May 5, 2020

Dear Superintendent,

Thank you for submitting the Richmond Heights Local 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,

Melissa Weber-Mayrer, Ph.D.
Director, Office of Approaches to Teaching and Professional Learning

READING ACHIEVEMENT PLAN

DISTRICT NAME: RICHMOND HEIGHTS LOCAL SCHOOLS

DISTRICT IRN: 046599

DISTRICT ADDRESS: 447 Richmond Rd. Richmond Heights, OH 44143

PLAN COMPLETION DATE: December 2019

LEAD WRITERS:

Elizabeth Taylor Boyd -Principal

Kelly Askew-Tucker -Director of Educational Services

Tiffany Kilbane -Second Grade Teacher

Nichole McWilliams -Title I Tutor

Carol Medve -Kindergarten Teacher

Christina Messer -PreK Teacher

Patty Porto -SST 3

Lisa Scott -SST3

Maureen Thompson -First Grade Teacher

Katrina Watford -Third Grade Teacher

IMPLEMENTATION START DATE:

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

SECTION 1: 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
Dr. Renee Willis	Superintendent	Richmond Heights	willis.renee@richmondheightsschools.org
Elizabeth Taylor-Boyd	Elementary Principal	Richmond Heights	boyd.elizabeth@richmondheightsschools.org
LaKisha Davies	Director of Special Education	Richmond Heights	davies.lakisha@richmondheightsschools.org
Kelly Askew-Tucker	Director Educational Services	Richmond Heights	askew.kelly@richmondheightsschools.org
Christina Messer	Pre-K Teacher	Richmond Heights	messer.christina@richmondheightsschools.org
Carol Medve	Elementary School Teacher	Richmond Heights	medve.carol@richmondheightsschools.org
Tiffany Kilbane	Elementary School Teacher	Richmond Heights	kilbane.tiffany@richmondheightsschools.org
Nichole McWilliams	Title I Tutor	Richmond Heights	mcwilliams.nichole@richmondheightsschools.org
Katrina Watford	Elementary School Teacher	Richmond Heights	watford.katrina@richmondheightsschools.org
Maureen Thompson	Elementary School Teacher	Richmond Heights	thompson.maureen@richmondheightsschools.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.

This Reading Achievement Plan (RAP) was developed by our Literacy Team with support from our Building Leadership Team (BLT) in an effort to improve language and literacy outcomes for all students. The foundation of this plan lies within our review of analytical data, and an honest scrutiny of our Tier I level reading instruction. We were able to uncover a lack of implementation and inconsistency within our program with respect to developing reading skills through the use of the Reading Tiered Fidelity Inventory (R-TFI). While our instructors are highly qualified, we discovered that they were not all utilizing data in the same way, and some were not utilizing data to inform instruction at all. We also learned that we were not using our instructional block for reading as effectively as we could have, and that we were not intentional about the emphasis on explicit instruction in phonemic and phonological awareness, coupled with Language Comprehension which is one of the two components of the Simple View of Reading.

This process of analyzing data as well as examining our assessment tools caused us to rethink assessment in the primary reading classes. We know that many of our students enter kindergarten unprepared for reading success, but we were not pinpointing the areas in which students were lacking. We realized that we need to administer assessments that measure specific phonemic and phonological skills and that the data we obtain from these assessments will enable us to better design instruction to meet the needs of our students and to bring them to grade level before they reach third grade.

As a result of this plan, we will administer assessments that measure foundational skills, establish a reading intervention team in the elementary and middle school buildings, create instructional toolkits for phonemic awareness, recalibrate our work with phonics, inventory/update supplemental reading resources, increase parent engagement in the area of early literacy, and closely monitor the implementation fidelity of specific, evidence-based instructional reading strategies.

We will communicate our plan to all stakeholders including the Board of Education, superintendent, teachers, principals, and parents via the website and the annual state of the schools address. At that time, we will also provide high quality, continuous professional development and support to our PreK-3 teachers. The plan will be reviewed yearly, based on the results of the Ohio State Testing (OST) Data and Kindergarten Readiness Assessment (KRA). We are confident that our plan will provide us with consistent guidance as we improve our reading instruction for our students.

While creating our RAP we utilized several references, including but not limited to the following; What Works Clearinghouse; Ohio Department of Education - Ohio's Plan to Raise Literacy Achievement; and our district's Comprehensive Continuous Improvement Plan (CCIP). The use of specific data such as the R-TFI, our STAR data, state and local assessments were also key.

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.

