



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the Rolling Hills 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,

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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Columbus, Ohio 43215
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(877) 644-6338
For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

READING ACHIEVEMENT PLAN

DISTRICT NAME: Rolling Hills Local School District

DISTRICT IRN: 047308

DISTRICT ADDRESS: 60851 Southgate Rd, Cambridge, Ohio 43725

PLAN COMPLETION DATE: November 22, 2019

LEAD WRITERS: Liz Meredith, Jenna Evancho

CONTENTS

Section 1: District Leadership Team Membership, Development Process and Plan for Monitoring Implementation..... 3

 Section 1: Leadership Team Membership 3

 Section 1, Part B: Developing, Monitoring and Communicating the reading Achievement Plan 3

Section 2: Alignment Between the Reading Achievement Plan and Overall Improvement Efforts 4

Section 3: Why a Reading Achievement Plan is Needed in Our District or Community School 6

 Section 3, Part A: Analysis of Relevant Learner Performance Data 6

 Section 3, Part B: Analysis of Factors Contributing to Low Reading Achievement 13

Section 4: Literacy Mission and Vision Statement(s)..... 15

Section 5: Measurable Learner Performance Goals..... 19

Section 6: ActionPlan Map(s) 19

Section 7: Plan for Monitoring Progress Toward the Learner Performance Goal(s) 24

Section 8: Expectations and Supports for learners and Schools..... 26

 Section 8, Part A: Strategies to Support Learners 26

 Section 8, Part B: Ensuring Effectiveness and Improving Upon Strategies 28

 Section 8, Part C: Professional Development Plan 29

Appendices 33

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 |
|-----------------------|---|---------------------|---------------------------------------|
| Scott Golec | Superintendent | Rolling Hills Local | scott.golec@rollinghills.k12.oh.us |
| Liz Meredith | Director of Curriculum and Innovation | Rolling Hills Local | liz.meredith@rollinghills.k12.oh.us |
| Jenna Evancho | Instructional Literacy Coach | Rolling Hills Local | jenna.evancho@rollinghills.k12.oh.us |
| Jude Black | Special Education Coordinator | Rolling Hills Local | jude.black@rollinghills.k12.oh.us |
| Gail Thomas | Byesville Elementary School Principal | Rolling Hills Local | gail.thomas@rollinghills.k12.oh.us |
| Scott Golec | Superintendent | Rolling Hills Local | scott.golec@rollinghills.k12.oh.us |
| Dawn Hare | Secrest Elementary School Principal | Rolling Hills Local | dawn.hare@rollinghills.k12.oh.us |
| Shelly Sowers | Brook Intermediate School Principal | Rolling Hills Local | shelly.sowers@rollinghills.k12.oh.us |
| Scott Baughman | Meadowbrook Middle School Principal | Rolling Hills Local | scott.baughman@rollinghills.k12.oh.us |
| JP Wray | Meadowbrook Middle School Assistant Principal | Rolling Hills Local | jp.wray@rollinghills.k12.oh.us |
| Devvon Dettra | Meadowbrook High School Principal | Rolling Hills Local | devvon.dettra@rollinghills.k12.oh.us |
| Jeff Wheeler | Meadowbrook High School Assistant Principal | Rolling Hills Local | jeff.wheeler@rollinghills.k12.oh.us |

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.

How we developed the plan:

District administration met with the State Support Team (SST) to begin development of the plan. The administrative team worked with building leaders and teachers to collect and analyze data from the Ohio English Language Arts (ELA) assessments over the past three years. Benchmarking data from the past two years was analyzed as well. Root cause analysis was determined through collaboration with building and district leaders working with teachers, and the results and plan for solutions was shared and discussed with the SST.

The plan is built upon the foundational aspects of the Simple View of Reading (Gough & Tunmer, 1986), a formula based on the theory that reading has two basic components: word recognition (decoding) and comprehension. The Simple View formula has been supported and validated by a number of research studies, and is crucial for educators to understand in assessing reading weaknesses and providing appropriate instruction. Additionally, many students rely on compensatory strategies once the transition from ‘learning how to read’ to ‘reading to learn information’ takes effect. To combat this, educators must provide explicit support to students in attending to and learning about print and implement instructional methods that incorporate a whole-word approach that uses multiple exposures to words so the words are memorized (Justice et al., 2009).

How we will communicate the plan:

The District Leadership Team (DLT) is comprised of members of each Building Leadership Team (BLT) including administrators and teachers. The plan will be presented and discussed with the DLT members who will communicate this information with Building Leadership Teams (BLT), which are comprised of members of each Teacher Based Team (TBT) team within the building. The TBT teams will work to ensure that all aspects of the plan are not only understood, but carried out with fidelity within the team. In turn, the TBT team representatives will communicate with the BLT members to clarify and discuss the progress of implementation. The representatives from the BLT will communicate with the DLT. This vertical two-way alignment of communication and collaboration is essential in the delivery of the plan’s goals and

implementation strategies. The BLT members will essentially become the experts of the plan and will ensure that all stakeholders are fully informed.

Differentiated support will be provided to all teachers by an instructional coach who will meet regularly with them for on-site coaching and prescriptive professional learning opportunities at the building level. Grade level teams and department teams will also meet and communicate regularly about the plan.

How we will monitor the plan:

Student progress will be monitored weekly in TBTs and quarterly in BLTs. Students will be assessed within the first months of school using Rapid and Orton-Gillingham assessments. The results from these assessments will be reviewed as well as other progress monitoring to design personalized learning unique for each student. The data reports will support the TBT/BLT/DLT teams as they review student level performance to determine differentiated groupings and instructional focus areas. This data will be analyzed at both the building and district level. Reading Improvement and Monitoring Plans will also be a part of the data monitored as well.

Adult implementation will be monitored by district and building leadership teams working. Implementation of the plan with fidelity will be monitored by building administrators through the Ohio Teacher Evaluation System process as well as through the Fidelity Checklists at each building.

The district leadership team and instructional coach will continue to develop tools and resources that principals are able to utilize at the building level with the BLT team and model with the TBT teams. The plan will be reviewed quarterly and adjustments made based upon data and results. The plan will also be revised yearly in the spring for the following year based upon assessment data from the Ohio English language arts assessments.

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.

All improvement efforts in the Rolling Hills Local School District are aligned to support every learner across the language and literacy development continuum, ultimately working toward our primary goal that 100% of graduating seniors will be college and career ready.

These programs are rooted in the Simple View of Reading (Gough & Tunmer, 1986) which suggests that if either decoding or language comprehension is zero, reading comprehension will be impaired. Word recognition and language comprehension are equally important for reading comprehension. Instructional practices need to address both aspects of student skill development.

The Simple View of Reading



The Simple View of Reading (Gough & Tunmer, 1986)

Additional improvement efforts in the district that focus on literacy outcomes include:

- District Strategic Plan:(CCIP) As a part of the District’s Comprehensive Continuous Improvement Plan, Rolling Hills has engaged in the strategic planning process in order to develop five key goals to drive initiatives over the next three years. One goal, aimed at academic improvement, sets action goals around strengthening the OIP process specifically at the TBT level. Regular discussion of data to drive instruction has been a focus during the 2019-20 school year, and will continue to improve literacy efforts throughout the district.
- Ohio Improvement Process: The goals, strategies, and action steps involved in the district’s Comprehensive Continuous Improvement Plan are implemented with the intent to have 100% of students meet or exceed expected growth in reading. Through consistent communication and reflection, district and building leadership teams work with teacher-based teams to provide instructional practices designed to meet the needs of students to achieve this goal. All district goals are driven by a theory of action that incorporates both adult implementation and student progress indicators to achieve success.
- MAKERS 21st Century Program: This after-school program for students in grades 6-8 is funded through the 21st Century Community Learning Center grant. The club provides a comprehensive and integrated program offering dynamic academic reading and enrichment activities for economically disadvantaged students who score in the lowest quartile reading group.
- District Professional Development Plan: The district professional development plan focuses on the four measurable learner performance goals outlined in section 5 of this plan. The professional learning activities described are built upon Ohio’s Standards for Professional development and are rooted in the research demonstrating the process of change as PD for teachers first, then a change in classroom practice, which affects students’ outcomes and eventually leads to a change in teacher beliefs and attitudes.

All of these initiatives collaboratively work together to impact school improvement structures and supports. The programs work in coordination to develop students’ literacy skills that The National Reading Panel (2000) refer to as the Five Components of Reading:

- Phonemic awareness- the ability to hear and manipulate individual spoken sounds or phonemes within words.
- Alphabetic principle- understanding that written letters represent spoken sounds and that letter sounds can be blended together to read words and segmented to spell words.
- Fluency with connected text- the ability to effortlessly read words accurately, at an appropriate rate, and with expression.
- Vocabulary- to the words we must know to communicate effectively through listening, speaking, reading, and writing.
- Comprehension- related to a student’s ability to read with accuracy (decoding) as well as the student’s language comprehension (*miblisi.org*).

Additionally, the programs work to develop the necessary skills for adolescent reading:

- Advanced Word Study- involves continued instruction in the application of more advanced phonics to reading.
- Fluency with connected text- ability to effortlessly read words accurately, at an appropriate rate, and with expression.
- Vocabulary- the words we must know to communicate effectively through listening, speaking, reading, and writing.
- Comprehension- related to a student’s ability to read with accuracy as well as the student’s language comprehension.
- Motivation- a student’s perceived probability of success (*miblisi.org*).

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

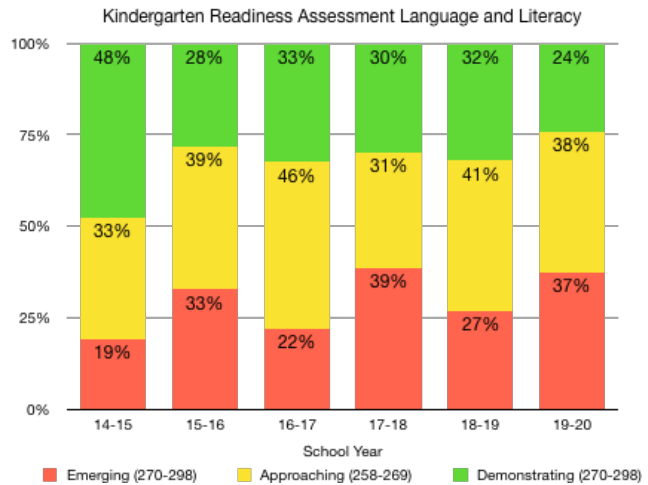
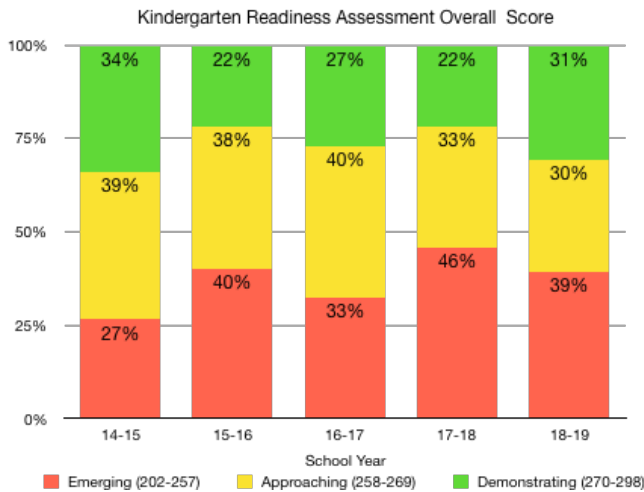
SECTION 3, PART A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA

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.

Kindergarten Readiness Assessment

Students are not performing at level for language and literacy skills as kindergarteners.

In examining scores from the Kindergarten Readiness Assessment over the past three years, approximately 1/3 or fewer of students entering kindergarten are “demonstrating” readiness. With regards to Language and Literacy, only 24% of students scored “demonstrating” in 2018-2019, substantially lower than data trends in previous years. In summary, fewer than 1/3 of all students coming in to kindergarten are performing on track for language and literacy.



K-2 Reading Diagnostics and Benchmark Assessment Data

Data shows students struggle with phonological awareness, letter sounds, and word reading.

