

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** 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: CELINA CITY SCHOOLS

IRN: 043729

ODE/ODJFS LICENSE NUMBER (IF APPLICABLE):

STEP UP TO QUALITY RATING (IF APPLICABLE):

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CEO/SUPERINTENDENT: DR. KEN SCHMIESING

DATE: [2/6/20]

SUMMARY AND ACKNOWLEDGEMENTS

Our Local Literacy plan will allow us to address the literacy needs of our district. Our district strategy (Assessment Capable Learners) will serve as the vehicle to implement our plan, which include the following areas:

- revision of ACL components to include literacy evidence-based strategies
- new/aligned learning of reading theory (reflective of Ohio's Reading Plan)
- appropriate selection and implementation of literacy resources

We would like to acknowledge the efforts of our entire school community, leadership team, and coaches/consultants. Thank you!

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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
Dr. Ken Schmiesing	Superintendent	Celina City Schools	ken.schmiesing@celinaschools.org
Vaughn Ray	Curriculum Director	Celina City Schools	vaughn.ray@celinaschools.org
Karen Rose	Director of Curriculum	Mercer County ESC	karen.rose@mercercountyesc.org
Tracey Dammeyer	Special Ed. Director	Celina City Schools	tracey.dammeyer@celinaschools.org
Michelle Duncan	Celina Primary Principal	Celina City Schools	michelle.duncan@celinaschools.org
Cory Ahrens	Celina Elementary Principal	Celina City Schools	cory.ahrens@celinaschools.org
Derek Wenning	Celina Intermediate Principal	Celina City Schools	derek.wenning@celinaschools.org
Ann Esselstein	Celina Middle Principal	Celina City Schools	ann.esselstein@celinaschools.org
Phil Metz	Celina High Principal	Celina City Schools	phil.metz@celinaschools.org
Amy Esser	Head Start Director	Celina City Schools	amy.esser@celinaschools.org

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE LOCAL LITERACY PLAN

Our DLT chose Assessment Capable Learners (ACL) as our district strategy last year and we began implementing the strategy this year. For at least the next two years, we will be adding several parts of the strategy.

In addition, we will be monitoring our implementation along the way through implementation reviews (classroom observations) and cross-referencing it to student achievement data. We will offer support in areas of need and celebrate success, too.

We will communicate our plan through the DLT/BLT/TBT structure. Also, information will be shared electronically through our ACL HUB (a HyperDoc that has all of our resources and tools for the strategy).

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

Currently, our district strategy is cultivating Assessment Capable Learners (ACL) and centers around helping students become problem solvers. This strategy involves helping students understand where they are going, where they are, and how they will get there. Here's more detail:

- Students will know where they are going by understanding learning targets and success criteria.
- Also, students will receive feedback on where they are (in relation to learning targets and success criteria through self-assessment or formative/summative assessment).
- Finally, students will make a determination of what to do next based on the feedback.

This school year, we have started our implementation and progress monitoring of the strategy throughout the district. We are utilizing the 5-step process and collaborate and analyze/reflect on best practices with the DLT/BLT/TBT structure.

Our Local Literacy Plan will be infused in several ways:

- In designing learning targets and success criteria, teachers will incorporate literacy components that reflect learning standards, evidence-based practices, and learning needs of the students.
- In providing feedback through students, teachers will design and use assessments that are reliable and valid of the content and reflective of literacy components. Also, the feedback will provide evidence-based interventions that work to help the student grow.
- When making a determination, students will be mindful of evidence-based strategies that can be utilized to meet or exceed the learning target or future problem that needs addressed.

SECTION 3: COMPREHENSIVE NEEDS ASSESSMENT

SECTION 3, PART A: ANALYSIS OF LEARNER PERFORMANCE DATA

Currently, we have struggling readers in every grade band and every course. We are not here to pass judgment on anyone or any course, as we are all in this together and need to work as an aligned district to help all of our learners.

We do not have an aligned text series or reading program PK-6 or 7-12. Our teachers have been to various training on theory and practice and we have a need to align all of our learning. Some of our teachers have not attended any recent evidence-based strategy professional development in quite some time.