The process followed for the Richmond Heights RAP development coincides with the same process used in developing the FY19-20. This process includes state and district data review/analysis, reflective review of the decision framework (DF) tool targets/priorities, and alignment with the goals/strategies/action plans. The school has established teacher based teams (TBT) by grade level bands coupled with a building leadership team (BLT) that meets weekly and monthly, respectively. During these regularly scheduled meetings, these teams monitor the progress of the plan by reviewing and analyzing data gathered from our formative assessments (STAR) and summative assessments (OST) for goals established in this plan. Disciplinary data and family survey information as reported within our Student Information System will be reported, analyzed and reviewed in TBT and within the BLT, to understand the connection between campus climate and safety on student success. In that data, attendance is a significant data point that will be monitored and analyzed for possible correlations. The analysis of this data is discussed in BLT and DLT to adjust or confirm the interventions and actions utilized in this plan. Although the Ohio Improvement Process (OIP) is the established protocol for monitoring the school plan, the Positive Behavior Intervention Support (PBIS) Team meets to complete a deeper dive into evidence and research based practices that have a positive effect on student behavior, attendance and building climate. The following Goals come from our current CCIP and reinforce the need to strengthen the foundational literacy skills that our RAP will provide by eliminating low reading achievement in the lower grades.

Goal 1: By 2022 all students will increase their end of course reading assessment scores by 15%. Students will increase their end of course scores in reading annually by 5%. Students will increase their STAR local assessment scores in reading at each benchmark (3 times annually) by at least 3 %.

Strategy: Improving student achievement: The district utilizes Wilson Reading/Fundations as Tier I and II interventions as well as direct instruction. While deliberately focusing on the Daily 5 for reading instruction, the district will also provide explicit tutoring and other focused supplemental supports (Title I Services) for children most at risk of not meeting the reading goal during the school year. The district will provide a summer school program for identified and eligible students (those that did not progress according to the state standard and the school progression model). Furthermore, the district uses the Advancement via Individual Determination (AVID) for its instructional framework. Within AVID, reading is one of the core tenets and is a research based instructional strategy that spans kindergarten through 12 grade in a systematic manner.

Improving curriculum and instruction is a major focus of the district's turnaround work, but we recognize that social-emotional and health needs also have a significant impact on student learning. Systematically addressing non-academic barriers is a component of the district's school improvement plan in Goal 2, and is embedded into professional development seminars to enhance the delivery of relevant, rigorous, and appropriate instruction found in Goal 1.

Goal 2: Campus Climate and Safety: Parent participation will increase 30% by the end of 2022 as measured by parent surveys administered two times annually in the fall and spring, and by parent attendance at events as measured by sign-in sheets.

Strategy: Develop and engage school, family, and civic partners to collaborate and build support for a healthy social, emotional, and behavioral environment. The District will improve school/district climate and conditions for learning as indicated by decreasing disciplinary actions, increasing parent and community satisfaction on a school and community climate survey, meeting or exceeding school attendance targets, and compliance on requirements related to students with disabilities. The continued use of PBIS for the entire district will help to improve school climate and disciplinary actions.

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

SECTION 3, PART A: ANALYSIS OF RELEVENT 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.

Early Learning Assessment:

The Early Learning Assessment (ELA) is the assessment which includes 10 required learning progressions that cover the domains of Social Foundations, Language and Literacy, Mathematics and Physical Well-Being and Motor Development. The program must complete the ten learning progressions for each student. Within Language and Literacy, the learning progressions are Vocabulary, Communication and Phonological Awareness. The ELA is completed with every preschool student twice a year, in the fall and spring. The information from the ELA is used to help teachers plan instruction, determine where students are in their readiness for kindergarten and improve/support the growth and development of students. On the charts below, skills related to phonological awareness are green, communication is blue and vocabulary is yellow.

Fall 2017

	Not Evident	A	B	C	D	1	2	3	4	5
Rhyming Words	1	4	0	1	7	10	0	5	0	2
Syllables/Onsets and Rimes/Phonemes	14						12	3	0	1
Initial/Final/Medial Sounds	21						8	0	0	1
Adding/Deleting/Substituting Sounds	25								5	0
Purposes and Situations	2	0	0	1	4	8	4	8	3	**0**
Word Meanings		0	0	4	6	4	8	8	0	0
Word Relationships	17							8	5	0