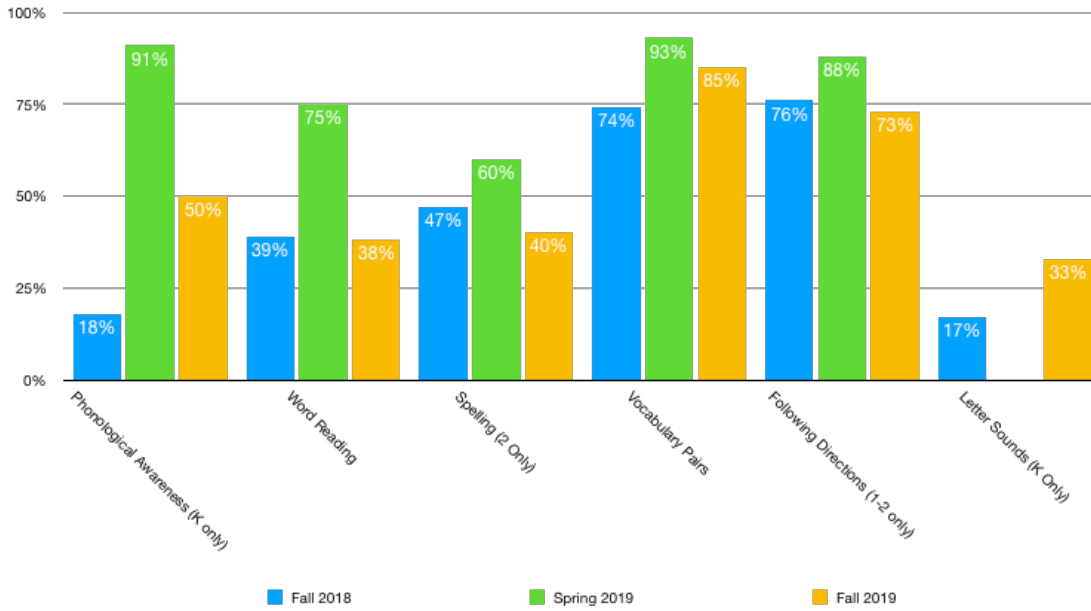
In the most recent administration of the Rapid Benchmark Assessment, it is evident that students struggle with Letter Sounds and Reading Words. Each of the elementary building’s data from the fall of 2019 area as follows:

Byesville Elementary

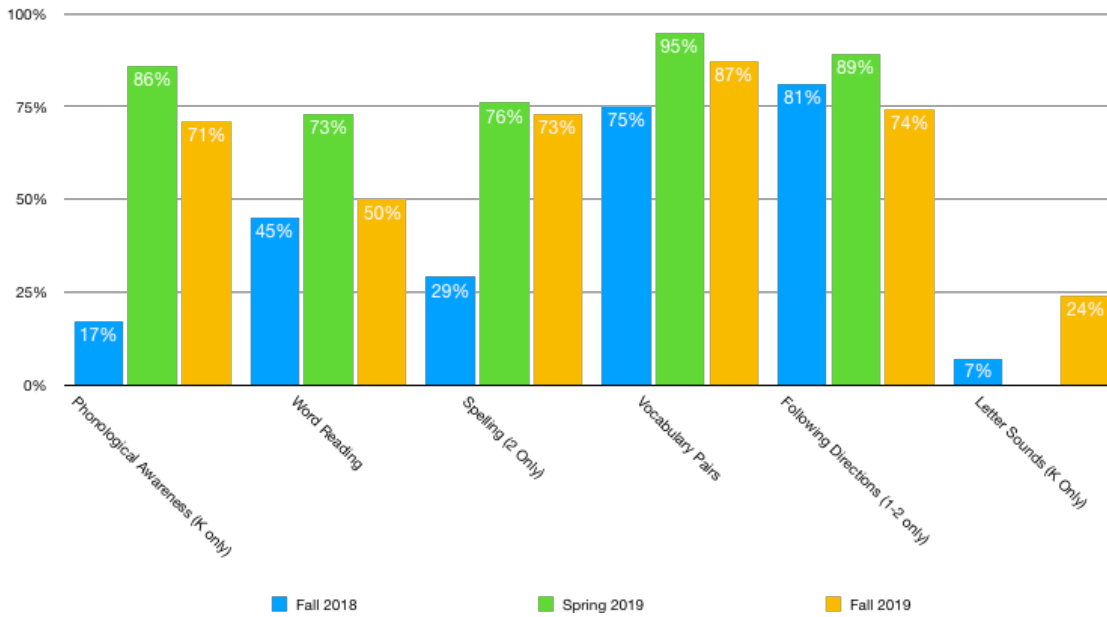
- Kindergarten had a median score of 13 percentile rank for Letter Sounds on the August Rapid Assessment.
- First grade had a median score of 16 percentile rank for Reading Words on the August Rapid assessment.
- Second grade had a median score of 20 percentile rank for Reading Words and 19 for Spelling on the August Rapid assessment. Secret Elementary
- Kindergarten had a median score of 14 percentile rank for Letter Sounds on the August Rapid assessment.
- First grade had a median score of 24 percentile rank for Reading Words on the August Rapid assessment.
- Second grade had a median score of 37 percentile rank for Reading Words and 38 for Spelling on the August Rapid assessment.

From the graphs below, though, it is clear that some progress has been made. After one year of professional learning with the literacy coach and more consistent implementation of literacy instruction, student proficiency has increased from the fall of 2018 to 2019. However, based on Scarborough’s Rope, the students in 3rd grade are still heavily working on Word Recognition and require more time to advance their skills in language comprehension in order to be proficient 3rd grade OST.

Byesville Rapid Benchmark Data



Secretst Rapid Benchmark Data



After analysis of initial Orton-Gillingham (OG) assessments administered in the fall of 2019, students clearly struggle with maintaining basic letter sound recognition and how those sounds make words.

Secrest

- First grade mastered an average of 17 initial letter sounds on OG Beginning Assessment.
- First grade averaged 0 initial words on OG Beginning Assessment.
- Second grade mastered an average of 21 initial letter sounds on OG Beginning Assessment.
- Second grade averaged 6 initial words on OG Beginning Assessment.

Byesville

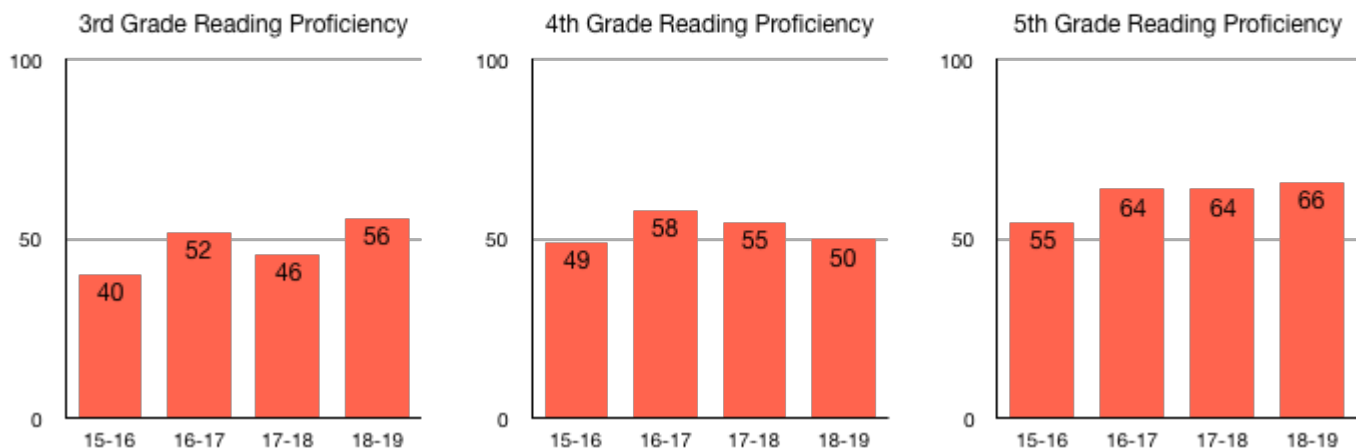
- First grade mastered an average of 17 initial letter sounds on OG Beginning Assessment.
- First grade averaged 0 initial words on OG Beginning Assessment.
- Second grade mastered an average of 18 initial letter sounds on OG Beginning Assessment.
- Second grade averaged 9 initial words on OG Beginning Assessment.

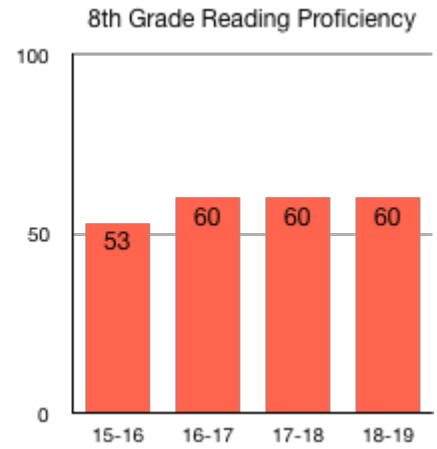
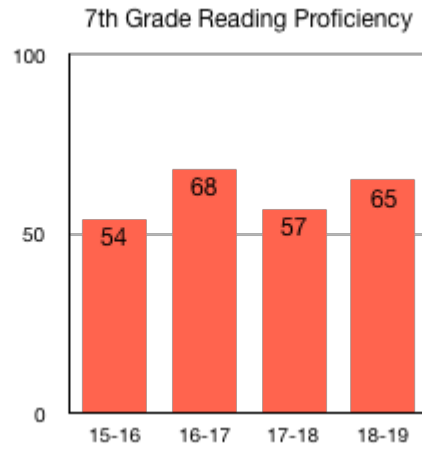
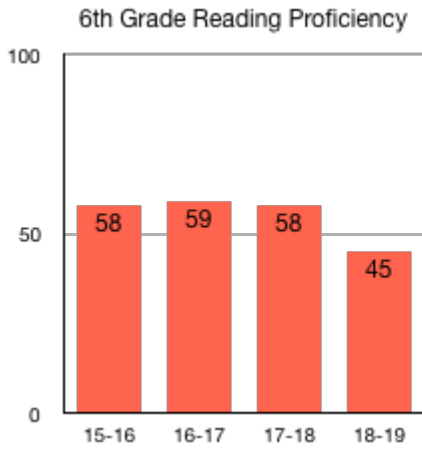
Grades 3-8 Ohio English Language Arts Assessments

Although inconsistent, students make gradual growth throughout each academic year but continue to struggle in reading literary and informational text.

In analyzing the scores from English Language Arts state assessments in grades 3-8, students proficiency rates have remained relatively consistent. However, scores are below the state average each year. There does appear to be a gradual increase in scores as grade bands move across the grades each year. For instance, 3rd graders in 2015-16 were 40% proficient, 58% proficient as they moved into 4th grade in 2016-17, and then 64% proficient in 5th grade in the 2017-18 school year. An additional item to note is that there appears to be a decline in proficiency rates for students in the 6th grade.

Proficiency on English Language Arts State Tests



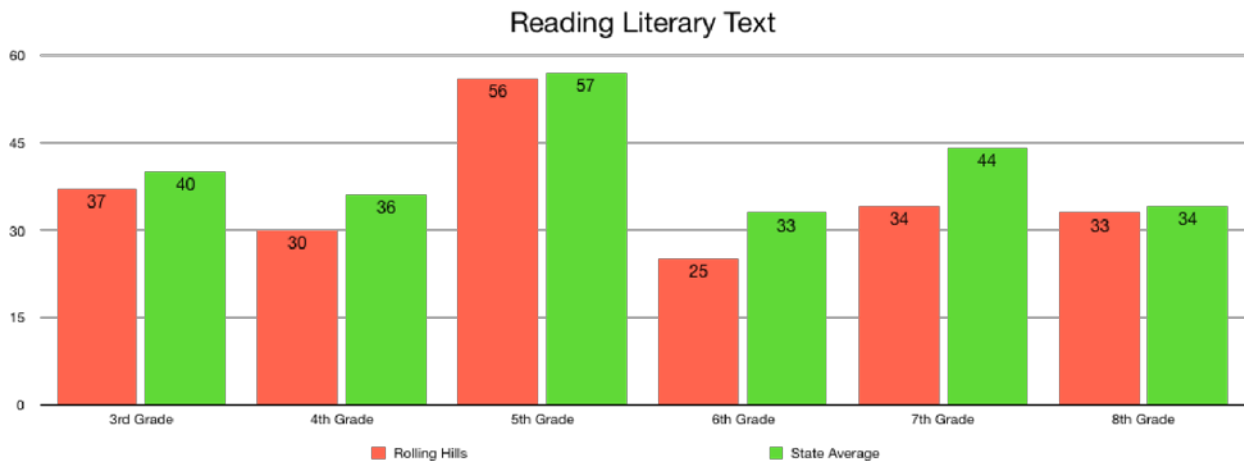


With regard to 3rd grade specifically, trend data shows steady improvement in spring scores, but students still consistently enter the school year below grade level.

