



Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the Mount Gilead Exempted Village Schools Reading Achievement Plan. The submitted plan is compliant with Ohio Administrative Code 3301-56-02. The Ohio Department of Education is committed to working with districts to raise student achievement in reading. Please find below feedback associated with the district's submitted Reading Achievement Plan.

Strengths of the Reading Achievement Plan:

- The school identified learning targets and outlined a plan to communicate expectations with building staff.
- The school outlined a plan to prioritize PBIS implementation in response to data indicating an increase in behavioral incidents distracting students from receiving instruction.

This plan will benefit from:

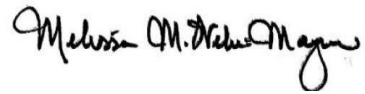
- Conducting a root cause analysis of learner performance data for use to determine areas for teacher professional development and student instruction.
- Using the data analysis to set goals and subgoals for Tier 1, 2 and 3 instruction.
- Outline a review process for curriculum and material selection that includes the identification of the five components of reading (See Ohio's literacy plan).

In January 2020, the Department published the revised version of [*Ohio's Plan to Raise Literacy Achievement*](#). This plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in all manners of educational settings. We encourage district and school teams to review the state plan and contact the Department or State Support Team for professional learning opportunities aimed at implementing this plan in districts and schools across Ohio.

The district's Reading Achievement Plan and this memo will be posted on the Ohio Department of Education's website. If the district revises the Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the revised plan and this request must be sent to readingplans@education.ohio.gov.

Please note that House Bill 197 of the 133rd General Assembly contains emergency legislation regarding spring testing and state report cards. The Department is working on further guidance pertaining to FY20 Reading Achievement Plan requirements.

Sincerely,

A handwritten signature in black ink that reads "Melissa M. Weber-Mayrer". The signature is written in a cursive style with a large initial 'M'.

Melissa Weber-Mayrer, Ph.D.

Director, Office of Approaches to Teaching and Professional Learning

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READING ACHIEVEMENT PLAN

DISTRICT NAME: Mount Gilead Exempted Village School District

DISTRICT IRN: 045534

DISTRICT ADDRESS: 145 N. Cherry Street, Mount Gilead, Ohio 43338

PLAN COMPLETION DATE: December 2019

LEAD WRITERS: Emily Ross, Chris Kamenski, Molly Clapper, Tab Walls, Shannon Smith.

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

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

Name	Title/Role	Location	Email
Chris Kamenski	Elementary Principal	Park Avenue Elementary	ckemenski@mgshcools.org
Molly Clapper	Special Education Director/Special Projects Manager	District	mclapper@mgschools.org
Tab Walls	School Psychologist	District	twalls@mgschools.org
Holly Mecurio	Elementary Intervention Specialist	Park Avenue Elementary	hmecurio@mgschools.org
Emily Ross	Director of Curriculum & Instruction	District	eross@mgschools.org
Shannon Smith	1 st Grade Teacher	Park Avenue Elementary	shsmith@mgschools.org
Larry Zimmerman	Interim Superintendent	District	larryzimmerman@mgschools.org