Also across the district, literacy is not a focal point of instruction for all of our teachers. Our teachers are teaching the course content, but not with a focus on literacy. This includes our learning goals.

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

There are several factors that are contributing to our underachievement in literacy:

- We have 1,005 out of 2,443 (41%) students receiving free/reduced lunch
- We have 9 homeless families
- We have 105 out of 2,443 (4.2%) students receiving English Learner services
- We have 512 out of 2,443 (20.9) students on IEPs

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Ohio's Vision for Literacy

Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

Celina's Vision for Literacy:

Celina's vision is for all learners to gain the necessary reading skills needed for the future. Reading is the key to learning and learning is a powerful tool for our students to be ready for the future. Our vision aligns with Ohio's vision in that we want all of our students to be ready for life after high school and to be productive citizens. Being a proficient reader allows our students to do just that. The use of evidence-based strategies is paramount to our success.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Our goals include adding a literacy component to our ACL learning targets and success criteria. In order for this to occur, our staff will need to revise their current learning targets and success criteria with the help of new/aligned learning of evidence-based strategies and course materials. Our Action Plan addresses this.

Year 1 (This is currently happening)

District Goal: By the end of the 19-20 school year, all students will demonstrate a year's growth, as indicated on state assessments and/or high quality data.

ACL

<p>Adult Behaviors: By the end of the 19-20 school year, 100% of K-12 teachers will post learning targets and success criteria in all classrooms and will incorporate them into their daily lessons in one subject area.</p>	<p>Student Behaviors: By the end of the 19-20 school year, 100% of K-12 students will be able to state the lesson's learning target and success criteria needed to achieve the target in their own words.</p>
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Year 2:

District Goal: By the end of the 20-21 school year, all students will demonstrate a year's growth, as indicated on state assessments and/or high quality data.

ACL with Literacy

<p>Adult Behaviors: By the end of the 20-21 school year, 100% of K-12 teachers will post learning targets and success criteria in all classrooms and will incorporate them into their daily lessons in one additional subject area. These targets and criteria will include a literacy and evidence-based focus.</p>	<p>Student Behaviors: By the end of the 20-21 school year, 100% of K-12 students will be able to state the lesson's learning target and success criteria needed to achieve the target in their own words.</p>
<p>Adult Behaviors: By the end of the 20-21 school year, 100% of K-12 teachers will provide feedback reflective of student progress towards learning targets and success criteria in their daily lessons. The feedback will provide evidence-based interventions that work to help the student grow.</p>	<p>Student Behaviors: By the end of the 20-21 school year, 100% of K-12 students will be able to state where they are in relation to the lesson's learning target and success criteria in their own words.</p>

Year 3:

District Goal: By the end of the 21-22 school year, all students will demonstrate a year's growth, as indicated on state assessments and/or high quality data.

ACL with Literacy

<p>Adult Behaviors: By the end of the 21-22 school year, 100% of K-12 teachers will post learning targets and success criteria in all</p>	<p>Student Behaviors: By the end of the 21-22 school year, 100% of K-12 students will be able to state the lesson's learning target and</p>
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<p>classrooms and will incorporate them into their daily lessons in one additional subject area. These targets and criteria will include a literacy and evidence-based focus.</p>	<p>success criteria needed to achieve the target in their own words.</p>
<p>Adult Behaviors: By the end of the 21-22 school year, 100% of K-12 teachers will provide a student decision framework that utilizes feedback from learning targets and success criteria in their daily lessons. The framework will provide evidence-based interventions that work to help the student grow.</p>	<p>Student Behaviors: By the end of the 21-22 school year, 100% of K-12 students will be able to state how they will reach the lesson's learning target and success criteria in their own words.</p>

SECTION 6: ACTION PLAN MAP(S)

Goal #_19-20 School Year__ Action Plan Map

Goal Statement: By the end of the 19-20 school year, 100% of K-12 teachers will post learning targets and success criteria in all classrooms and will incorporate them into their daily lessons in one subject area.