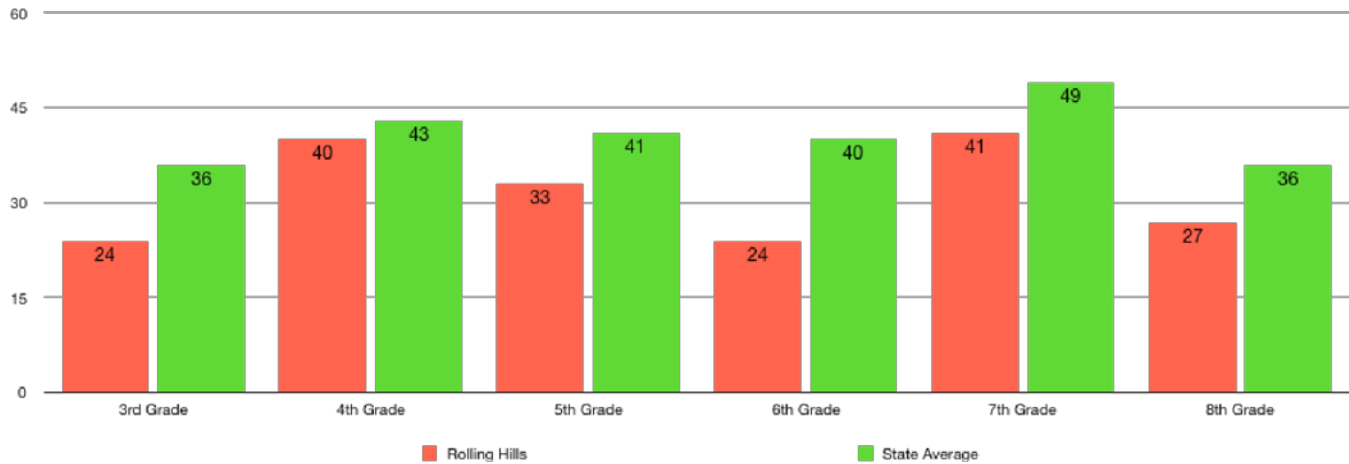
| School Year | Fall Score | Spring Score | Increase |
|-------------|------------|--------------|----------|
| 2015 - 2016 | 16% | 40% | +24 |
| 2016 - 2017 | 20% | 52% | +32 |
| 2017 - 2018 | 26% | 45% | +19 |
| 2018 - 2019 | 32% | 56% | +24 |

In breaking the data down by reporting category, students still score consistently below the state average on reading literary and informational text. On average, students score 4.8% below the state average on literary text and 9.3% on informational text. This is consistent with trends in K-3 reading diagnostics that illustrate students scoring below grade reading levels.

Proficiency on ELA Tests by Reporting Category



Reading Informational Text



3-12 Reading Diagnostics and Benchmark Assessment Data

Data shows deficiencies in vocabulary and comprehension skill development.

In the most recent administration of the Rapid Benchmark Assessment, it is evident that students struggle with word recognition and vocabulary as well as reading comprehension. Each of the building's data from the fall of 2019 area as follows:

Brook Intermediate

- Third Grade had a median score of 22 percentile rank for Word Recognition and 27 on Syntactic Knowledge on the August Rapid assessment.
- Fourth grade had a median score of 46 percentile rank for Word Recognition and 28 on Reading Comprehension on the August Rapid assessment.
- Fifth grade had a median score of 32 percentile rank for Vocabulary Knowledge and 19 for Reading Comprehension on the August Rapid assessment.
- On initial PAST and Orton-Gillingham assessments administered in the fall of 2019, students struggled in the areas of Syllable Segmentation, Phoneme Deletion of Final Sound, Adding Phonemes, and Phoneme Substitution of Initial Sound. Many students at Brook have not mastered the following letter sound identification: /h/, /p/, /ch/, /v/, /th/(v/un v), /wh/, /w/, and /qu/.

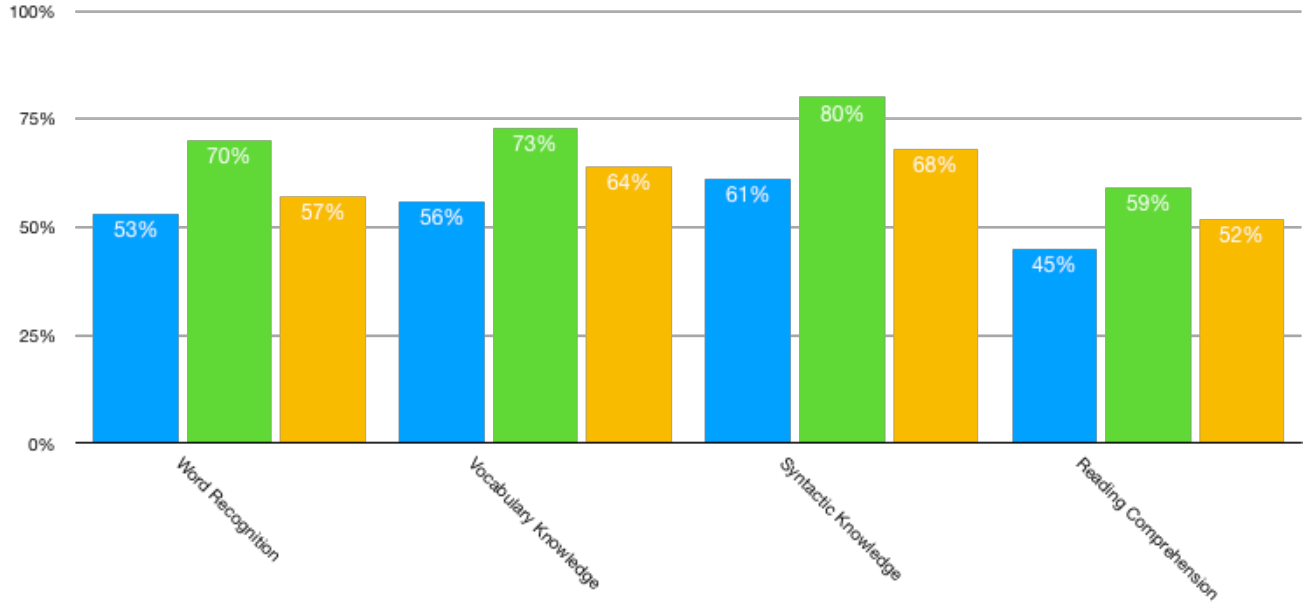
Meadowbrook Middle School

- Sixth Grade had a median score of 43 percentile rank for Vocabulary and 29 for Reading Comprehension on the August Rapid assessment.
- Seventh Grade had a median score of 47 percentile rank for Word Recognition and 31 for Reading Comprehension on the August Rapid assessment.
- Eighth Grade had a median score of 59 percentile rank for Word Recognition and 48 for Reading Comprehension on the August Rapid assessment.

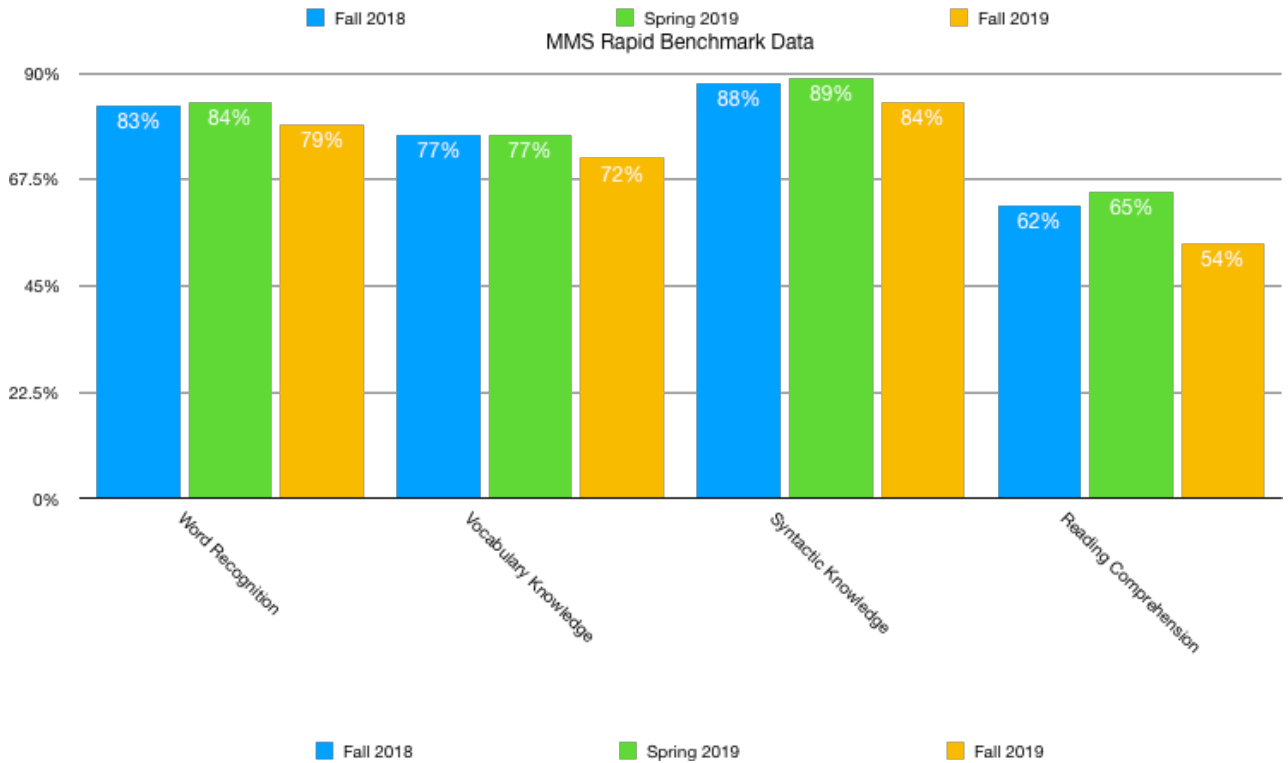
Meadowbrook High School

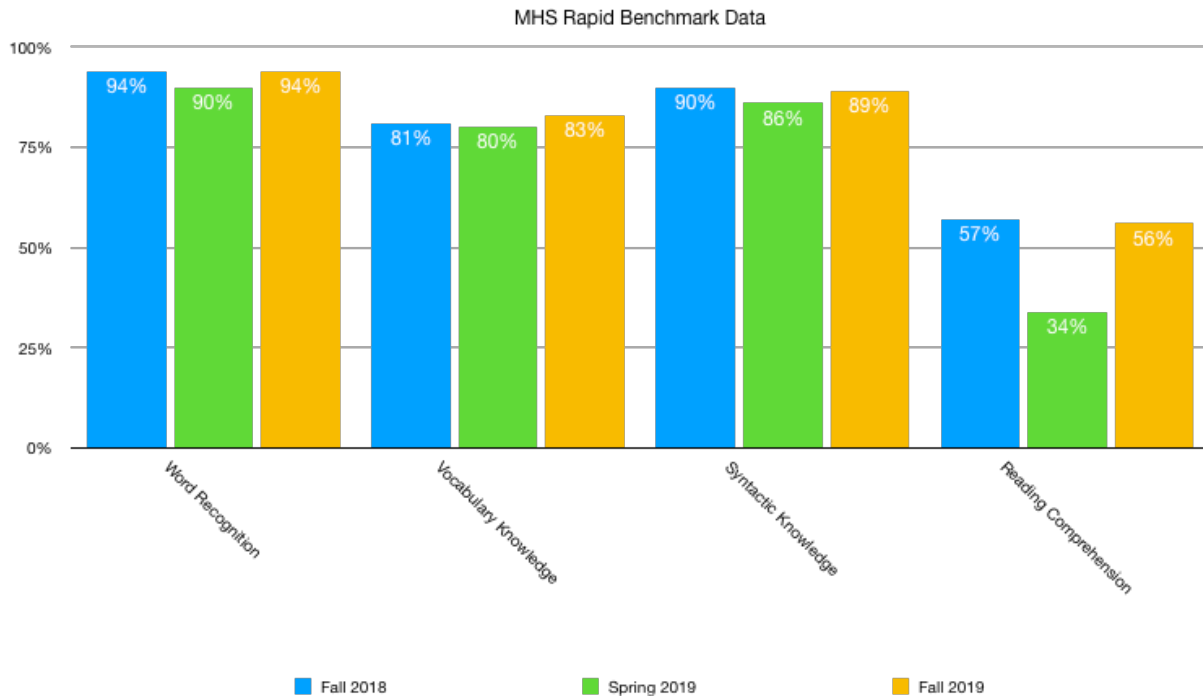
- Ninth Grade had a median score of 68 percentile rank for Vocabulary and 44 for Reading Comprehension on the August Rapid assessment.
- Tenth Grade had a median score of 64 percentile rank for Vocabulary and 26 for Reading Comprehension on the August Rapid assessment.
- Eleventh Grade had a median score of 65 percentile rank for Vocabulary and 31 for Reading Comprehension on the August Rapid assessment.
- Twelfth Grade had a median score of 58 percentile rank for Vocabulary and 1 for Reading Comprehension on the August Rapid assessment. Only non-College Credit Plus students were tested.