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

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

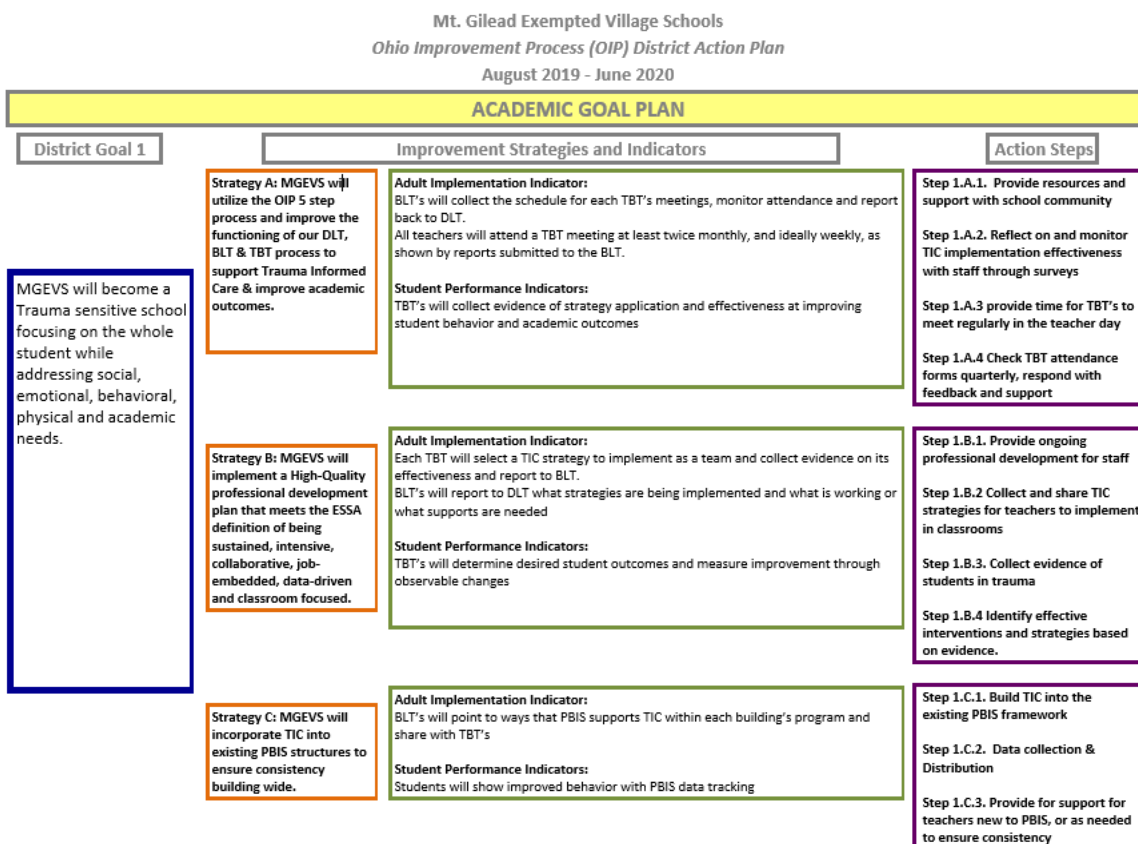
To create the plan our team looked at State Test Scores, State Report Card Data, Benchmark data from i-Ready, Kindergarten Readiness Assessment data, and Teacher collected data (like F&P reading levels) to understand what our students' needs are. We looked at what areas our students consistently underperform in, how we can address this in our classrooms and how to support our teachers in this endeavor. That could be through professional development, more resources or staff.

The plan will be communicated in several different ways, but primarily through grade level team meetings and all district ELA Staff Professional Development sessions. Our TBT's will be tasked with monitoring student reading data at the end of each Quarter and all students not on track with their reading will have their progress monitored monthly using i-Ready. Students that need intervention supplemental to core instruction in the classroom will receive reading tutoring from a qualified teacher during the school day. The tutor will work closely with the classroom teacher to keep them updated on student progress and the RAP.

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

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

For the 2019-20 school year the district's OIP goal is to use Trauma informed care to focus on the whole student while addressing social emotional, behavioral, physical and academic needs. The RAP aligns with our academic need in the OIP goal. Our larger focus on the learning environment and meeting a student's basic needs helps ensure that learning can happen for all students. Because so many of our students come to school with reading deficits our instruction must be geared to push students beyond a year of progress, or they will always be behind. To that end we have a 2nd year teacher cohort from 2nd grade participating in Closing the Gap with State Support Team 7. Their work on instruction and strategies for learners with disabilities will benefit all students that are not on track with their reading. This all dovetails nicely with the RIMP process and our MTSS process to identify and intervene quickly with the students who have the greatest need.



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

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

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

English Language Arts Assessment DATA

ELA OST Grade	2017 # tested	2017 % proficient	2018 # tested	2018 % proficient	2019 # tested	2019 % proficient
3	115	50	77	48	84	52
4	101	49	102	59	81	59
5	97	43	88	67	101	57
6	91	52	89	30	98	53
7	94	49	85	47	91	29
8	98	52	87	68	88	52
Avg % proficient		49		53		50

Highlighted colors are to track student classes.

Summary Statement: Looking at our OST ELA data, it is clear that we are underperforming across the board, with some classes scoring unacceptably low and others making inconsistent gains. Looking closer via our 2019 item analysis from NCOESC some specific standards we need to focus on become clear:

3rd Grade: Key Ideas & Details and Integration of Knowledge and Ideas for both Literary & Informational text

4th Grade: Key Ideas & Details and Integration of Knowledge and Ideas mainly with Literary Text

5th Grade: Craft & Structure for Literary Text, Integration of Knowledge and Ideas and Vocabulary for Informational Text

6th Grade: Key Ideas & Details and Integration of Knowledge and Ideas for both Literary & Informational text and Vocabulary for Literary Text

7th Grade: Key Ideas & Details for both test types, Integration of Knowledge & Ideas with Informational text

8th Grade: Craft & Structure for Literary Text, Integration of Knowledge and Ideas for Informational text and Vocabulary for both

These standards along with the item analysis were shared with each grade level team during the Fall of 2019. We are working to ensure our curriculum aligns to standards to improve our instruction.