Fall 2019

	Not Evident	**A**	**B**	**C**	**D**	**1**	**2**	**3**	**4**	**5**
Rhyming Words		0	0	0	1	8	0	4	0	2
Syllables/Onsets and Rimes/Phonemes	8						7	0	0	0
Initial/Final/Medial Sounds	4						4	6	1	0
Adding/Deleting/Substituting Sounds	9								6	0
Purposes and Situations		0	0	0	1	2	6	5	1	**0**
Word Meanings		0	0	0	1	3	5	6	0	0
Word Relationships	9							6	0	0

What the Data Show:

In the school year 2017-2018 and 2018-2019, there were two preschool programs within the Richmond Heights School District. Beginning with the 2019-2020 school year, there is one integrated preschool program. The results above are from the fall of 2019 and the fall of 2017. The fall scores indicate where student abilities were at the beginning of the school year. Since spring scores are not included, we do not have the growth students made while attending a preschool program. Based on information from the Early Learning Assessment preschool students entering the program needed the most support in the area of phonological awareness.

Kindergarten Readiness Assessment Data:

The Kindergarten Readiness Assessment (KRA) is an assessment given to all kindergarten students at the start of each school year. The assessment measures students' readiness for instruction aligned with the kindergarten standards. The assessment areas were developed using Ohio's Early Learning and Development Standards. Based on students' scores, students are categorized as Emerging Readiness (202-257), Approaching Readiness (258-269) and Demonstrating Readiness (270-298).

	Emerging Readiness	**Approaching Readiness**	**Demonstrating Readiness**
2018-2019 SY	14.8%	20.4%	64.8%
2017-2018 SY	25.0%	18.8%	56.3%
2016-2017 SY	13%	37%	50%

What the Data Show:

Based on the data collected, our percentage of students demonstrating readiness for kindergarten instruction between the 2016-2017 to 2018-2019 school years increased by 14.8%. The amount of students with emerging readiness or approaching readiness varies from year to year and there is not a consistent pattern at this time. The kindergarten students in the 2018-2019 school year had the greatest number of students transitioning from the district's preschool/pre-k

program. At the start of the 2018-2019 school year, 35.5% percent of our students that entered kindergarten were not yet demonstrating kindergarten readiness skills.

STAR Data grades K-3

STAR assessments are given to our students three times a year. The information provides teachers with learning data in regards to which of the Ohio's Learning Standards the student has weaknesses in. The tests are completed on the computer and the assessment adjusts to each answer the student provides. Our kindergarten and first grade students take the STAR Early Literacy Assessment and the rest of the grade levels take separate STAR Reading and STAR Math assessments. These assessments are used to establish benchmarks, identify on-track/off-track (grades K-3), and plan interventions.

The following table illustrates the STAR assessment scores for fall 2016- 2019. These data illustrate a 4 year trend of reading achievement.

2019/2020

Grade	Number of Students	Number of Students On Track	Percentage of Students On Track
Kindergarten	50	26	52%
First Grade	53	37	70%
Second Grade	57	24	42%
Third Grade	53	29	55%

2018/2019

Grade	Number of Students	Number of Students On Track	Percentage of Students On Track
Kindergarten	67	35	52%
First Grade	84	49	58%
Second Grade	71	31	44%
Third Grade	72	30	42%

2017-2018

Grade	Number of Students	Number of Students On Track	Percentage of Students On Track
Kindergarten	53	19	36%
First Grade	52	28	54%
Second Grade	56	25	54%
Third Grade	64	26	41%

Grade	Number of Students	Number of Students On Track	Percentage of Students On Track
Kindergarten	61	36	59%
First Grade	58	31	53%
Second Grade	61	28	46%
Third Grade	61	11	18%

	Percentage of Students On Track at the Fall (August 19th - September 17th) Assessment			
Grade	**2019-20**	**2018-19**	**2017-18**	**2016-17**
Kindergarten	52%	52%	36%	59%
First Grade	70%	58%	54%	53%
Second Grade	42%	44%	41%	46%
Third Grade	55%	42%	36%	18%

What the Data Show:

This picture continues to reveal that our Tier 1 reading curriculum is not as effective as it should be because more than 50% of our students are in need of intervention at the Tier 2 or Tier 3 level when ideally it should only be about 20%. Professional development for Tier 1 instructional strategies need to be addressed as well as intensive intervention resources. In data collected, it shows that there is a large group of students going from first grade to second moving from on track to off track, which could be caused by the students taking two different types of STAR tests. STAR data gives a snapshot of students ability; however, the district has to shift its plan and practice to include the analysis of STAR data to interpret what it is telling us as we drill to specific areas within the Simple View of Reading and how we utilize this information to affect student achievement.