Brook Rapid Benchmark Data



MMS Rapid Benchmark Data

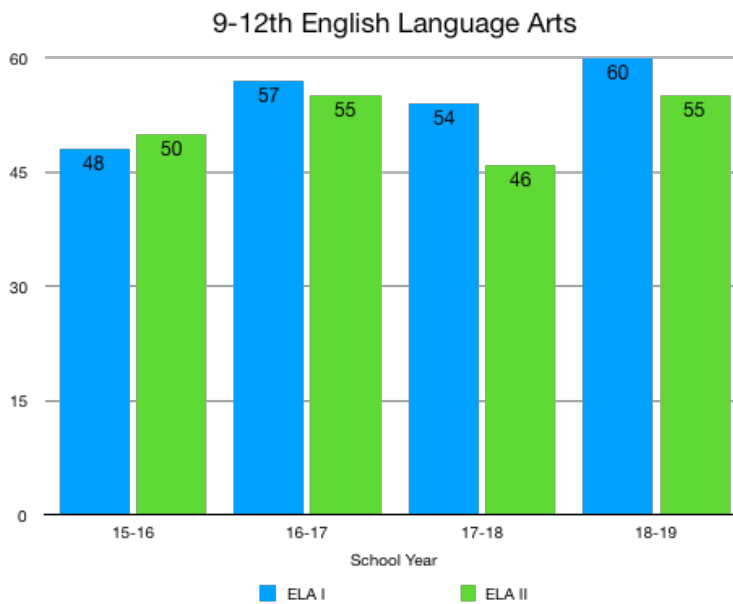




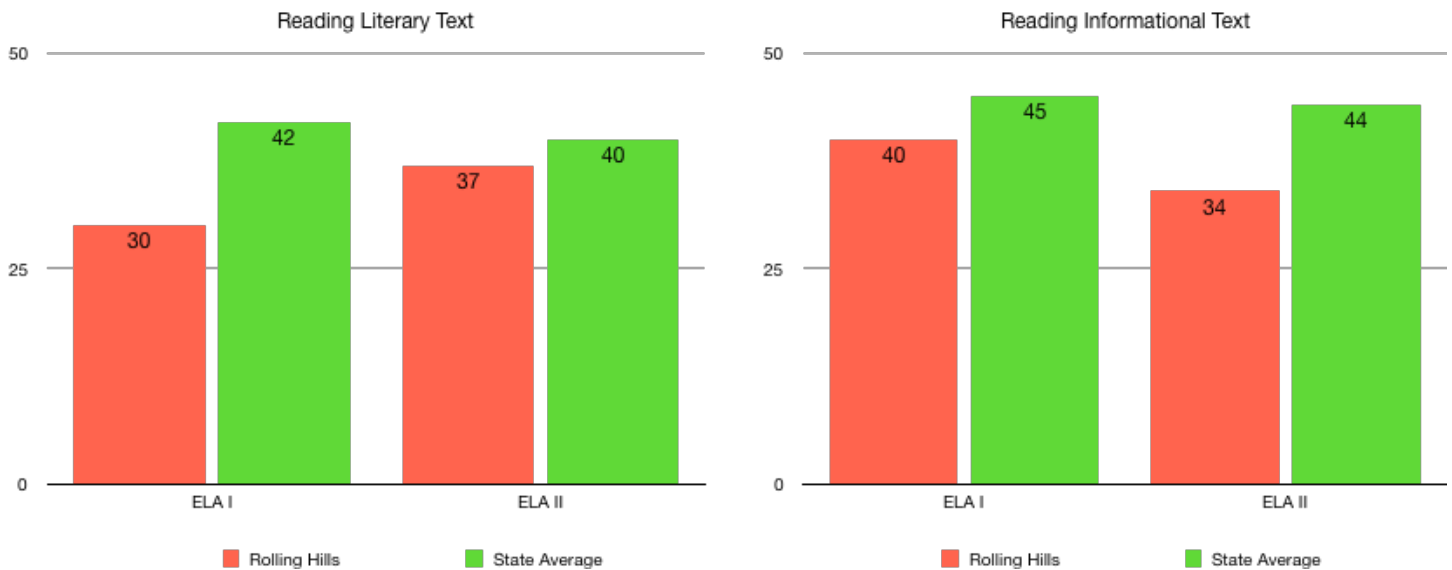
High School English Language Arts Assessments

Data shows continued achievement gap in reading of literary and informational text.

With the exception of the 2017-18 school year, the high school has seen consistent improvement in both ELA I and ELA II test scores. However, the breakdown of reporting categories shows students continually falling short of the state average in literary and informational text. In the spring of 2019, ELA I scores were 12% and ELA II scores were 3% below the state average in literacy text. For informational text, ELA I scores were 5% below and ELA II scores were 10% below the state average.



Proficiency on ELA Tests by Reporting Category



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.

To identify the needs of our learners, district stakeholders participating in the development of the Reading Achievement Plan engaged in a root cause analysis to identify factors that contribute to underachievement in literacy. Building Leadership Teams facilitated the Reading Tiered Fidelity Inventory (R-TFI) and compared it with other quantitative as well as qualitative data to come to the following conclusions about factors related to literacy development not represented in the analysis of learner performance:

Conclusion #1: In previous years, the district has lacked consistent core instructional practices designed to improve all students' language and literacy skills. This can be attributed to the following factors:

1. Diversified professional learning activities have created a lack of focus: Prior to the 2018-19 school year, the district engaged in numerous professional development sessions that resulted in changing focus from year to year. This led to a climate in which teachers were unsure of which initiatives to focus on in order to improve reading instruction across content areas. The Ohio Improvement Process Guide validates the importance of eliminating initiatives not aligned with the district goals for achievement. Further, Michael Fullan (2012) states that districts should “focus on a small number of ambitious goals, stay with those and build capacity.” The employment of a literacy coach in 2018 has allowed the district to better align literacy efforts, and coordinate professional development so that there is more consistency in the implementation of instructional practices. In addition, all K-5 ELA teachers have received training in the Orton-Gillingham approach to teaching reading which has further helped to create a united focus. Further time is needed, as well as consistent monitoring of instructional practices, in order for these changes to have a positive effect on the district's ELA state test scores.
2. Teacher turnaround resulted in usage of multiple methods of literacy strategies: Teacher turnover in all content areas has led to different instructional practices being implemented in different classrooms. Without a cohesive plan, teachers are either unaware of how to implement such strategies or attempt to implement what they are familiar with, leading to major variation between grade levels, content areas, and even individual classrooms. There exists a discrepancy in how new educators are trained to teach reading, and are not properly implementing evidence-based instructional practices designed to teach fluency, comprehension, vocabulary, and phonemic awareness.
3. A combination of student apathy and level of teacher-expectations has resulted in decreased academic performance: Apathy is a regional concern affecting all areas of education, not just literacy. The district has seen a large increase in lack of motivation on the students' part and limited support from parents as contributing factors

to low achievement. Some staff members have grown accustomed to working around student apathy instead of working against it.

Conclusion #2: Struggling readers continue to score below proficient on Ohio English language arts assessments because they are not being exposed to evidence-based intervention strategies through a differentiated curriculum. This is evident in the following pieces of data:

1. The district is inconsistent in the delivery of a Multi-Tiered System of Support (MTSS): In data collected from the R-TFI, discrepancies in the type of instructional support provided to students across grade bands are evident. Some currently used intervention practices are outdated and some instruction lacks differentiation. Additionally, the district is learning how to better implement a blended environment in which technology is not the focus but the tool for delivering evidence-based instruction.
2. Technology has also caused the focus to shift away from reading intervention and towards devices, providing an app as an avenue for learning when a student struggles. Many times, this will result in a teacher giving a student an audiobook or some other technological supplement instead of continuing to encourage hard work and growth with a more traditional and evidence-based intervention method.
3. Previously, teachers were unaware of how to select evidence-based instructional practices based on data: Data collected from Teacher Based Teams indicates that teachers are not aware of how to properly collect and analyze data and systems in order to drive effective practices and reading strategies. Data showed that teachers continued the use of intervention(s) even when progress was not occurring, and they lacked effective progress monitoring and data literacy skills. Additionally, non-ELA content area teachers have only recently begun to recognize their role as reading teachers. All teachers do not yet recognize the importance of reading instruction at all levels and the need for evidence-based learning strategies and approaches to content based literacy that can be implemented in their classroom.
4. Struggling students fail to retain literacy skills and strategies from one grade level to the next: In comparing spring benchmark data to incoming fall data, it is evident that a large percentage of students are scoring significantly lower. The district does not currently provide any reading support over the summer, thereby leading to a decline in letter-sound correspondence and letter formation for many K-3 students. For students in grades 4-8, this gap in instruction over the summer leads to lower word recognition and syntactic knowledge, ultimately resulting in decreased comprehension skills.

Conclusion #3: Students consistently score below proficient on the 3rd grade reading assessment because they are not receiving initial literacy exposure to support early skill development. This can be attributed to the following factors:

1. A large percentage of Rolling Hills students are economically disadvantaged: Poverty is directly linked to children's initial literacy exposure in the home, as family characteristics are the biggest predictor of kindergarten reading ability (Aikens & Barbarin, 2015). These lags in language and literacy development compound further with time, resulting in increasing deficits as the student advances through grade levels (Justice et. al, 2009). Additionally, Rolling Hills families living in poverty often lack transportation which keep students from attending after-school programs or even visiting the library to obtain reading resources.
2. Only 35% of incoming kindergarten students attended Bright Beginnings Preschool: Dr. Laura Justice explains how early literacy instruction is important to prevent delayed literacy development that leads to more serious disabilities in later grades (Justice et al, 2009). Students enrolled in early child development programs receive language and literacy instruction that will be significantly related to their reading achievement in later grade levels.
3. Children coming from poverty lack appropriate vocabulary development: According to Hart and Risley (1995), children from high-income families are exposed to 30 million more words than those children who come from families on welfare. This developmental issue is seen even more as students move throughout the grade levels. This illustrates the district-wide need for strategies designed to teach content-specific vocabulary.

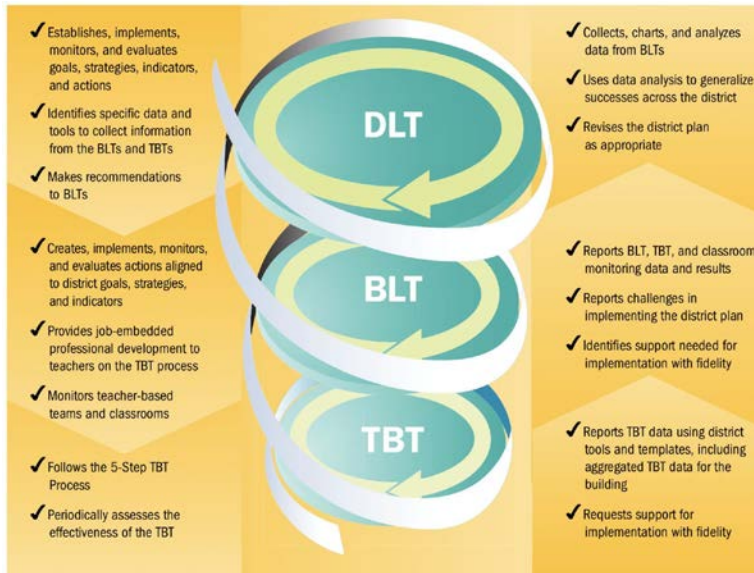
Environmental factors contribute to students' poor performance in kindergarten, and continue to be evident once they reach third grade and are required to achieve success on the third grade reading guarantee. However, as Barbarin and Aikens (2015) explained, differences in the school experience of poor children are not entirely a result of inadequate resources, but also from the quality of instruction, curriculum, and teaching.

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](#).