Tracking Students on Reading Achievement Improvement Plans

Year - End	# on RIMP's	Total K-3 students	% Not on Track
2017	168	375	45%
2018	157	340	46%
2019	163	327	50%
2020	126	294	43%

After 3 years of increasing % of students on RIMP's this year we finally saw a decrease, but we have also had a steady decline in the # of students K-3 enrolled in school, with 80 fewer today than 3 years ago.

KRA results

Year	Emerging	Approaching	Demonstrating
2018	29%	54%	17%
2019	35%	47%	18%

Our KRA data clearly shows how many of our students arrive with deficits and are not ready as compared to students in other districts.

i-Ready Diagnostic Data Fall 2019

On Grade Level	K	1	2	3	4	5	6	7	8
PA	31%	35%	81%	100%	100%	100%	100%	100%	100%
Phonics	21%	22%	29%	56%	67%	80%	86%	88%	95%
HF Words	10%	22%	51%	93%	97%	99%	99%	96%	100%
Vocab	39%	23%	15%	41%	35%	25%	23%	31%	25%
Comp: Lit	21%	23%	18%	45%	28%	35%	34%	30%	19%
Comp: Info	24%	26%	13%	42%	29%	35%	21%	31%	17%

Our i-Ready Diagnostic Data allows us to go further in identifying which basic building blocks of reading our students are struggling with (highlighted above):

K & 1st Grade: as expected the focus needs to be on Phonemic Awareness, Phonics and High Frequency Words

2nd Grade: Has made some great gains in Phonemic Awareness, but still need to work on Phonics, High Frequency words and intro Vocabulary instruction

3rd Grade: Still needs Phonics instruction, and Vocabulary instruction is important, as well as starting to work on Comprehension, but that should wait until the phonics piece is mastered by more student.

4th Grade: Is unfortunately behind where they should be in Phonics and Vocabulary so Comprehension suffers because of it.

5th-8th: For the most part students have mastered the early building blocks of reading so the focus needs to be on Vocab instruction and Comprehension strategies. Until student vocabulary increases significantly, they will continue to lag with comprehension.

We have been trained by our SST7 experts in the Simple View of Reading and know that once our students are able to decode words, they must build their language comprehension before they will master reading comprehension. Our upper elementary students and beyond will need more exposure to spoken language and increased background knowledge.

Simple View of Reading

A formula introduced by Gough & Tunmer in 1986



Word-level reading and oral language comprehension are relatively independent abilities.

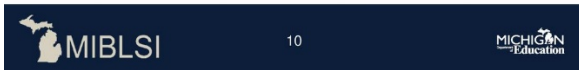


Image from

https://miblsi.org/sites/default/files/Documents/MIBLSI_Sequence/School/Elementary/Year2/ReadingSystems/03_Compelling_Why_Talking_Points.pdf

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.

When looking at factors outside of our control as educators, many of our students are coming to school with deficits in literacy to start with:

- Morrow County is economically depressed and many students come from low socioeconomic backgrounds, which can mean less access to books in the home and little exposure to early literacy. <https://www.readingrockets.org/article/socioeconomics-and-reading-difficulties>
- Not all of our students attend preschool and Kindergarten is their first experience of school. <https://www.readingrockets.org/article/early-literacy-policy-and-practice-preschool-years>
- With the economic challenges of the area comes a lot of transience, students move around to many schools and have learning gaps because of this. Also, our family and community engagement suffer as a result. <https://www.edweek.org/ew/issues/student-mobility/index.html>

When looking at things we can control several factors contribute to low reading achievement:

- New curriculum has only been in place 1-2 years and it takes more time to see results. Teachers need more professional development to ensure teaching fidelity and rigor with Heggerty, Foundations and Units of Study.
- Staff turnover and shifting teaching assignments is also an issue. While it is good that we are able to expand and add staff, it is also challenging as students and teachers need consistency to excel.
- Our MTSS have not been consistently available to all students as we cut positions and Tier 2 supports have been lacking in the Elementary and non-existent at the Middle School.
- Many of our students who enter school with reading deficits never catch up to their on-track peers, and though they do grow each year, we end up with many of the same students on RIMP's each year.
- We do not have decision rules in place for use with i-Ready when determining tier 2 interventions.

