity to improve Quality and Analysis of Fidelity

Step Four: Data Collection Use coaching cycle to collect literacy data. The KTL Data Snapshot helped building leadership to make decisions on how to support staff and students.

Monitoring one step of the process at a time-Focused Implementation

Previewing Vocabulary, Connecting Vocabulary to Background Knowledge, Selecting Words to Teach i...

- Teach everything about the word
- Selecting Words to Teach in Depth
- Connecting Vocabulary to Background Knowledge
- Previewing Vocabulary

Count of Department
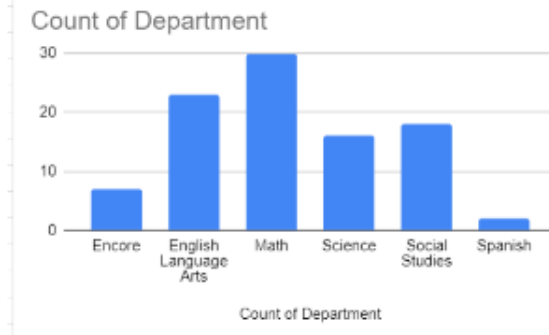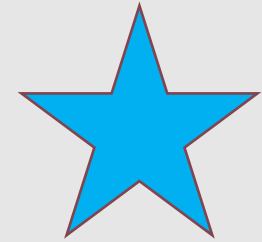
Visits by Grade Level	
6th Grade	25
7th Grade	30
8th Grade	32
Encore	9
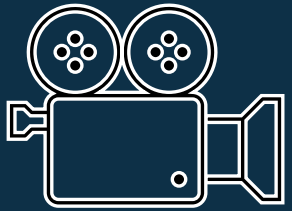
Look Fors – Every Class, Everyday

Complex Texts

Reading **Writing** **Discussion**

(Schmoker, 2011)

How can you support a **CULTURE** around this work?

MID-OHIO *Educational Service Center*

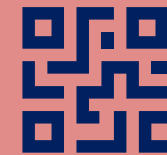# Grades 4-9 Intervention: Evidence Based Practices

Enter here

1. Build students' decoding skills so they can read complex multisyllabic words
   - Show More
   - STRONG EVIDENCE | TIER 1 STRONG

2. Provide purposeful fluency-building activities to help students read effortlessly
   - Show More
   - STRONG EVIDENCE | TIER 1 STRONG

3. Routinely use a set of comprehension-building practices to help students make sense of the text
   - Part 3A. Build students' world and word knowledge so they can make sense of the text
   - Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
   - Part 3C. Teach students a routine for determining the gist of a short section of text
   - Part 3D. Teach students to monitor their comprehension as they read
   - Show More
   - STRONG EVIDENCE | TIER 1 STRONG

4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information
   - Show More
   - MODERATE EVIDENCE | TIER 2 MODERATE