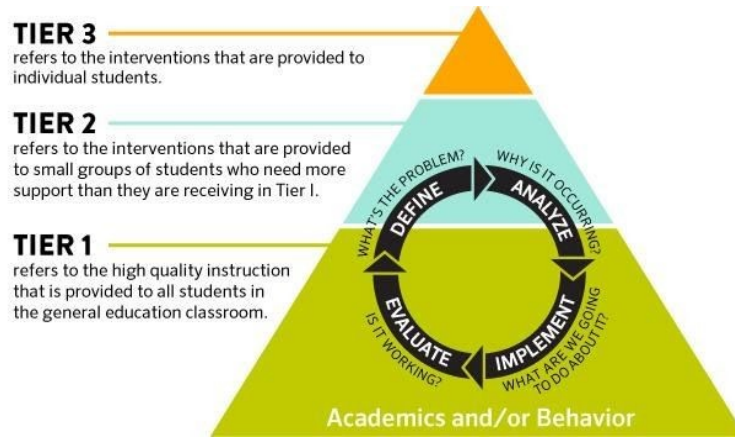
The mission of the Rolling Hills Local School District is to prepare all students to be college and career ready when they graduate high school with the 21st century literacy skills needed to be successful citizens in a global economy. This comes about through the actions and beliefs regarding a vision of the following aspects:

Shared Leadership: Student growth in language and literacy development is not solely dependent on teaching professionals, but comes about through an integrated system of leadership and shared contribution. Communication within shared leadership is critical, and is accomplished through the interrelationships of the Teacher Based Teams (TBTs), Building Leadership Teams (BLTs), and the District Leadership Teams (DLT) (see figure 4:1). District and building leaders must provide relevant and meaningful high quality professional learning opportunities, as well as continued in-class supports for educators working with students. Likewise, teaching professionals must consistently communicate with leaders regarding student performance and progress as well as areas of need. Despite the complexity of students disabilities, all learners have the potential to develop their language and literacy skills. Teachers must use evidence-based, system-wide practices to address the varied academic and behavioral needs of their students, and building and district leaders must ensure that educators have the supports and resources needed to provide these instructional practices.



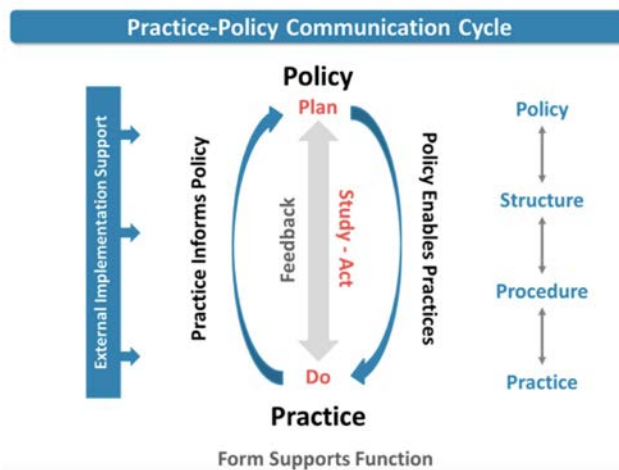
Interrelationships of DLT/CSLT, BLT, and TBTs

A Multi-Tiered System of Supports (MTSS): A Multi-Tiered System of Supports (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving is used to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities, or multiple tiers, based on student need. The MTSS framework will allow administration and teaching professionals of Rolling Hills to utilize a universal screener, evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. Data will also be used consistently to not only match students with the intervention needed, but to also allow students to exit the intervention once they are proficient. The MTSS framework will allow for need-driven decision-making to ensure that core instruction is differentiated at the appropriate levels to accelerate the performance of all students to achieve proficiency.



The Multi-Tiered System of Supports (MTSS)

Teacher Capacity: The success of district and school-wide improvement plans relies on the supports put in place to sustain the program for an adequate period of time for it to be effective. This involves strong leadership and vision coupled with a focused effort to improve the teaching performance of each educator (Lynch, Smith, Provost, & Madden, 2016). The district must build teacher capacity through focused, sustained and embedded professional learning opportunities that deepen educators' knowledge of the foundations of reading and how to implement evidence based practices and interventions as well as utilize language and literacy data to drive instructional decision-making. This will involve the use of instructional coaching in evidence-based language and literacy practices. Critical to any effort to coordinate the implementation of a new practice or program is the need to intervene actively, at multiple levels of implementation to help increase the likelihood that efforts are aligned. Professional learning will utilize this framework to ensure that it meets the needs of students and teachers within the classroom.



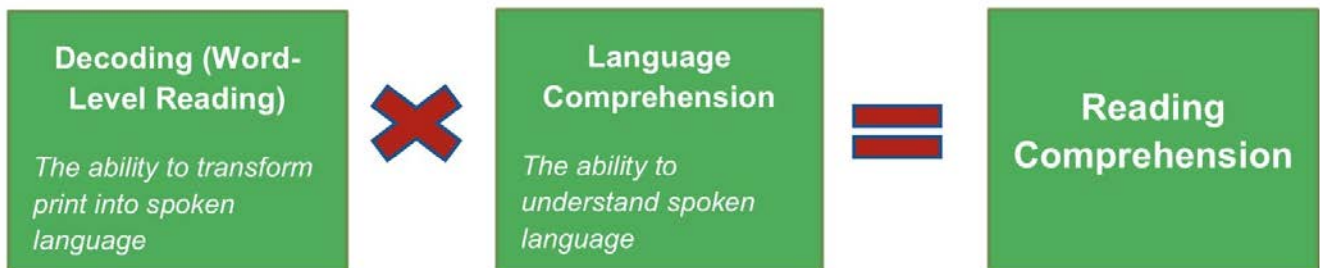
Practice-Policy Communication Cycle

Family Partnerships: Despite the fact that family characteristics are one of the biggest contributors to kindergarten reading disparities, school conditions have a large impact on reading outcomes (Aikens & Barbarin, 2015). Student success relies on consistent communication and partnership between home and family members and teaching professionals. The implementation of evidence-based systems and instructional practices to increase learner achievement for all learners, regardless of disability, must also incorporate parent and community engagement. This includes implementing programs that will support families in fostering student learning such as family literacy nights and book fairs as well as informing parents on ways to support their children’s reading skill development.

Community Collaboration: The development of this plan represents the importance of community collaboration in supporting student achievement. Through collaboration with the Ohio Valley Educational Service Center and neighboring districts, Rolling Hills administrators and teaching professionals worked together to collect and analyze data, conduct root cause analyses, and review evidence-based language and literacy instructional practices and interventions. Community partners were not only consulted in the development of this plan but are also involved in the monitoring process. In moving forward, the plan will be communicated to all stakeholders at multiple school and community based events, and will be monitored by district and Ohio Valley ESC staff through the analysis of student performance and adult implementation data. Additionally, the collaborative partners will work together to provide sustained professional development supporting teaching professionals.

The Simple View of Reading: This reading theory (see Figure 4:3) posits that two aspects are correlated in regards to students’ ability level: decoding and language comprehension (Gough & Tunmer, 1986). Disparities in reading ability may be the result of inadequate word recognition, inadequate language comprehension, or both. Instructional practices should be designed to target students’ specific learning needs to support word recognition, language comprehension and therefore reading comprehension. In examining student performance data, analysis must include identifying specific areas of need in regards to decoding and language comprehension skills. Additionally, this model must be emphasized when auditing curriculum or choosing supplementary materials.

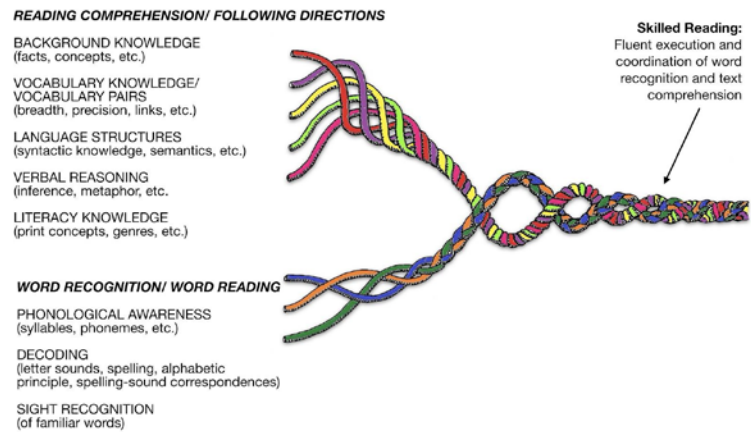
The Simple View of Reading



The Simple View of Reading (Gough & Tunmer, 1986)

Additionally, curriculum must be effective in addressing both and incorporate the use of evidence based instruction such as phonemic awareness and explicit comprehension strategy instruction. This instruction must also take into account Scarborough’s Reading Rope (see figure 4:4). According to this analogy, reading involved the intricate connection between language comprehension strands (such as background knowledge, vocabulary, grammar, semantics, verbal reasoning and knowledge about literacy itself) and Word Recognition strands (such as awareness of the sound structure of words, the idea that letters of the alphabet represent sounds, knowledge of which letters/patterns correspond to which sounds, and recognition of familiar words). These twist together to form the two main strands of the rope, and if any of the strands are weak the strength of the whole rope is compromised.

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING
Scarborough's Reading Rope



Scarborough's Reading Rope

Language and Literacy Development Continuum: Rolling Hills teaching professionals work to ensure that all learners in grades K-12 are supported across the language and literacy development continuum. The framework of this literacy plan ensures that students in grades K-5 receive explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension. Likewise, students in grades 6-12 are supported with instructional reading strategies across content areas, developing in them disciplinary literacy skills while providing intensive intervention where needed. Assessment of student performance incorporates universal screeners, benchmark assessments, and yearly state tests in ELA as well as Math, Science, and Social Studies. Students who struggle with reading or score below proficient on assessments receive intensive interventions by trained specialists in the particular area of need using evidence-based practices. Tier 2 and Tier 3 MTSS interventions will be used to support students with complex needs in which the Tier 1 MTSS strategies are not enough.

Collaboration of General Education and Special Education: The district's local literacy plan seeks to enhance partnerships and collaboration of general and special education practitioners and stakeholders in order to improve student outcomes. As described in this plan, uniting factors include implementation of multi-tiered systems of support (MTSS), evidence-based practices and programs and an integration of academic and behavioral supports. The district plan is focused upon the Integrated Comprehensive Systems Framework (see Figure 4:5). The four cornerstones of this framework include building upon the following things:

- *Focus on Equity and Best Practices* - A focus on equity guides all team decisions and requires a thorough understanding of the educational history of marginalization, a shift in thinking and practice from deficit vs. assets, advancement of identity development across differences, application of the equity research in completion an equity audit, and development of equity non-negotiables.
- *Location and Alignment of Staff and Students* - Staff and students are aligned and guided by the equity non-negotiables of proportional representation. All staff share expertise through co-planning and co-serving teams in support of all students.
- *Transform Teaching and Learning* - These teacher-based teams co-plan and co-serve through identity relevant teaching and learning practices that have been grounded in the most current research.



Leverage Funding and Policy - All Rolling Hills policies, procedures, and funding are aligned with all the equity-negotiables and federal and state legislation is leveraged to eliminate inequities.

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.

Overarching Goal #1: As measured by the Rapid Benchmark Assessment for grades K-12, 70% of Rolling Hills students will attain a Reading Success Probability score of 70 or higher by the spring of 2022.

- Subgoal #1.A: As measured by the Rapid Benchmark Assessment for grades K-12, 55% of Rolling Hills students will attain a Reading Success Probability score of 70 or higher by the spring of 2020.
- Subgoal #1.B: As measured by the Rapid Benchmark Assessment for grades K-12, 60% of Rolling Hills students will attain a Reading Success Probability score of 70 or higher by the spring of 2021.

Overarching Goal #2: K-5 students will increase letter-sound correspondence through Orton-Gillingham Phonics as evidenced by a median score of 60 percentile rank in letter sounds and a 70 percentile rank in word reading on Lexia Rapid by the spring of 2022.

- Subgoal #2.A: K-5 students will increase letter-sound correspondence through Orton-Gillingham Phonics as evidenced by a median score of 30 percentile rank in letter sounds and 40 percentile rank in word reading on Lexia Rapid by the end of 2019-2020 school year.
- Subgoal #2.B: K-5 students will increase letter-sound correspondence through Orton-Gillingham Phonics as evidenced by a median score of 45 percentile rank in letter sounds and a 55 percentile rank in word reading on Lexia Rapid by the end of 2020-2021 school year.

Overarching Goal #3: As measured by the Ohio State Test for English Language Arts for 3rd grade, 70% of Rolling Hills students will score proficient by the spring of 2022.

- Subgoal #3.A: As measured by the Ohio State Test for English Language Arts for 3rd grade, 60% of Rolling Hills students will score proficient by the spring of 2020.
- Subgoal #3.B: As measured by the Ohio State Test for English Language Arts for 3rd grade, 65% of Rolling Hills students will score proficient by the spring of 2021.

Overarching Goal #4: As measured by the Ohio State Test for English Language Arts for grades 6-12, grade level proficiency will increase by 3% for each grade level and increase by a minimum of 3% each corresponding year with the goal of a 10% increase by the spring of 2022.

SECTION 6: ACTION PLAN MAP(S)

On the following pages are the action plan maps designed to address the four goals described in Section 5.

#1: As measured by the Rapid Benchmark Assessment for grades K-12, 70% of Rolling Hills students will attain a Reading Success Probability score of 70 or higher by the spring of 2022.