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](#).

The mission of the Mount Gilead Schools is to develop a learning environment that fosters individual growth, positive self-worth and a desire for lifelong learning. The Literacy mission of Mount Gilead Schools is to develop a learning environment that establishes the fundamental reading and writing skills, comprehension skills and literary analysis skills necessary for students to engage in and learn from a variety of literary mediums.

To achieve this and improve reading outcomes for all students MGEVS is committed to:

1. A Multi-tiered System of Supports that is communicated by the building principal to all staff through Data Team meetings
2. Evidence based reading curricula and strategies as outlined by ESSA (Evidence-based strategies are programs, practices or activities that have been evaluated and proven to improve student outcomes.)
3. Using both academic (RTI) and behavioral (PBIS) supports
4. Using a process of assessing students, analyzing data, providing intervention & teaching strategies in a continuing cycle guided by the decision rules we will create.

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.

The Mount Gilead EVSD Reading Achievement Plan has been designed to support progress towards increased reading proficiency as measured by state and local assessments.

- I. To increase the percentage of our students achieving the Third Grade Reading Guarantee to match the statewide average of 95% by the 20-21 school year. To achieve this goal, we will:
 - A. Ensure proper data tracking and EMIS reporting for all 3rd graders
 - B. Provide all students not on track with proper supports, intervention and progress monitoring as outlined in their RIMP
 - C. Provide all students that do not pass the ELA OST with opportunities to take an approved alternative assessment
- II. To have a majority of students in each grade K-5 on track in the 6 domains of literacy as measured by i-Ready by the end of the 20-21 school year. To do this we will:
 - A. Provide explicit instruction in phonemic awareness, phonics and vocabulary through Orton Gillingham Methodologies in the classroom and our curriculum to be monitored by the Principal.
 - B. Provide direct and explicit comprehension strategy instruction with opportunities for students to discuss the meaning of texts through our curriculum Units of Study to be monitored by the Principal.
 - C. Increase student motivation and engagement by requiring self-selected reading time daily.

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 # _1_ Action Map

Goal Statement: To increase the percentage of our students achieving the Third Grade Reading Guarantee to match the statewide average of 95% by the 20-21 school year.

Evidence-Based Strategy or Strategies: Fountas & Pinnell's Leveled Literacy Intervention Program – Level 1 in Ohio's Evidence Based Strategy Clearinghouse

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Ensure proper data tracking and EMIS reporting for all 3rd graders	Provide all students not on track with proper supports and intervention as outlined in their RIMP	Provide all students that do not pass the ELA OST with opportunities to take an approved alternative assessment
Timeline	2019-2020 School year	2019-2020 School year	Spring 2020
Lead Person(s)	Chris Kamenski, EMIS coordinator	Data Teams, IAT, Reading Tutors	Reading Tutors & 3 rd grade ELA Teachers
Resources Needed	Data on all 3 rd grade scores, IEP's & retention status	Detailed in RIMP's, LLI materials	Computers and time
Specifics of Implementation	Chris will compile a spreadsheet at the end of the school year detailing each 3 rd grader who did not pass the 3 rd grade Guarantee detailing retention, exemptions or alternative assessment so the EMIS coordinator can enter this data for the state.	Based on needs and steps outlined in the RIMP students will have individualized intervention with specific evidence- based strategies (ie. LLI) to improve reading skills.	Students with RIMP's will take the Winter & Spring i-Ready assessment in small groups with the reading tutors or Intervention Specialists.
Measure of Success	100% of students accounted for on State Report card 3 rd Grade guarantee section	Improving to on track status in i-Ready.	Exceeding the i-Ready cut score for 3 rd grade of 505
Check-in/Review Date	May 2020	April 2020	January & April 2020

Goal # 2 Action Map

Goal Statement: To have a majority of students in each grade K-5 on track in the 6 domains of literacy as measured by i-Ready by the end of the 20-21 school year.