Evidence-Based Practice: Assessment Capable Learners

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
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Components

Timeline	Provide ACL Content (learning targets and success criteria) to staff	Provide ACL Content (Talking with students about learning targets and success criteria, formative assessment, and ACL in Student Work) to staff	Attend Literacy Leadership Academy and related PD for leadership and staff	Review literacy resources for classroom teachers to utilize in daily lessons
Lead Person(s)	DLT/BLT	DLT/BLT	Directors/Principals/Staff	BLT/TBT
Resources Needed	SST 6 Consultant	SST 6 Consultant	Literacy Coaches	Curriculum Directors from Mercer County ESC, Literacy Coaches/Consultants
Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Staff will be provided 2 hour delays to work in teacher teams on designing and implementing learning targets and success	Staff will be provided 2 hour delays to work in teacher teams on designing and implementing learning targets and success criteria. Teachers	Directors/Principals/Staff will attend the PD. Staff will incorporate new learning into lessons and will reflect on experiences with TBTs.	BLTs will review literacy resources and begin the selection process with assistance of coaches/consultants.

	criteria.	will begin implementing ACL components into daily lessons.		
Measure of Success	Full Implementation	Full Implementation	Student Growth Measures	Student Growth Measures
Check-In/Review Date	By 2/5/20	5/30/20	6/30/20	6/30/20

Goal #_20-21 School Year__ Action Plan Map

Goal Statement: By the end of the 20-21 school year, 100% of K-12 teachers will provide feedback reflective of student progress towards learning targets and success criteria in their daily lessons. The feedback will provide evidence-based interventions that work to help the student grow.

Evidence-Based Practice: Assessment Capable Learners

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
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Components

Timeline	Provide ACL Content (revising targets and criteria to include evidence-based strategies) to staff	Provide ACL Content (feedback) to staff	Leaders will attend a literacy academy (Letters) and staff will attend relevant PD	Select literacy resources for classroom teachers to utilize in daily lessons
Lead Person(s)	DLT/BLT	DLT/BLT	Directors/Principals/Staff	BLT/TBT
Resources Needed	Literacy Coaches/Consultants/SST 6 Consultant	SST 6 Consultant	Literacy Coaches	Curriculum Directors from Mercer County ESC, Literacy

				Coaches/Consultants
Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Staff will be provided 2 hour delays to work in teacher teams revising targets and criteria to include evidence-based strategies. Coaches/Consultants will provide support to staff.	Staff will be provided 2 hour delays to work in teacher teams on providing feedback on learning targets and success criteria. Coaches/Consultants will provide support to staff.	Directors/Principals/Staff will attend the PD. Staff will incorporate new learning into lessons and will reflect on experiences with TBTs.	BLTs will select literacy resources and begin PD/lesson design process and implementation with assistance of coaches/consultants.
Measure of Success	Full Implementation	Full Implementation	Student Growth Measures	Student Growth Measures
Check-In/Review Date	By 2/1/21	5/30/21	6/30/21	6/30/21

Goal #_21-22 School Year__ Action Plan Map

Goal Statement: By the end of the 21-22 school year, 100% of K-12 teachers will provide a student decision framework that utilizes feedback from learning targets and success criteria in their daily lessons. The framework will provide evidence-based interventions that work to help the student grow.

Evidence-Based Practice: Assessment Capable Learners

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
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Components

Timeline	Provide ACL Content (revising targets and	Provide ACL Content (provide a student decision framework that	Leaders will attend a literacy academy (Letters) and staff	Implement literacy resources for classroom teachers in daily
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	criteria to include evidence-based strategies) to staff	utilizes feedback from learning targets and success criteria in their daily lesson) to staff	will attend relevant PD	lessons
Lead Person(s)	DLT/BLT	DLT/BLT	Directors/Principals/Staff	BLT/TBT
Resources Needed	Literacy Coaches/Consultants/SST 6 Consultant	SST 6 Consultant	Literacy Coaches	Curriculum Directors from Mercer County ESC, Literacy Coaches/Consultants
Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Staff will be provided 2 hour delays to work in teacher teams revising targets and criteria to include evidence-based strategies. Coaches/Consultants will provide support to staff	Staff will be provided 2 hour delays to work in teacher teams on providing a student decision framework that utilizes feedback from learning targets and success criteria.	Directors/Principals/Staff will attend the PD. Staff will incorporate new learning into lessons and will reflect on experiences with TBTs.	Staff will receive support from Coaches/Consultants regarding lesson design, delivery, and reflection.
Measure of Success	Full Implementation	Full Implementation	Student Growth Measures	Student Growth Measures
Check-In/Review Date	By 2/1/22	5/30/22	6/30/22	6/30/22