#2: K-5 students will increase letter-sound correspondence through Orton-Gillingham Phonics as evidenced by a median score of 60 percentile rank in letter sounds and a 70 percentile rank in word reading on Lexia Rapid by the spring of 2022.

#3: As measured by the Ohio State Test for English Language Arts for 3rd grade, 70% of Rolling Hills students will score proficient by the spring of 2022.

#4: As measured by the Ohio State Test for English Language Arts for grades 6-12, grade level proficiency will increase by 3% for each grade level and increase by a minimum of 3% each corresponding year with the goal of a 10% increase by the spring of 2022.

Goal # 1 Action Map

Goal Statement: As measured by the Rapid Benchmark Assessment for grades K-12, 70% of Rolling Hills students will attain a Reading Success Probability score of 70 or higher by the spring of 2022.

Evidence-Based Strategy or Strategies: Lexia Rapid, Lexia Core5, Lexia PowerUp

| | Action Step 1 | Action Step 2 | Action Step 3 |
|-----------------------------|---|---|--|
| Implementation Components | Use of Lexia blended program to identify specific gaps in reading and support real-time student learning and intervention. | Monitoring usage of the Lexia blended curriculum to ensure fidelity. | Using Lexia Lessons to support struggling readers, particularly those on Reading Improvement and Monitoring Plans (RIMP). These lessons are designed to address specific deficiencies in reading skills. |
| Timeline | August 2019- May 2022 | January 2020- May 2022 | August 2019- May 2022 |
| Lead Person(s) | Building Principals and teaching staff including ELA teacher, Title Teacher, and Intervention Specialists | Building Principals | Teaching staff including ELA teacher, Title Teacher, and Intervention Specialists |
| Resources Needed | Lexia Core 5 and Power Up program and licenses, time in TBTs to collaborate, Administrative “Lexia Fidelity” checklist | Lexia Core 5 and Power Up program and licenses, time in TBTs to discuss outcomes, Administrative “Lexia Fidelity” checklist | Lexia Core 5 and Power Up program and printed Skillbuilder lessons, time in TBTs to plan and collaborate |
| Specifics of Implementation | K-12 ELA teachers will utilize the Lexia Core5 and Power Up program with fidelity in order to consistently track and monitor student progress in areas of need. | K-12 Administration will monitor fidelity through TBT discussions, use of the administrative Lexia checklist, and Core5 data regarding units completed. | Teachers will implement Lexia Lessons in small groups and one-on-one, especially to those on RIMPS. These lessons and their outcomes will be documented and shared with grade level teams. |
| Measure of Success | Minutes spent by students using the program and teachers logging on to assess progress | Fidelity of implementation of Lexia program using Admin checklist | Documented completion of Lexia Lessons, quarterly progress monitoring on RIMPS |
| Check-in/Review Date | Weekly in TBTs beginning the 2019-20 school year | Quarterly at administrative meetings and DLT beginning January 2020 | Quarterly at BLT meetings beginning 2019-20 school year |

Goal # 2 Action Map

Goal Statement: K-5 students will increase letter-sound correspondence as evidenced by a median score of 60 percentile rank in letter sounds and a 70 percentile rank in word reading on Lexia Rapid by the spring of 2022.

Evidence-Based Strategy or Strategies: Heggerty Phonics Instruction, Orton-Gillingham Multisensory Approach

| | Action Step 1 | Action Step 2 | Action Step 3 |
|-----------------------------|---|--|--|
| Implementation Components | Use of Heggerty Phonemic Awareness Curriculum | Use of the Orton-Gillingham (OG) Approach for explicit, multisensory, structured, sequential, diagnostic, and prescriptive teaching of literacy | Using a variety of assessment data to identify and monitor struggling readers, including those on RIMPS. |
| Timeline | August 2019- May 2022 | January 2020- May 2022 | August 2019- May 2022 |
| Lead Person(s) | K-2 teaching staff including ELA teachers, Title Teacher, and Intervention Specialists | K-5 teaching staff including ELA teachers, Title Teacher, and Intervention Specialists | K-5 teaching staff including ELA teachers, Title Teacher, and Intervention Specialists |
| Resources Needed | Heggerty Curriculum, professional development, time in TBTs to collaborate | Resources from IMSE to support all aspects of Orton-Gillingham including workbooks, teacher manuals, and manipulatives, time in TBTs to collaborate | PAST assessment, Orton-Gillingham Level 1 and Level 2 assessments |
| Specifics of Implementation | K-2 ELA staff will implement the Heggerty Phonemic Awareness Curriculum into their instruction with fidelity. | K-5 ELA staff will implement the Orton-Gillingham Approach into their instruction with fidelity to improve spelling, decoding skills, fluency and reading comprehension. | K-5 ELA teachers will assess students using the PAST Assessment and Orton-Gillingham assessments to identify specific skills that students have not mastered. These students will be given small group instruction using OG methods. |
| Measure of Success | Increased student proficiency on PAST assessment | Fidelity of implementation of OG using Admin checklist | Increased student proficiency on PAST and OG assessments |
| Check-in/Review Date | Weekly in TBTs beginning the 2019-20 school year | Quarterly at administrative meetings and DLT beginning January 2020 | TBTs and BLTs beginning the 2019-2020 school year |

Goal # 3 Action Map

Goal Statement: As measured by the Ohio State Test for English Language Arts for 3rd grade, 70% of Rolling Hills students will score proficient by the spring of 2022.

Evidence-Based Strategy or Strategies: Heggerty Phonics Instruction, Orton-Gillingham Multisensory Approach

| | Action Step 1 | Action Step 2 | Action Step 3 |
|-----------------------------|---|--|---|
| Implementation Components | Using a variety of assessment data to monitor student growth | Differentiating teacher-led instruction based upon assessment data | Using Fountas and Pinnell benchmarking kits |
| Timeline | August 2019- May 2022 | August 2019- May 2022 | August 2021- May 2022 |
| Lead Person(s) | K-3 teaching staff including ELA teachers, Title Teacher, and Intervention Specialists | K-3 teaching staff including ELA teachers, Title Teacher, and Intervention Specialists | K-3 teaching staff including ELA teachers, Title Teacher, and Intervention Specialists |
| Resources Needed | Orton-Gillingham Level 1 and Level 2 assessments, Lexia Rapid Benchmarking Assessment | Orton-Gillingham, Heggerty, and other instructional resources to support literacy instruction | Fountas and Pinnell benchmarking kits |
| Specifics of Implementation | Teachers will assess student growth with Lexia Rapid 2-4 a year and will analyze the data with administration in TBTs and BLTs. K-5 will assess quarterly, 6-8 three times a year, and 9-12 will assess at the beginning and end of each school year. Building members will share this data during DLT meetings to determine trends and district needs. | Teachers will use data on a regular basis from the OG, PAST, and Lexia assessments in order to determine path of instruction to meet students' needs. Students who are on a RIMP will be monitored weekly and placed into small groups and one-on-one situations in order to learn fundamental skills. | Teachers will use specific reading levels within the Fountas and Pinnell kits in order to differentiate instruction per child/per reading group. Students on RIMPS will especially benefit from implementation of these kits. |
| Measure of Success | Increase percentage of students reaching a Reading Probability Score of 70% or higher, number of teacher logins | RIMP documentation | Completed running records for each student |
| Check-in/Review Date | TBTs and BLTs beginning the 2019-20 school year | TBTs and BLTs beginning the 2019-20 school year | TBTs and BLTs beginning the 2021-22 school year |

Goal # 4 Action Map

Goal Statement: As measured by the Ohio State Test for English Language Arts for grades 6-12, grade level proficiency will increase by 3% for each grade level and increase by a minimum of 3% each corresponding year with the goal of a 10% increase by the spring of 2022.

Evidence-Based Strategy or Strategies: Explicit vocabulary instruction, explicit comprehension instruction

| | Action Step 1 | Action Step 2 | Action Step 3 |
|-----------------------------|---|---|--|
| Implementation Component | Targeting vocabulary and comprehension instruction at the middle school level in the ELA classroom | Targeting vocabulary and comprehension instruction at the high school level in the ELA classroom | Targeting vocabulary, comprehension, and writing instruction in cross-curricular classrooms 6-12 |
| Timeline | August 2020- May 2022 | August 2020- May 2022 | August 2020- May 2022 |
| Lead Person(s) | Building principals, Grade 6-8 ELA teachers, Intervention Specialists | Building principals, Grade 9-12 ELA teachers, Intervention Specialists | Building principals, Grade 6-12 Content specific teachers, Intervention Specialists |
| Resources Needed | Lexia PowerUp, NewsELA, PD on explicit vocabulary instruction, CommonLit | Lexia PowerUp, NewsELA, PD on comprehension strategies, CommonLit | NewsELA, PD on explicit vocabulary instruction and comprehension strategies, CommonLit |
| Specifics of Implementation | Each grade level will focus on a specific area for improvement: <ul style="list-style-type: none"> - 6th grade will target vocabulary knowledge and reading comprehension - 7th grade will target informational text, vocabulary and writing skills - 8th grade will target vocabulary and literary text | 9-12 staff will include at least one informational text reading per week and will include the informational reading questions to develop comprehension. | Content area vocabulary lists will be created for all content areas and TBT's will determine how the vocabulary will be implemented through the year on a unit by unit basis. By the end of the year, students will have been given all vocabulary words and tested to determine mastery. That information will be used to adjust future vocabulary work and guide future decision making. |
| Measure of Success | TBT minutes documenting implementation and/or lesson plans, Increased student scores on Rapid | TBT minutes documenting implementation and/or lesson plans, increased Rapid scores, Increased subscores on ELA OST tests for informational text | TBT minutes documenting implementation and/or lesson plans, Increased student scores on Rapid |
| Check-in/Review Date | TBTs and BLTs beginning the 2020-21 school year | TBTs and BLTs beginning the 2020-21 school year | TBTs and BLTs beginning the 2020-21 school year |

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.

Rolling Hills Local Literacy Plan is based on the foundational belief that student growth in language and literacy development is comes about through an integrated system of leadership and shared contribution from building and district leaders as well as teaching professionals.

To achieve this, the district will monitor and compare projected results with actual results, assess which changes in adult practices impact student performance, identifies strategies and actions with the greatest impact, support actions to institutionalize successes and eliminate unsuccessful practices. Following are the learner performance goals that will be monitored and the details of what data will be analyzed and how frequently the process will take place:

Overarching Goal #1: As measured by the Rapid Benchmark Assessment for grades K-12, 70% of Rolling Hills students will attain a Reading Success Probability score of 70 or higher by the spring of 2022.

- a. In the beginning of the academic school year, K-12 students will take the Rapid benchmark assessment in order for teachers to identify those tier 2 and 3 students who are at risk for not passing the OST. Struggling students will begin interventions, including but not limited to RIMP, Orton-Gillingham specific instruction, use of PowerUp (for 6-12 students), small group and one-on-one instruction. This data will be shared with TBTs and BLTs as grade levels work to meet the needs of students below proficient.
- b. In the beginning of the academic school year, K-5 English Language Arts teachers will utilize the Core5 comprehensive diagnostic Auto Placement tool that screens both word recognition skills (Phonemic Awareness and Phonics) and meaning-based skills (Vocabulary and Comprehension). Students will be immediately placed in an appropriate level of the program, with support for students who are not making progress towards the goal. 6-12 students identified as either Tier 2 or 3 according to their Rapid results will also begin use of the PowerUp program.
- c. On a weekly basis, K-12 English Language Arts teachers will share in TBTs the Core5 and PowerUp detailed progress monitoring as well as usage targets for each student that indicates the amount of time each week that a student needs to work in the program in order to meet their grade-level end-of- year benchmark.
- d. Students will be measured against norms-based standards to determine their level of risk for reading failure and their progress against grade-level standards for reading. This will occur quarterly for K-5, three times a year for 6-8, and semesterly for 9-12. This data is specific to each student and can be aggregated across classes, grades and schools to determine the overall levels of risk in the entire student population.
- e. Administrators will meet with teachers in TBTs to check in on weekly progress, and discuss building progress with BLTs. They will also conduct classroom observations using the Lexia Fidelity Checklist to ensure the program is implemented effectively.

Overarching Goal #2: K-5 students will increase letter-sound correspondence through Orton-Gillingham Phonics as evidenced by a median score of 60 percentile rank in letter sounds and a 70 percentile rank in word reading on Lexia Rapid by the spring of 2022.

- a. Two-three times a year, K-5 students will take the Phonological Awareness Skills Test (PAST) as well as Orton-Gillingham (OG) Level 1 and/or 2 assessments. Struggling students will begin interventions, including but not limited to RIMP, Orton-Gillingham specific instruction, use of PowerUp (for 6-12 students), small group and one-on-one instruction. This data will be shared with TBTs and BLTs as grade levels work to meet the needs of students below proficient.
- b. Administrators will meet with teachers in TBTs to check in on weekly progress, and discuss building progress with BLTs. They will also conduct classroom observations using the OG Fidelity Checklist to ensure the program is implemented effectively.