Evidence-Based Strategy or Strategies: 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. *From IES Foundational Skills to Support Reading for Understanding K-3*

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Provide explicit instruction in phonemic awareness, phonics and vocabulary for students on RIMP's.	Provide direct and explicit comprehension strategy instruction with opportunities for students to discuss the meaning of texts for students on RIMP's	Increase student motivation and engagement by providing time for required self-selected reading
Timeline	2019-20 School Year	2019-20 School Year	2019-20 School Year
Lead Person(s)	Reading Tutors, Curriculum Director, Classroom Teachers	Reading Tutors, Curriculum Director, Classroom Teachers	Classroom Teachers
Resources Needed	Evidence Based Curriculum	Evidence Based Curriculum	Time and books
Specifics of Implementation	Tutors will work with small groups of students K-2 daily in explicit phonics and phonemic awareness methods as outlined in WWC.	Tutors will work with small groups of students in grades 3-5 daily using Leveled Literacy Intervention (Level 1 in Ohio Evidence Based Strategies Clearinghouse	Teachers should aim for a minimum of 10 minutes of independent reading daily
Measure of Success	Improvement on i-Ready for Phonics, PA, and Vocabulary	F&P reading level rises to on track for the grade level, improvement on i-Ready Comprehension.	Reading stamina increases, # of books read or pages read increases.
Check-in/Review Date	Spring 2020	Spring 2020	Spring 2020

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.

Progress towards goals will be monitored through data collection and analysis on two fronts; Teacher Implementation and Student Growth.

Adult Implementation will be monitored via administration walk-throughs, PD inventories and PD formative assessments. Adult Implementation will be reported through Board reports, Administrator Bulletins, staff meeting presentations and team meeting discussions.

Student Growth will be monitored through benchmark screening & diagnostics three times per year, progress monitoring monthly, and our MTSS process where all at risk students are evaluated and assigned various forms of intervention and supports. Student Growth will be reported through numerous communication mediums to all stakeholders including letters to parents and at IAT meetings and conferences.

Tutors:

Report progress to Curriculum Director, Principal and Grade level ELA teachers

Attend Data Team meetings to share progress

Teachers:

Progress Monitor all students using i-Ready monthly

Teachers will review collected data monthly at TBT's

Data Team meetings will analyze data and identify students in need of further support

Collect evidence through exemplary student work samples, summative assessment data, and practice OST's for 3rd graders to inform instruction

Leadership:

Collect and analyze data each quarter

Principal will have a checklist of look-fors to observe during walk-throughs

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.

Evidenced Based Strategies from IES' Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide Summary. These will guide the instruction in our Tier 2 small group reading tutoring and will be reinforced by classroom teachers to all students in Tier 1.

1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. -This strategy is important for students in grades 3-5.
2. Develop awareness of the segments of sound in speech and how they link to letters. – Phonemic Awareness is a focus for grades K-2.
3. Teach students to decode words, analyze word parts, and write and recognize words. – Phonics will be emphasized in grades K-4 for students who are not on track.
4. Ensure that each student reads authentic text every day to support reading accuracy, fluency, and comprehension. -This strategy is a priority for students in 2nd-5th grade.

Along with those strategies, Teachers will focus on the Big Ideas of Reading with greater emphasis in the areas appropriate to their student needs. (See chart in Appendix)

All students on RIMP's will have access to intensive individualized reading instruction and intervention in these areas during the school day, including small group tutoring and i-Ready online pathways. We will use evidence-based curriculum that focuses on these big five ideas of reading and the strategies listed above to meet learner needs and improve instruction.

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

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

1. *Be effective;*
 2. *Show progress; and*
 3. *Improve upon strategies utilized during the two prior consecutive school years.*
1. How will it be effective? Small groups will be flexible and focused on specific student needs using strategies from IES & WWC that are evidence.
 2. Show progress? Monthly progress monitoring to inform instruction and change grouping based on individual needs using i-Ready. The Curriculum Director will meet with reading tutors, principal and TBT's to determine this.
 3. Improve upon previous 2 years? New model of reading intervention with small group tutoring during the school day by a licensed teacher daily to supplement classroom instruction. Also, all ELA teachers will utilize personalized instructional technology using i-Ready pathways. We have more teachers trained in OG methods and reassigned to new grades based on their strengths and able to use these methods in Tier 1 instruction.

