May 21, 2020

Dear Superintendent,

Thank you for submitting the South Central 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:
- This plan uses Teacher Based Teams to review student data and make instructional decisions.
- This plan includes the addition of a volunteer reading program for assistance with foundational skills.

This plan will benefit from:
- A deeper analysis of data to identify specific grade level trends and language and literacy deficiencies to determine specific needs in relation to the five components of reading. Are the weaknesses in Phonemic Awareness, Phonics, Fluency, Vocabulary, or Comprehension? Can this be narrowed even further to determine more specific skills to focus on?
- Rewriting goals to ensure they are strategic/specific and time-bound. Also, how will Goals #1 and #2 be measured?

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

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.

Sincerely,

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

Reading Achievement Plan

District Name: South Central Local Schools

District IRN: 047738

District Address: 3305 Greenwich Angling Road, Greenwich, OH 44837

Plan Completion Date: Spring 2021

Lead Writers: Nathan Richards and Ben Chaffee

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

Insert a list of all district leadership team members, roles and contact information. Describe how the district leadership team developed the plan, how the team will monitor the plan and how the team will communicate the plan.

District Leadership Membership

Name	Title/Role	School	E-mail
Ben Chaffee	Superintendent	South Central Local Schools	bchaffee@south-central.org
Nathan Richards	Principal	South Central Local Schools	nrichards@south-central.org
Tyler Lauber	Special Education Director	South Central Local Schools	tlauber@south-central.org
Brittany Draper	Speech Pathologist	South Central Local Schools	bdraper@south-central.org
Jennifer Grose	Instructional Coach	South Central Local Schools	jgrose@south-central.org
Nancy Osko	Consultant	SST2	osko@sstr2.org

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

The district leadership team developed the Reading Achievement Plan by reviewing both student achievement current and trend data from OST as well as classroom current and trend data from NWEA MAP to identify gaps and areas of weakness. The team will monitor the plan quarterly and make adjustments as necessary. The plan will be communicated through staff meetings, TBT's, as well as district level meetings.

Section 2: Alignment Between the District's Reading Achievement Plan and Other District Improvement Efforts

Describe how the District Reading Achievement Plan aligns to other district improvement plans. Districts and community schools that are required to develop improvement plans or implement improvement strategies as required by Ohio Revised Code (ORC) 3302.04 and 3302.10, or any other section of the ORC, must ensure that the Reading Achievement Plan is aligned with other improvement efforts.

The district is not required to write an improvement plan; however, the RAP aligns with our district improvement effort in that every child, in order to succeed, must be able to read. Ongoing professional development, implementation of strategies in the classroom and small group instruction supports our comprehensive improvement plan. In addition, progress monitoring is ongoing as to the impact of instructional strategies being implemented to close the achievement gaps including our volunteer reading program, after school reading program, and our small instructional groups (MIT).

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

Describe why a Reading Achievement Plan is needed in your district or community school.

SECTION 3 PART A: ANALYSIS OF RELEVANT STUDENT 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.

The overall performance rating of our school district is a "C at 94.3 out of a possible 120 points". We have not met ELA indicators in any of our grade levels and have an overall rating of "F" on performance indicators. Referencing Improving At-Risk K-3 Readers (2018-19 building report card), 92.6% of third grade students met the Third Grade Reading Guarantee requirement, but the building earned a "D at 26.9%" of students not on track for literacy success. Trend data on the Performance Index indicates a positive trend over a five-year period, showing 9.1 points growth, with more and more students earning points in the accelerated and advanced categories and less in the limited 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.

With 14.2% of students having some form of disability and 38.5% of our students being economically disadvantaged, there is a need for educators PK-12 to understand the strategies that must take place to ensure literacy for all students and in all content areas. In addition, the professional development and ongoing support for intervention for students below grade level, age appropriate reading is vital for their educational years as well as into the future for career and life functions.

The district has also experienced leadership change over the last six years; three different superintendents have been employed since 2015. This leadership change brings an array of different educational philosophies and programs that require professional development and staff buy-in, as well as time to notice positive changes in instruction and learning/achievement. Furthermore, the district employed, for the first time in a long time, a full-time curriculum director in 2016-17 through 2018-19; unfortunately, the position was RIF'ed in spring 2018.

Section 4: Literacy Mission and Vision Statement(s)

Describe the district or community school literacy mission and/or vision statement.

Our Literacy Mission is to provide support, opportunity and challenges to ensure that every student is provided with the teaching, support and challenges that result in each child becoming a fluent reader/writer.

Our Vision Statement is to have every graduate of our district graduating at or above grade level, age appropriate reading proficiency so as to be successful in what he or she chooses to do after graduating from high school.

Section 5: Measurable Student Performance Goals

Describe the measurable learner performance goals addressing learners' needs that the Reading Achievement Plan is designed to support progress toward.