Overarching Goal #3: As measured by the Ohio State Test for English Language Arts for 3rd grade, 60% of Rolling Hills students will score proficient by the spring of 2022.

- a. Teachers will analyze student growth on Lexia Rapid with administration in TBTs and BLTs. This will occur quarterly for grades K-6 , 3 times a year for grades 6-8, and 9-12 will assess at the beginning and end of each school year. Building members will share this data during DLT meetings to determine trends and district needs.
- b. Teachers will discuss data on a regular basis in TBTs from the OG, PAST, and Lexia assessments in order to determine path of instruction to meet students' needs. Students who are on a RIMP will be monitored weekly and placed into small groups and one-on-one situations in order to learn fundamental skills.

- c. Teachers will keep running records of students as they use the Fountas and Pinnell benchmarking kits. This will be shared with grade level teams during TBTs.

Overarching Goal #4: As measured by the Ohio State Test for English Language Arts for grades 6-12, grade level proficiency will increase by 3% for each grade level and increase by a minimum of 3% each corresponding year with the goal of a 10% increase by the spring of 2022.

- a. Teachers will meet with administrators regularly in TBTs and BLTs to share outcomes from comprehension and vocabulary instruction. Vocabulary lists will be generated and shared with BLT and DLT to create alignment.
- b. Regular review of Rapid data on vocabulary, word recognition, and comprehension will take place in BLTs to determine if strategies are continuing to be effective.

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.

Orton-Gillingham Multi-Sensory Approach

The Orton-Gillingham (OG) Approach is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia. It is most properly understood and practiced as an approach, not a method or program. All K-5 ELA teachers at Rolling Hills have undergone 30 hours of OG training and are well-equipped to use the approach to create powerful instruction of exceptional breadth, depth, and flexibility.

The essential curricular content and instructional practices that characterize the Orton-Gillingham Approach are derived from two sources: first from a body of time-tested knowledge and practice that has been validated over the past 80 years, and second from scientific evidence about how individuals learn to read and write; why a significant number have difficulty in doing so; how having dyslexia makes achieving literacy skills more difficult; and which instructional practices are best suited for teaching such individuals to read and write.

Using the OG approach to teaching reading will greatly help those students on Reading Improvement and Monitoring Plans (RIMPS) as it is specifically designed for a one-on-one teacher-student instructional model and small group instruction. The OG Approach is focused upon the learning needs of the individual student. OG practitioners design lessons and materials to work with students at the level they present by pacing instruction and the introduction of new materials to their individual strengths and weaknesses. Students on RIMPS need to master the same basic knowledge about language and its relationship to writing like all students who seek to become competent readers and writers. However, these students need more support than others in sorting, recognizing, and organizing the raw materials of language for thinking and use. Language elements that non-dyslexic learners acquire easily must be taught directly and systematically. The district has already seen growth through the use of this instructional approach during the fall of 2019.

Phonemic Awareness Instruction with Heggerty Curriculum

According to the studies included in the National Reading Panel (2000) research conducted on Phonemic Awareness (PA) Instruction showed that teaching it explicitly to students improves their ability to manipulate phonemes in speech. This skill transfers and helps them learn to read and spell. The studies also showed that PA training benefits not only word reading but also reading comprehension. Each level of the Heggerty curriculum provides daily lessons, focusing on eight phonemic awareness skills, along with additional activities to develop Letter and Sound recognition, and Language Awareness. The lessons are designed to deliver Tier 1 phonemic awareness instruction in a whole group setting and only take 10–12 minutes. For students on a RIMP that require extra support, portions of lessons can be used in a small group and serve as a “second dose” of phonemic awareness instruction.

Bus and van Ijzendoorn (1999), in their meta-analysis of PA training studies, found that teaching PA to small groups of children produced a bigger impact on outcomes than teaching students individually or in classrooms. Small grouping strategies will therefore be implemented in the Rolling Hills ELA classrooms.

Important aspects of Phonemic Awareness Instruction that will be considered include:

- PA instruction is most effective when students are taught to manipulate phonemes with letters
- The instruction should be explicitly focused on one or two types of phoneme manipulations rather than multiple types
- Students who are taught in small groups show increased benefits from PA instruction.
- Alignment to Changing Emphasis of Conventional Literacy in K-5

The focus on phonemic awareness instruction will follow the changing emphasis of the subskills of conventional literacy (see figure 8:1). In K-1 emphasis will be on blending and segmenting, and as students progress from the end of 2nd grade through 5th the emphasis will move to phoneme analysis. Additionally, reading comprehension will begin with speaking and listening in grades K-1, transition to listening, reading and writing in grades 2-3, and increase to reading and writing in upper elementary grades of 4-5. Students requiring extra support, such as those on a RIMP, will spend one-on-one instructional time on those skills they need additional help with before they can perform at grade level.

| Component | 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 | | | Multisyllabic & Word Study | |
| Fluency | Sounds and Words | Words & Connected Text | | | Connected Text | |
| Vocabulary | Speaking & Listening | | Listening, Reading & Writing | | Reading & Writing | |
| Comprehension | Speaking & Listening | | Listening, Reading & Writing | | Reading & Writing | |

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

Explicit Reading Comprehension Strategies and Vocabulary Instruction with Lexia Core5 and PowerUp

A highly effective vocabulary strategy is one that teaches in a structured way, where words are related to core concepts being learned and are delivered in context. Repetitive exposure and being able to picture words also promotes retention. Leveraging technology can amplify these strategies by creating rigorous thinking around words while helping to commit them to memory. To provide students explicit teaching of reading comprehension strategies and phonemic awareness, the district will be utilizing the Lexia Core5 program for students in grades K-5 and PowerUp for grades 6-12. Lexia provides differentiated literacy instruction for students of all abilities in grades PreK-5. Core5 provides explicit, systemic, personalized learning in the six areas of reading instruction (phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension), targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. The leadership team chose the Core5 program because it is one of the most rigorously researched and independently evaluated reading programs in the world, and has been proven to accelerate the development of critical fundamental literacy skills in elementary grades in nine (9) studies published in peer-reviewed journals. Core5 has been evaluated using rigorous scientific methods, as seen in Gold Standard efficacy studies including the following criteria: Treatment and control groups, randomly assigned classrooms to the participant and control groups, standardized measures to pretest and post test students in both groups, results evaluated using appropriate statistical data analyses and peer-review process, which includes a rigorously and blindly.

The evidence-based strategies and programs described above support all learner needs through structured activities and assessments delivering the scope and sequence of the K-5 Big Ideas for Early Reading that are essential to literacy instruction:

- Phonemic Awareness- instruction focuses on individual sounds within words, as well as activities include identifying, segmenting, blending, and manipulating syllables and sounds in words.
- Alphabetic principle- activities focus on the ability to apply knowledge of letter-sound correspondence to reading and spelling words, pattern recognition of syllable types, rules for syllable division, and simple spelling generalizations that are based on letter-sound correspondence. Additional instruction revolves around recognition of meaningful parts of multisyllabic words derived from Latin and Greek and focus on the application of these skills to reading and understanding academic vocabulary.
- Fluency with text- is addressed through activities that involve analysis of sentence structure and ultimately the timed reading of passages.
- Vocabulary- activities are structured to teach word-learning strategies, to provide exposure to rich and varied vocabulary words, and to allow students to develop an awareness of word relationships and associations.

- Comprehension- activities develop the ability to understand information at a concrete level as well as an abstract level through the application of higher order thinking skills. Activities develop comprehension strategies through interaction with increasingly complex narrative and informational texts.

For students on a RIMP, Tier 2 interventions will be used to address the components of reading instruction (phonemic awareness, phonics, vocabulary, comprehension, and fluency) and relate to students' needs and developmental level. Intensive intervention will occur on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in Tier 2 small group instruction (Tier 3).

Additionally, these evidence-based instructional strategies will be used for the teaching of vocabulary and reading comprehension strategies, particularly at the middle and high school levels.

- Direct Instruction- Teacher decides academic goals of instruction and throughout class demonstrates concepts and skills through modeling. There is constant assessment and based on that, the teacher can determine whether or not students need further clarification. It includes both guided and independent practice opportunities that use related but different examples.
- Self-Assessment - Students are able to self-assess their work and measure against teacher explained proficiency.
- The teacher can then discuss the results and help students grasp where they are relative to the proficiency goals. Students are also given the opportunity to apply refined understanding to another task to see progress.

Reciprocal Teaching- Reciprocal teaching is a 4-step, close reading strategy that uses cognitive tools of : 1) predict, 2) Clarify, 3) Question, and 4) Summarize. Critical to the success of this strategy is that the teacher spends time modeling each of these steps before students work through them on their own. As They do, the teacher must remain hands-on, guiding students and offering feedback and clarification throughout. The teacher only begins to transfer more responsibility to students once they can demonstrate mastery of the four skills. Even then, the teacher continues to observe students and offer support or remediation as needed.

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:

The leadership team will provide support for implementation of the evidence-based practices and interventions through:

1. Professional Learning from Instructional Coach: The instructional coach will work with teaching professionals to develop knowledge, skills and abilities related to content specific practices to build teacher capacity and their understanding of instructional practices to improve student outcomes. This will be achieved through the following activities:
 - a. Informal and formal conversations with colleagues in identifying issues or needs, setting goals, and problem solving
 - b. Developing and providing curriculum and materials for/with colleagues
 - c. Assisting with assessing students and interpreting assessment data and helping teachers use results for instructional decision making
 - d. Modeling, co-teaching and discussing lessons
 - e. Visiting classrooms and providing feedback to teachers
2. Professional Learning from Lexia: Lexia's Implementation Manager will meet with district and building leadership to determine goals, set milestones, and develop a plan to effectively and efficiently implement the plan. This designee will also meet with building leaders to review data in regards to implementation fidelity and goals. Lexia's Implementation Manager will facilitate interactive training sessions to provide educators with an understanding of the program's personalized learning pathways and how to create instructional plans to meet student needs.
3. Data Monitoring by Building and District Leadership Teams: Through constant communication between the DLT, BLT, and TBT groups, the district will create a culture of shared accountability of learner performance data. The DLT and BLT will work closely in order to develop knowledge, skills and abilities in the infrastructures (systems) to support high-quality use of language and literacy practices.

The district will ensure that the proposed evidence-based strategies are being implemented with fidelity and are effective in providing differentiated instruction and interventions for students. The chosen strategies correlate with the comprehensive needs assessment described in Section 3, and will be monitored for progress on adult implementation by building principals and district leadership who will also work to improve upon strategies utilized during the two prior consecutive years.

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.

The following professional development plan supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development.

| <p>Goa #1: As measured by the Rapid Benchmark Assessment for grades K-12, 70% of Rolling Hills students will attain a Reading Success Probability score of 70 or higher by the spring of 2022. Evidence- Based Strategies: Lexia Rapid, Lexia Core5, Lexia PowerUp</p> | | | | | | | |
|---|----------------------------|-----------|-----------|---------------|--------------|-------------|-------------------|
| PD Description | Begin/End Dates | Sustained | Intensive | Collaborative | Job Embedded | Data Driven | Classroom Focused |
| K-2 teachers will engage in Heggerty Training to support phonemic awareness instruction in their classroom. | January 2020- May 2021 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| K-5 ELA teachers will engage in ongoing professional learning and in-classroom support on how to implement Orton-Gillingham strategies into their instruction. | August 2019- May 2022 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| K-12 teachers in all content areas will engage in ongoing professional learning and in-classroom support on how to implement reading strategies to support vocabulary and comprehension instruction. | August 2019- May 2022 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| K-12 teachers in all content areas will engage in on-going differentiation professional development on how to meet the learning and instructional needs of the learners in the classroom. | August 2019- May 2022 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Rolling Hills administrators will participate in the Lexia District Support Plan and have on-going support for how to implement Lexia effectively in their buildings. | August 2019- May 2020 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Resources Required | Outcomes/Evaluation | | | | | | |

| | |
|--|--|
| Literacy Coach, Teacher Based Teams (TBTs), Lexia-Implementation Manager | <ul style="list-style-type: none"> - Literacy coach will use professional development, coaching cycles, and coaching logs to provide support in implementation of instructional strategies. The literacy coach will support administrators in the use of implementation checklists and the monitoring of professional learning. - Teachers and building principals will use TBT time to analyze data, discuss effectiveness, and monitor implementation of effective vocabulary and comprehension instruction. - Educators of all content areas will be able to teach their discipline through the use of consistent reading strategies designed to improve student vocabulary and comprehension levels. - Principals will guide their teachers in their buildings to gain skills in leveraging the Lexia online program to support optimal student gains. |
|--|--|

Goal #2: K-5 students will increase letter-sound correspondence as evidenced by a median score of 60 percentile rank in letter sounds and a 70 percentile rank in word reading on Lexia Rapid by the spring of 2022.