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

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

Professional Development Plan

Professional Development Contact Name/Phone Email: Molly Clapper mclapper@mgschools.org							
Goal: 1							(Check all that apply for each activity.)
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. Closing the Gap training with SST7	Sept. 2019- May 2020	X	X	X	X	X	X
2. Training teachers to become CALP's	Aug. 2019- May 2020	X	X	X	X	X	X
Resources Required	Outcomes/Evaluation						
1. Leader and team committed to process of UDL and observations, plus PD sessions	1. Students with disabilities are able to read and close the gap by passing the 3 rd grade OST						
2. Funds to hire OG Trainer Kara Lee, students to tutor, course materials	2. Teachers learn research proven strategies for teaching students how to read in Tier 1.						

Professional Development Contact Name/Phone Email: Emily Ross eross@mgschools.org							
Goal: 2							(Check all that apply for each activity.)
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. i-Ready training and data analysis to inform instruction	Sept. 2019- May 2020	X	X	X	X	X	X

Professional Development Contact Name/Phone Email: Emily Ross eross@mgschools.org							
Goal: 2		(Check all that apply for each activity.)					
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
Resources Required	Outcomes/Evaluation						
1. i-Ready trainer to provide on sight professional development	1. Teachers will utilize data to identify individual student needs and select strategies to meet those needs						
2. Tutors to provide intervention and progress monitoring	2. Students will catch up and get back on track faster with a greater percentage proficient in the 6 domains of reading as measured by i-Ready.						
Provide a brief description of how the <u>overall</u> plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.							
<p>Sustained: Taking place over an extended period; longer than one day or a one-time workshop. Outside trainers may be brought in to support the work done all school year</p>							
<p>Intensive: Focused on a discrete concept, practice or program. Our focus is reading instruction and drilling down to find research-based strategies for instructions</p>							
<p>Collaborative: Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding. Teachers work together in grade-based teams to identify needs and work to find common supports</p>							
<p>Job-Embedded: A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment. This work happens during planning time in the school day</p>							
<p>Data-Driven: Based upon and responsive to real-time information about the needs of participants and their students. Student work is the focus and data analysis drives the instruction</p>							
<p>Instructionally-Focused: Related to the practices taking place in the learning environment during the teaching process. The classroom is the ultimate place where this work bears fruit in student growth and achievement in reading.</p>							

APPENDICES

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

Performance on the Grade 3 English Language Arts Test: Mount Gilead EV SD, Spring2019

Breakdown by: Comparison:

Name	Student Count	Average Scale Score	Percent Proficient	Percent at Each Performance Level	Counts of Students at Each Performance Level
Ohio Department of Education	128395	715	66	15 20 21 23 21	18902 25045 27084 30162 27202
Mount Gilead EV SD (045534)	84	703	52	25 23 13 23 17	21 19 11 19 14
Park Avenue ES (025791)	84	703	52	25 23 13 23 17	21 19 11 19 14

Based on data from the OCBA, Spring2019 administration

Ohio Department of Education

Report Generated: 10/16/2019 1:09:40 PM EDT

Changing Emphasis of Big Ideas

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

Teachers will be trained in Orton Gillingham, a multisensory structured language reading intervention program that teaches the connection between phonological awareness, phonics/alphabetic principle and reading fluency. This instructional methodology will be utilized as part of our instruction within our special education and general education classes.

-Grades PK-1 will utilize a daily phonemic awareness curriculum from Literacy Resources Incorporated (LRI), via Heggerty, to ensure a strong foundation in the students' ability to isolate, manipulate, blend and segment the sounds into spoken language.

-Grades K-2 will utilize the Foundations Language Program as Tier 1 instruction. This program is a recognized leader in multisensory, structured language program. This will bring a systematic and explicit approach to reading instruction within the critical foundational areas; phonological awareness, phonics/alphabetic principle, fluency, vocabulary and comprehension. This program also helps to reinforce spelling generalizations and handwriting practices. Through guided

reading and tiered-intervention groups, grades K-2 will utilize decodable texts and the Reading A-Z materials to support a direct, explicit, systematic approach to teaching reading skills, to learn incrementally.

-During tiered-intervention groups, grades 3-5 will utilize the Leveled Literacy Intervention (LLI) curriculum which is a powerful, short-term, intervention that provides daily, intensive, small-group instruction which supplements classroom literacy teaching. Grades K-2 will work on phonics and phonemic awareness using a Scholastic Guided Reading Approach geared towards word study based on student F&P levels.

-Grades 3-5 will all be using Teachers College Reading & Writing Project's Units of Study for the Reading & Writing Curriculum. This curriculum is strategy driven and will allow for continuity among the grade levels in expectations and instruction for reading and writing.