Ohio State Testing 3rd Grade English Language Arts:

Ohio's State Tests tell us how well our students are growing in the knowledge and skills outlined in Ohio's Learning Standards. The information below displays the percentage of our 3rd grade students who scored proficient on the spring assessment each year from 2016-2019.

Year	Number of Students Tested	Percent Proficient
Spring 2019	57	51%
Spring 2018	62	44%
Spring 2017	56	43%
Spring 2016	54	37%

What the Data Show:

In the Spring of 2016, our district had 37% of students score proficient. After the 2017 spring testing that percentage rose to 43%; still leaving well over 50% of third graders reading below proficiency. In the Spring of 2018, 44% percent of our students were reading proficiently. Then last year, in the spring of 2019, 51% of students were reading proficiently. These data definitely illustrate a slow, steady progression of students toward proficiency on the State assessment; however,

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.

1. Enrollment numbers are in constant fluctuation: Enrollment numbers for K-3 have increased significantly over the 2015-2016 and 2016-2017 school years. Richmond Heights' Mobility Rate was 18% in 2016-17. Student mobility is a pervasive educational challenge in many schools/districts throughout the United States. Further, high mobility is a risk factor for school failure and requires mindful intervention considerations (Archambault, Diamond, Brown, Cavanaugh, Coffey, Foures-Aalbu, Richardson, and Zygouris-Coe, 2010). Mobility impacts the student learning experience in conjunction with the resulting impact on the district/school/teacher capacity to fully serve the student. Many factors contribute to high mobility rates, including family relocation, suspension, school-choice, academic and social climate. Research supports that frequent school changes, especially in the primary grades, are related to lower achievement levels.

2. No preschool experiences: Most of the students enrolling in Kindergarten with Richmond Heights, have had little to-no previous preschool experience. Literacy is the center of education and presently is considered the framework/platform for individuals to develop knowledge and understanding and participate meaningfully in matters of life through oral, written, and digital mechanisms. Early exposure to diverse literacy knowledge and experiences specifically when children are interested in what they are learning, facilitates active engagement and meaningful purpose (Flewitt, 2013).

3. Low socio-economic status: Richmond Heights' student enrollment population consists of a 78.5% poverty rate for the 2016-2017 school year and averages >70% annually. Many have experienced little exposure to previous learning experiences that facilitate meaningful communication through concept development, drawing, and phonological awareness. While preschool experiences are on the rise for typical children in the United States, there are notable gaps in enrollment between children classified as economically disadvantaged and those who are not (Magnuson, Meyers, Rugm, and Waldfoge, 2004). Recent research supports that overall school readiness improves when students, particularly those who are economically disadvantaged, have had preschool experience, parental support and involvement with learning, and child health insurance (Reardon and Portilla, 2016).

4. Curriculum: Our current Tier 1 curriculum resources were found to be lacking many key components necessary to adequately provide students in grades K-3 with language and literacy development. The implementation of Wilson Fundations provided instruction in phonics however we still did not have a complete language and literacy program. This knowledge underscored the urgent need for a new approach in both direct instruction and curriculum design in grades K-3. Many students were missing key early literacy skills in areas such as print concepts, phonological awareness, and letter identification. Research has consistently stressed that a strong foundation is essential to and a predictor for long term literacy success. After analyzing our curriculum resources we found the following areas needing improvement:

   - We need explicit instruction in all areas of phonological awareness taught with fidelity and we are in need of missing components of phonological awareness
     - Clear expectations and instructional routines
     - Phonemic awareness curriculum materials
   - Framework for teaching the Big Five.
   - Professional development for teachers in the Simple View of Reading and intervention strategies
   - Explicit interventions identified and practiced with fidelity

5. The literacy team utilized the Reading Tiered Fidelity Inventory (R-TFI) tool to assess the implementation of our current school-wide reading model. The R-TFI helped us identify our Tier 1 reading model deficiencies in the areas of teams, implementation, resources, and evaluation. It revealed we do not have systems in place to implement, monitor, or evaluate a reading plan and technically there was no school-wide plan even in place. With this new knowledge we are committed to establishing teams to ensure implementation, development of instructional resources and evaluation of our plan to ensure our students experience academic success in literacy. The results also revealed we have some good practices in place such as a 90 minute literacy block, common planning time, and a reading improvement plan for students. There were still other areas that were in place but needed improvement such as a procedure for progress monitoring and systems in place such as a data calendar.