Evidence- Based Strategies: Heggerty Phonics Instruction, Orton-Gillingham Multisensory Approach

| PD Description | Begin/End Dates | Sustained | Intensive | Collaborative | Job Embedded | Data Driven | Classroom Focused |
|---|-----------------------|-----------|-----------|---------------|--------------|-------------|-------------------|
| K-2 teachers will engage in Heggerty Training to support phonemic awareness instruction in their classroom. | January 2020-May 2021 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| K-5 ELA teachers will engage in ongoing professional learning and in-classroom support on how to implement Orton-Gillingham strategies into their instruction. | August 2019-May 2022 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| K-12 teachers in all content areas will engage in on-going differentiation professional development on how to meet the learning and instructional needs of the learners in the classroom. | August 2019-May 2022 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Rolling Hills administrators will participate in the Lexia District Support Plan and have on-going support for how to implement Lexia effectively in their buildings. | August 2019-May 2020 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| Resources Required | Outcomes/Evaluation |
|--|---|
| Literacy Coach, Teacher Based Teams (TBTs), Lexia Implementation Manager | <ul style="list-style-type: none"> - Literacy coach will use professional development, coaching cycles, and coaching logs to provide support in implementation of instructional strategies. The literacy coach will support administrators in the use of implementation checklists and the monitoring of professional learning. - Teachers and building principals will use TBT time to analyze data, discuss effectiveness, and monitor implementation of effective vocabulary and comprehension instruction. - Principals will guide their teachers in their buildings to gain skills in leveraging the Lexia online program to support optimal student gains. |

Goal #3: As measured by the Ohio State Test for English Language Arts for 3rd grade, 70% of Rolling Hills students will score proficient by the spring of 2022.

Evidence- Based Strategies: Heggerty Phonics Instruction, Orton-Gillingham Multisensory Approach

| PD Description | Begin/End Dates | Sustained | Intensive | Collaborative | Job Embedded | Data Driven | Classroom Focused |
|--|--|-----------|-----------|---------------|--------------|-------------|-------------------|
| K-2 teachers will engage in Heggerty Training to support phonemic awareness instruction in their classroom. | January 2020 - May 2021 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| K-5 ELA teachers will engage in ongoing professional learning and in-classroom support on how to implement Orton-Gillingham strategies into their instruction. | August 2019-May 2022 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| K-12 teachers in all content areas will engage in ongoing professional learning and in-classroom support on how to implement reading strategies to support vocabulary and comprehension instruction. | August 2019-May 2022 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| K-12 teachers in all content areas will engage in on-going differentiation professional development on how to meet the learning and instructional needs of the learners in the classroom. | August 2019-May 2022 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Rolling Hills administrators will participate in the Lexia District Support Plan and have on-going support for how to implement Lexia effectively in their buildings. | August 2019-May 2020 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Resources Required | Outcomes/Evaluation | | | | | | |
| Literacy Coach, Teacher Based Teams (TBTs), Lexia Implementation Manager | <ul style="list-style-type: none"> - Literacy coach will use professional development, coaching cycles, and coaching logs to provide support in implementation of instructional strategies. The literacy coach will support administrators in the use of implementation checklists and the monitoring of professional learning. - Teachers and building principals will use TBT time to analyze data, discuss effectiveness, and monitor implementation of effective vocabulary and comprehension instruction. - Educators of all content areas will be able to teach their discipline through the use of consistent reading strategies designed to improve student vocabulary and comprehension levels. - Principals will guide their teachers in their buildings to gain skills in leveraging the Lexia online program to support optimal student gains. | | | | | | |

Goal #4: As measured by the Ohio State Test for English Language Arts for grades 6-12, grade level proficiency will increase by 3% for each grade level and increase by a minimum of 3% each corresponding year with the goal of a 10% increase by the spring of 2022.

Evidence- Based Strategies: Explicit vocabulary instruction, explicit comprehension instruction

| PD Description | Begin/End Dates | Sustained | Intensive | Collaborative | Job Embedded | Data Driven | Classroom Focused |
|--|---|-----------|-----------|---------------|--------------|-------------|-------------------|
| 6-12 teachers in all content areas will engage in ongoing professional learning and in-classroom support on how to implement reading strategies to support vocabulary and comprehension instruction. | August 2020- May 2022 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Resources Required | Outcomes/Evaluation | | | | | | |
| Literacy Coach, Teacher Based Teams (TBTs), | <ul style="list-style-type: none"> - Literacy coach will use professional development, coaching cycles, and coaching logs to provide support in implementation of instructional strategies. The literacy coach will support administrators in the use of implementation checklists and the monitoring of professional learning. - Teachers and building principals will use TBT time to analyze data, discuss effectiveness, and monitor implementation of effective vocabulary and comprehension instruction. - Educators of all content areas will be able to teach their discipline through the use of consistent reading strategies designed to improve student vocabulary and comprehension levels. | | | | | | |

Provide a brief description of how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning

Sustained: Professional learning opportunities will take place over the three year period in various formats including workshop sessions, collaborative engagement in professional learning communities, and one-on-one mentoring/coaching. Teachers will have the opportunity to observe each other in action based upon individual classroom needs. Sustainability of the plan will also involve the process of teachers training teachers so that the knowledge base of language and literacy instruction continues even after the three year period.

Intensive: All educators will receive focused professional development related specifically on how to develop language and literacy skills within their students in the context of their discipline. The instructional coach will work with teachers to develop knowledge, skills and abilities related to content specific practices to improve student outcomes. English Language Arts teachers will engage in ongoing professional learning and in-classroom support with specific emphasis on the foundational and extended literacy practices of the Simple View of Reading and Scarborough’s Rope.

Collaborative: The professional learning activities and opportunities will incorporate collaborative efforts between building leaders, teachers, and curricular administrators including the literacy instructional coach and director of curriculum. Teachers will be able to work with others in their own content area and grade level, alternating between the different types of pairing. These partnerships will include networks that allow others to share successes and problems of practice and provide opportunities for those implementing literacy plans to consult with each other. Collaboration will also incorporate regional meetings between Regional Early Literacy Specialists, State Support Teams and Educational Service Center staff to provide opportunities to increase knowledge, provide feedback on district and program progress, plan, share implementation ideas and receive guidance on program implementation.

Job-Embedded: Professional development that fosters an environment where teachers believe they can successfully implement innovative programs in their classrooms is particularly valuable, and will be facilitated through one-on-one mentoring with the instructional coach. The coach will model evidence-based practices and scaffold the process for the teaching professional within the actual classroom, assisting in bridging the gap between knowledge and implementation of literacy instruction.

Provide a brief description of how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning

Data-Driven: Professional development opportunities will be driven by the real-time data collected within the classroom using formative and summative assessments which will be shared with principals in TBTs. This data will be analyzed and used to determine areas of student weaknesses which will set the course for professional development in which teachers will be able to share evidence-based instructional practices and to learn new ones specific to the needs of students.

Instructionally-Focused: To achieve the goals prescribed in this plan, professional development must absolutely be focused on classroom instructional practices in all content areas with the intent to promote student literacy skills. ELA teachers will receive professional development directly tied to the Lexia program they are using in the classroom as well as instructional and intervention strategies based upon the Big Ideas of Reading for Early and Adolescent Readers. Non-ELA teachers will receive professional training on how to incorporate vocabulary and comprehension skills into their instruction directly related to their content.

APPENDICES

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

- Changing Emphasis of Reading-** There are five aspects to the process of reading: phonics, phonemic awareness, vocabulary, reading comprehension and fluency. These five aspects work together to create the reading experience. As children learn to read they must develop skills in all five of these areas in order to become successful readers. The Michigan’s Integrated Behavior and Learning Support Initiative of 2017 has identified the appropriate progression of these skills from Kindergarten through 5th grade.

| Component | 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 | | | Multisyllabic & Word Study | |
| Fluency | Sounds and Words | Words & Connected Text | | | Connected Text | |
| Vocabulary | Speaking & Listening | Listening, Reading & Writing | | Reading & Writing | | |
| Comprehension | Speaking & Listening | Listening, Reading & Writing | | Reading & Writing | | |

- Fountas & Pinnell Benchmark Assessment System-** The Fountas & Pinnell Benchmark Assessment Systems are accurate and reliable tools to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments.
- Heggerty Phonemic Awareness Curriculum-** This is a 35 week curriculum of daily phonemic awareness lesson plans. Developed on a systematic scope and sequence of skills, each level focuses on eight phonemic awareness skills, along with two additional activities to develop letter and sound recognition, and language awareness. The lessons are designed to deliver Tier 1 phonemic awareness instruction in a whole group setting and only take 10-12 minutes. For students in need of extra support, portions of the lesson could be used in a small group and serve as a “second dose” of phonemic awareness instruction.
- Lexia Core5-** Lexia Core5 Reading supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia’s research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.
- Lexia PowerUp-** Lexia PowerUp Literacy is designed to help struggling students in grades 6 and above become proficient readers and confident learners. PowerUp helps educators simultaneously address gaps in fundamental literacy skills while helping students build the higher-order skills they need to comprehend, analyze, evaluate, and compare increasingly complex literary and informational texts. Blending online student-driven explicit instruction

with offline teacher-delivered lessons and activities, PowerUp empowers secondary teachers—regardless of their background or expertise in reading—to deliver the exact instruction each student needs to become a proficient reader.

- **Lexia Rapid-** Lexia RAPID Assessment for grades K–12 helps teachers and educational leaders make decisions that promote reading success. This research-based, computer-adaptive reading and language assessment allows educators to gather predictive, norm-referenced data up to three times a year, with immediate scoring and reports. RAPID for Grades K–2 measures students' foundational skills in the key reading and language domains of Word Recognition, Academic Language, and Reading Comprehension. RAPID for Grades 3–12 measures complex knowledge, understanding, and application of skills within these domains.
- **Orton-Gillingham-** The Orton-Gillingham Approach is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia. Some techniques included in using the orton-gillingham approach include: Three Part Drill, Vowel Intensive, Syllable Division, Phoneme Grapheme Chart, Pounding and Tapping, and O.G. Red Words.
- **Orton Gillingham Beginning Reading Assessment-** This is the first assessment you can give to your youngest learners, normally kindergarten students. This assessment is done individually and assesses phonological awareness, visual and sound naming, and recognition of the alphabet.
- **Orton-Gillingham Level 1 Assessment-** This is the assessment you can give to your end of Kindergarten students to students who should be familiar with all c-open syllables concepts and have some mastery of their sounds. This assessment is broken into three parts: initial, midterm, and final. The initial assessment assesses concepts c-open syllables. The midterm assessment assesses concepts c-blends. The final assessment assesses concepts c-ai vowel teams. All assessments in the level 1 assessment follow the Orton-Gillingham scope and sequence.
- **Orton-Gillingham Level 2 Assessment-** If students have proficiently mastered concepts in the level 1 assessment then you give the Level 2 assessment. This assessment is broken into three parts: initial, midterm, and final. The initial assessment assesses concepts c-ai vowel teams. The midterm assessment assesses concepts c-ur. The final assessment assesses concepts c-consonant -le. All assessments in the level 2 assessment follow the Orton-Gillingham scope and sequence.
- **Orton-Gillingham Level 3 Assessment-** If students have proficiently mastered concepts in the level 2 assessment then you give the Level 3 assessment. This assessment is broken into three parts: initial, midterm, and final. The initial assessment assesses concepts c-consonant -le. The midterm assessment assesses concepts c-tch. The final assessment assesses concepts c-oo and 3 great rules. All assessments in the level 3 assessment follow the Orton-Gillingham scope and sequence.
- **Phonological Awareness Skills Test (PAST)-** The PAST Assessment is an informal, diagnostic, individually administered assessment tool to help you determine the point of instruction for your students and monitor progress made from doing the activities you select.
- **Scarborough's Reading Rope-** It is a figure that demonstrates how different reading skills come together to create reading comprehension. Students need to be taught the elements necessary for automatic word recognition (i.e., phonological awareness, decoding, sight recognition of frequent/familiar words), and strategic language comprehension (i.e., background knowledge, vocabulary, verbal reasoning, literacy knowledge) to have comprehension while they read.
- **Simple View of Reading-** is a research-supported representation of how reading comprehension develops. It characterizes skillful reading comprehension as a combination of two separate but equally important components—word recognition skills and language comprehension ability.