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

Our process for measuring progress will include classroom observations and review of student growth measures. For the classroom observations, we will be monitoring the level of implementation of ACL components (including evidence-based practices). For the review of student growth measures, we will be monitoring growth through the review of Ohio State Test results (OST, OELPA, ACT, AASCD) and classroom benchmark assessments. We will cross-reference both sets of data and perform an analysis of progress.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND PROFESSIONALS

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

After spending a considerable amount of time researching teaching strategies and their effect size on student learning, the District Leadership Team (DLT) chose Assessment Capable Learners (ACL) because of its potential for tremendous impact on student growth. Many of our initiatives (UDL, PBIS, formative assessment, providing feedback, goal-setting, co-teaching, and student-teacher relationships) in various buildings and departments already fall under this “umbrella” strategy. The team felt as though Celina has already made tremendous progress toward developing Assessment Capable Learners.

Assessment Capable Learners know the learning targets for the lesson and how to be successful (using evidence-based strategies) with those learning targets. Students who are Assessment Capable Learners are able to determine where they are in relation to the established criteria and can select learning strategies (evidence-based) to improve their learning and work.

Our work in this plan will include the revising of learning targets and success criteria with an emphasis on evidence-based strategies for literacy. In order to do this, our staff needs an aligned knowledge (K-12) on the updated Ohio Reading Plan and related theory on literacy evidence-based practices. We will use this aligned knowledge to help select appropriate literacy resources and implement the resources into ACL components and daily lessons.

We expect full implementation of ACL parts and components across all courses in the district.

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

Our Leadership team will ensure effectiveness in several ways.

- Our team will ensure all staff receive new/aligned learning experiences on evidence-based practices.
- Our team will ensure that evidence-based strategies and new/aligned learning will be shared through our DLT/BLT/TBT framework.
- Our team will review data at various checkpoints and look for trends. This review will allow us to make necessary adjustments throughout our process and design supports for our staff.

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

Our professional development plan will include three critical areas: revision of ACL components to include literacy evidence-based strategies, new/aligned learning of reading theory (reflective of Ohio’s Reading Plan), and appropriate selection and implementation of literacy resources.

Year 1 (We are currently doing this)

With the support of literacy coaches/consultants:

- Staff will be provided 2 hour delays to work in teacher teams on designing and implementing learning targets and success criteria. Teachers will begin implementing ACL components into daily lessons.
- Directors/Principals/Staff will attend the PD. Staff will incorporate new learning into lessons and will reflect on experiences with TBTs.
- BLTs will review literacy resources and begin the selection process with assistance of coaches/consultants.

Year 2

With the support of literacy coaches/consultants:

- Staff will be provided 2 hour delays to work in teacher teams revising targets and criteria to include evidence-based strategies.
- Staff will be provided 2 hour delays to work in teacher teams on providing feedback on learning targets and success criteria.
- Directors/Principals/Staff will attend the PD. Staff will incorporate new learning into lessons and will reflect on experiences with TBTs.
- BLTs will select literacy resources and begin PD/lesson design process and implementation.

Year 3

With the support of literacy coaches/consultants:

- Staff will be provided 2 hour delays to work in teacher teams revising targets and criteria to include evidence-based strategies.
- Staff will be provided 2 hour delays to work in teacher teams on providing a student decision framework that utilizes feedback from learning targets and success criteria.
- Directors/Principals/Staff will attend the PD. Staff will incorporate new learning into lessons and will reflect on experiences with TBTs.
- Staff will receive support from Coaches/Consultants regarding lesson design, delivery, and reflection.

APPENDICES