6. Low rate of parent involvement. Research substantively demonstrates that parent involvement in students' learning is positively related to achievement. Further, the greater the depth and intensity of involvement in their child's learning process, the greater impact on learning acquisition and achievement (Cotton and Wikelund, 1989).
   - Plan for parental involvement around reading development (ex: family literacy night or Simple View of Reading parent friendly literature)
   - Collection of parent feedback

7. When looking at our STAR data, many students move from on track to off track when transitioning from first grade to second grade. This could be caused by the two grade levels completing two different STAR assessments. Kindergarten and first grade students take Early Literacy in STAR which is a combination of literacy and math. When they transition to second grade, they take the regular STAR tests which are separate tests of literacy and math. Having first grade taking the reading assessment rather than Early Literacy could help improve this data. Grades K-3 currently do not have a way to assess reading skills or to progress monitor. We use STAR but we do not have a form of progress monitoring such as DIBELS or Aimsweb.
   - First grade move from taking Early Literacy to Reading assessment in STAR
   - Progress monitoring tools (ex: DIBELS or Aimesweb)

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](#).

Richmond Heights Mission: Preparing individual learners to navigate an evolving global community using 21st century competencies.

Literacy Mission: All students in Richmond Heights Schools from K through Grade 3 will become well-educated citizens with a command of literacy that prepares them for the challenges of the 21st century and enables them to achieve their personal and professional goals.

Vision and Beliefs

Our vision is to ensure all students have access to high quality, evidence-based language instruction and become proficient readers to empower them to successfully navigate the world around them. We will achieve this goal by implementing the following:

- High quality literacy instruction that addresses the Big 5 of Reading:
  - Phonological Awareness
  - Phonics
  - Vocabulary
  - Fluency
  - Comprehension
- High quality professional development to address educator's understanding of the components of the Simple View of Reading and develop their skills in assessing language and literacy strengths and weaknesses thus providing appropriate evidence-based instruction and/or invention.
- Literacy rich classrooms in all content areas.
- Inclusive education that focuses on abilities rather than disabilities. Use of Integrated Comprehensive Systems for ALL learners that focuses on equity and best practices.
- Provide family engagement opportunities to support evidence-based language and literacy practices at home.
- Utilize language and literacy data to drive decision making leadership team level and building leadership team level.
- Implementation of authentic formative and summative assessments.
- Preparing our students for college and career readiness

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.

All students in the Richmond Heights Local School District will show improved achievement outcomes through the delivery of relevant, rigorous, appropriate instruction that utilizes differentiation strategies daily in literacy. Data from the STAR assessment shows an average 45% of the first and second grade students were not on track for reading and an average of 45% of third graders were not on track during the time period. This data comes from the fall 2019 Benchmark Assessment.

With an awareness of the current third grade reading achievement statistics, the RAP has been designed to support progress goals mentioned later in this section by focusing on three components that will impact achievement: 1. Differentiated instructional strategies used for core instruction and intervention will lead to an increase in academic achievement 2. Implementing structures of the Ohio Improvement Process 3. Minimizing non-academic barriers to increase student achievement.

Implementing and monitoring these three areas deeply will impact grade level achievement and be evidenced by reaching the following goals:

All students in the Richmond Heights Local School District will show improved achievement outcomes through the delivery of appropriate instruction that utilizes differentiation strategies in literacy and researched based intervention strategies. The District has determined that we will know that the components of the action map are successful when we decrease the gap from our current level of proficiency to the state standard by at least 50% each year until the state standard is reached. Progress toward the goals mentioned below will be monitored by benchmark assessments, diagnostic assessments and RIMPS. The levels of proficiency are differentiated by grade level below as well as the percentage needed to obtain the goal.

Overall Literacy Goal: The team has set a minimum goal of increasing our Improving At-Risk K - 3 Readers component indicator by one letter grade each year until an A is achieved. For the 2018-19 school year we received a D.

Kindergarten: 40th percentile rank and above on the STAR Early Literacy screening is considered on-track. In kindergarten 52% of the 50 students are considered on-track, while 48% are considered off-track. The goal for the end of the 2019-2020 school year will be 78% of all students to be on-track.

1st Grade: 40th percentile rank and above on the STAR Early Literacy screening is considered on-track. In first grade 69% of the 53 students are on-track, while 30% are off track. The goal for the end of the 2019-20 school year is for 84% of the students to be on track. Starting at the beginning of the 2020-2021 school year, we plan to benchmark and complete a new goal with data collected from our 1st grade students taking STAR reading tests.

2nd Grade: 40th percentile rank and above on the STAR Reading screening is considered on-track. In second grade 42% of the 57 students are on-track, while 57% are off-track. The goal for the end of the 2019-20 school year is 63% on-track.

3rd Grade: 40th percentile rank and above on the STAR Reading screening is considered on-track. Grade 3--current level on track 54% of the 53 students, while 45% are off-track. The goal for the 2019-20 school year is 83% on track.

Currently, the goal is based on 50% of the difference between the state benchmark and the current level of proficiency. In order to satisfy sufficient stretch, grade levels that meet the goal will be assigned a new, more rigorous goal.

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: Third Grade Guarantee: Increase the percentage of students meeting or exceeding Third grade proficiency by 10-15% each year as measured by the Ohio State Test.

Evidence-Based Strategy or Strategies: Implement explicit instruction in phonics PK-3 with fidelity

	Action Step 1	**Action Step 2**	**Action Step 3**	**Action Step 4**
Implementation Components	Ensure all staff PK-3 are trained in Fundations.	BLT will monitor Fundations walk through data (currently provided by literacy coach)	Literacy coach will develop capacity of Title 1 tutor to conduct walk-throughs and provide internal Fundations supports.	Ensure all staff PK-3 are trained in Fundations.
Timeline	2019-2020 school year	Spring 2020	Spring 2020	2019-2020 school year
Lead Person(s)	BLT	BLT	Literacy coach/BLT	BLT
Resources Needed	Wilson Fundations Substitute cost outside consultant cost for PD Setup and information for literacy night	Completed walkthrough forms	Completed walkthrough forms	Wilson Fundations Substitute cost outside consultant cost for PD Setup and information for literacy night
Specifics of Implementation	Professional Development on the implementation of the Heggerty curriculum in Tier 1 for all teachers in PK-3	Literacy block and what should be included in the 90 minute literacy block (40 minutes for Fundations and Heggerty) Framework from Heggerty training A literacy night will be scheduled to explain the plan to families and complete breakout sessions related to Fundations, Heggerty and Third Grade Reading Guarantee.	Create walkthrough checklist or check with SST facilitator	Professional Development on the implementation of the Heggerty curriculum in Tier 1 for all teachers in PK-3
Measure of Success	Exit slip and/or certificates of attendance RTFI	Walkthroughs to monitor implementation of Heggerty Benchmark data RTFI	Walkthroughs to monitor implementation of Heggerty Benchmark data	Exit slip and/or certificates of attendance RTFI

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Check-in/Review Date	PD will be scheduled for Spring 2020 and review/check-in will happen in the Fall of 2020	TBT/BLT monthly meetings	BLT monthly meetings	PD will be scheduled for Spring 2020 and review/check-in will happen in the Fall of 2020

Goal # 2 Action Map

Goal Statement: Increase our Improving At-Risk K - 3 Readers component indicator from a D to a C on the 2020-21 Ohio State Report Card with an increase of one letter grade each year until we earn an A.

Evidence-Based Strategy or Strategies: Implement explicit instruction in phonemic awareness PK-3 with fidelity

	Action Step 1	Action Step 2	Action Step 3	
Implementation Components	Adopt and provide PD on the Heggerty curriculum for phonemic awareness	Implement Heggerty as part of Tier 1 literacy block PK-3	Monitor the implementation of Heggerty via walkthroughs	Adopt and provide PD on the Heggerty curriculum for phonemic awareness
Timeline	Spring 2020	2020-21 school year	2020-21 school year	Spring 2020
Lead Person(s)	Reading Team/Principals/Director Educational Services	Reading Team/Principals/Director Educational Services	Reading Team/Principals/Director Educational Services	Reading Team/Principals/Director Educational Services
Resources Needed	Heggery materials Teachers PD Time/Costs SST facilitator to provide PD	Heggerty materials Literacy block scheduling Setup and information for literacy night	Heggerty materials Walkthrough checklist	Heggerty materials Teachers PD Time/Costs SST facilitator to provide PD
Specifics of Implementation	Professional Development on the implementation of the Heggerty curriculum in Tier 1 for all teachers in PK-3	Literacy block and what should be included in the 90 minute literacy block (40 minutes for Fundations and Heggerty) Framework from Heggerty training A literacy night will be scheduled to explain the plan to families and complete breakout sessions related to Fundations, Heggerty and Third Grade Reading Guarantee.	Create walkthrough checklist or check with SST facilitator	Professional Development on the implementation of the Heggerty curriculum in Tier 1 for all teachers in PK-3
Measure of Success	Exit slip and/or certificates of attendance R-TFI	Walkthroughs to monitor implementation of Heggerty Benchmark data R-TFI	Walkthroughs to monitor implementation of Heggerty Benchmark data	Exit slip and/or certificates of attendance R-TFI

	Action Step 1	Action Step 2	Action Step 3	
Check-in/Review Date	PD will be scheduled for Spring 2020 and review/check-in will happen in the Fall of 2020	TBT/BLT monthly meetings	BLT monthly meetings	PD will be scheduled for Spring 2020 and review/check-in will happen in the Fall of 2020

Goal # 2B Action Map

Goal Statement: Increase our Improving At-Risk K-3 Readers component indicator from a D to a C on the 2020-21 Ohio State Report Card with an increase of one letter grade each year until we earn an A.

Evidence-Based Strategy or Strategies: Implement a progress monitoring/benchmark assessment tool

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Investigate Aimsweb and DIBELS tools to determine best fit to our needs	Provide PD	Implement selected tool for benchmarking/ progress monitoring
Timeline	Fall 2020	Fall 2020	Spring 2021
Lead Person(s)	BLT/TBT/Literacy team	Principal	Literacy Lead/BLT/Principal
Resources Needed	contact information for the companies

survey | Trainer

Funds for materials | Selected progress monitoring tool

Funds for materials |
Specifics of Implementation	Representative from the companies present information about their product, dates available to preview materials Decision made on what progress monitoring tool will be used.	Training date	Time in literacy block for progress monitoring.
Measure of Success	Feedback survey from involved staff	R-TFI	All staff completed the assessment
Check-in/Review Date	NEOEA day we have reviewed enough materials to make a decisions regarding progress monitoring tool.	By December 2020	January 2021

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.

Richmond Heights' Literacy Plan is founded on the District's mission statement of preparing individual learners to navigate an evolving global community using 21st century competencies. To achieve this mission, progress monitoring is a critical piece in determining the effectiveness of the goals and strategies outlined in this plan.

The District Leadership Team (DLT) meets monthly to evaluate progress towards district and school goals. The DLT will hold the Building Leadership Team (BLT) accountable to them for the responsibility of monitoring progress at the building level. During the meetings, the DLT will review the school's literacy goals and objectives as well as monthly updates and data from the BLT. They will also provide feedback and support to the BLT based on the progress report updates provided. The BLT will work with State Support Team 3 consultants to develop an assessment map that will outline internal and external assessments that allow time for progress monitoring. The primary grades Teacher Based Teams

(TBT) will dedicate at least one cycle to discuss the implementation and monitoring of phonological awareness instructional strategies and use of progress monitoring to document individual student progress towards proficiency. As the team completes the 5-Step process, we will monitor the implementation and effect of the action steps in the plan.

The progress of the literacy plan will be reported to all stakeholders in a variety of platforms. During TBT meetings teachers will discuss assessment data from phonological awareness curriculum materials and communicate progress to the BLT. The BLT members will communicate building progress during monthly staff meetings and monthly DLT meetings. The Superintendent will share data with community members during the State of the Schools Address and newsletters.

Richmond Heights Local Schools, uses the following diagnostic assessments as well as those provided by the Ohio Department of Education (ODE) to measure student progress toward the attainment of academic standards and to identify students who may not attain the academic standards:

- Grade K uses the Kindergarten Readiness Assessment of Literacy KRA and STAR ELA
- Grade 3 utilizes the STAR Reading
- Grades K-12 uses the STAR Renaissance Reading and Math.
- The STAR Renaissance Assessment is administered to any transfer student within 30 days of the transfer to support the teacher in determining the student's academic level and progress.

Students are provided intervention plans based on diagnostic results.

The results of the diagnostic computer assessments are provided by STAR Early Literacy, STAR Reading, and STAR Math. Teachers score all other diagnostic/formative assessments. A progress monitoring tool will be selected to assist in providing documentation and close tracking of student progress. TBT, BLT, and DLT meetings will monitor the RAP goal in relation to the OIP goals and strategies as teachers analyze STAR assessment data, adjusting or providing accommodations based on the student population. The BLT information is shared with the DLT to provide support at the district level. The reading achievement gap was identified as an area of concern based on the completion of the most recent Decision Framework. The district's areas of focus to remedy and close this gap is to utilize differentiated instructional strategies and provide job embedded professional development specific to each teacher's needs, and continued utilization of the Ohio Improvement Process.

Assessment	Administration Cycle	Review/Monitor Data	Communication to
STAR (Early, Math, Reading)	Diagnostic Screener- Fall, winter, spring	Teachers, TBT, BLT	DLT
KRA	Diagnostic Screener - Fall	Teachers, BLT	DLT
DIBELS/AIMSWEB	Progress Monitoring - as needed	Teachers	TBT
OST	Outcome - Yearly	Teachers, BLT	DLT

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.

Richmond Heights Local Schools will implement a rigorous literacy approach within a ninety-minute block to improve language and literacy development. Response to Intervention (RTI) will be used to detect students who are struggling readers by using the multi-tiered framework: Tier 1 Daily 5 framework for instruction in classrooms will be routine (Differentiated Instruction), Fundations instruction for phonics and Heggerty instructional curriculum for phonemic awareness. Tier 2 Targeted more engaging interventions in small groups (Title I Reading Teacher and intervention block)

and Tier 3 Intensive one-on-one Interventions with Title Reading Teacher. This will be accomplished through the following:

- Providing daily practice and support of the five pillars of literacy - phonemic awareness, phonics, reading fluency, vocabulary acquisition and development, reading comprehension, and early writing experiences (Blocked reading courses grades K-6, Daily 5, Wilson:Fundations)
- Embedding evidence-based interventions/strategies within the instructional design and teaching strategies for each of the literacy components (Daily 5, Heggerty (phonemic awareness), Wilson: Fundations, Blocked Reading courses grades K-6)
- Ensuring that students are engaging in authentic reading, writing and speaking activities every day with extensive focus on key early literacy predictors of reading and school success using the Daily 5 as a framework: oral language, Alphabetic Code, and print knowledge (Blocked Reading courses grades K-6, Fundations, Heggerty)
- Exposing students to writing, reading, and speaking for different purposes and audiences (Blocked Reading course grades K-6)
- Assessing progress frequently in order to meet the individual needs of each student (use of progress monitoring tool such as DIBELS/Aimsweb, district benchmark assessments 3 times yearly through STAR)
- Challenging students to analyze, compare, and evaluate texts (Blocked Reading courses grades K-6)
- Integrating reading and writing across the content areas (Collaborative ELA planning/TBT)
- Spur language development through explicit vocabulary instruction followed by opportunities to read or use new words in context (Wilson:Fundations, Blocked Reading courses grades K-6)
- Integrating reading and writing experiences and practices (Collaborative ELA Planning/TBT)

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.*

The Richmond Heights Local Schools support the identified evidence-based strategies for improving Early Literacy and commits to the implementation of a systematic method to evaluate the effectiveness of the Reading Achievement Plan components and provide support for instructional design and delivery as well as exploring curriculum supplements to foster Early Literacy skills.

The practices detailed within the Reading Achievement Plan (RAP) improve upon the strategies of previous years through the use of norm-referenced assessments, a research-based reading framework (i.e. Fundations, Heggerty, and Daily 5), systematic intervention practices, and a dedicated feedback loop aimed at improving instructional and intervention practices. Improving literacy skills in Tier 1 is a keystone to our goal to foster academic growth in reading. Monitoring of the implementation of best practices through achievement, diagnostic, and formative assessments along with Fidelity Walk-throughs will ensure that the research-based strategies of our Reading Achievement Plan will occur.

In order to ensure the integrity and effectiveness of the Reading Achievement Plan (RAP), Richmond Heights Local Schools has identified dedicated individuals at the building level, who will be the Reading Intervention Team to support the increased acquisition of early literacy skills. As part of this Reading Achievement Plan, the Reading Intervention Team (RIT) will be created to further support and coach teachers and principals. Building principals will monitor the daily implementation of the Reading Achievement Plan, Reading Intervention Team along with the DLT, will initiate the Reading Tiered Fidelity Inventory (R-TFI) annually, and teachers will complete a Needs Assessment based on their professional development needs in reading 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.

Here at Richmond Heights Local School District we believe that effective professional development should meet the needs of educators by responding to the needs of students. It must also align with personal, building, district, state and national goals. All stakeholders have a responsibility to ensure that Ohio's educators continue to develop the skills and knowledge needed to enable students to perform at the highest levels of achievement.

Results Driven:

1. What are students expected to know and be able to do?
2. What must educators know and be able to do to ensure student success?
3. What professional development must be offered to enable educators to develop the knowledge and skills needed to produce the results they want for students?

Personalized learning is supported through the TBT/BLT-DLT process including targeted professional development/training in the following areas:

- effective instructional design;
- teaching and intervention strategies;
- using data to inform instruction;
- evaluation of adult behaviors; and
- systematic data collection/review, at the individual student level, classroom level, teacher level, building-district level.

APPENDICES

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