Goal #1: Conduct bi-weekly TBT meetings to review student data and growth; principal and grade-level teacher(s), along with special education support staff, as needed, will be present.

Goal #2: Increase the number of volunteers that work with our Volunteer Reading Program by 10% each of the next three years.

Goal #3: Create small groups where students can work on specific areas of need in Reading during MIT, based on short-cycle classroom assessment data as well as NWEA MAP benchmark data.

Section 6: Action Plan Map(s)

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal that the plan is designed to address in the next year. Each plan must include at least one specific literacy goal. Add as many action map goals as necessary.

Action Map - Goal #1: Have bi-weekly TBT meetings to review student data and growth.

Components	Action Step 1	Action Step 2	Action Step 3
Timeline	2019 school year	2020 school year	2021 school year
Lead Person(s)	Nathan Richards, Principal	Nathan Richards, Principal	Nathan Richards, Principal
Resources Needed	Student data from various sources, data tracking sheet, TBT guidelines and expectations, and coverage for classroom teachers.	Student data from various sources, data tracking sheet, TBT guidelines and expectations, and coverage for classroom teachers.	Student data from various sources, data tracking sheet, TBT guidelines and expectations, and coverage for classroom teachers.
Specifics of Implementation	Teachers would meet bi-weekly as grade level departments to discuss only student data. This would specifically address those struggling students in reading. Teachers would have updated data for each of the students prepared before the meeting to share with the group and include classroom data as well as assessments /re-tests. Teachers would also have data on tracking various interventions used as well as a review on the progress of the intervention.	Teachers would meet bi-weekly as grade level departments to discuss only student data. This would specifically address those struggling students in reading. Teachers would have updated data for each of the students prepared before the meeting to share with the group and include classroom data as well as assessments /re-tests. Teachers would also have data on tracking various interventions used as well as a review on the progress of the intervention.	Teachers would meet bi-weekly as grade level departments to discuss only student data. This would specifically address those struggling students in reading. Teachers would have updated data for each of the students prepared before the meeting to share with the group and include classroom data as well as assessments /re-tests. Teachers would also have data on tracking various interventions used as well as a review on the progress of the intervention.
Measure of Success	Increase in overall MAP scores for Winter and Spring assessments, increase in reading fluency and comprehension as measured by classroom assessments.	Increase in overall MAP scores for Winter and Spring assessments, increase in reading fluency and comprehension as measured by classroom assessments.	Increase in overall MAP scores for Winter and Spring assessments, increase in reading fluency and comprehension as measured by classroom assessments.
Check-in/Review Date	Bi-weekly	Bi-weekly	Bi-weekly

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Action Map - Goal #2: Increase the number of volunteers that work with our Volunteer Reading Program by 10% each of the next five years.

Components	Action Step 1	Action Step 2	Action Step 3
Timeline	Fall/Winter 2019	Winter/Spring 2019	Fall/Winter 2020
Lead Person(s)	Tyler Lauber, Director of Special Education	Tyler Lauber, Director of Special Education	Tyler Lauber, Director of Special Education
Resources Needed	An increase in volunteers, commitment from parents to volunteer along with teachers creating individualized plans for those struggling students.	An increase in volunteers, commitment from parents to volunteer along with teachers creating individualized plans for those struggling students.	An increase in volunteers, commitment from parents to volunteer along with teachers creating individualized plans for those struggling students.
Specifics of Implementation	Create a list of volunteers that are willing to come in twice a week. Teachers would need to create individualized plans for struggling students.	Create a list of volunteers that are willing to come in twice a week. Teachers would need to create individualized plans for struggling students.	Create a list of volunteers that are willing to come in twice a week. Teachers would need to create individualized plans for struggling students.
Measure of Success	Can we get enough volunteers for the program? Are struggling students making progress in regards to reading fluency and comprehension?	Can we get enough volunteers for the program? Are struggling students making progress in regards to reading fluency and comprehension?	Can we get enough volunteers for the program? Are struggling students making progress in regards to reading fluency and comprehension?
Check-in/Review Date	Winter 2019	Spring 2019	Fall 2020

Action Map - Goal #3: Create small groups where students can work on specific areas of need in Reading.

Components	Action Step 1	Action Step 2	Action Step 3
Timeline	Fall 2019	Fall 2020	Fall 2021
Lead Person(s)	Nathan Richards, Principal	Nathan Richards, Principal	Nathan Richards, Principal
Resources Needed	Student data to identify areas of weakness, staff to manage the small groups as well as a process to track progress.	Student data to identify areas of weakness, staff to manage the small groups as well as a process to track progress.	Student data to identify areas of weakness, staff to manage the small groups as well as a process to track progress.
Specifics of Implementation	Students would take the NWEA MAP assessment at the beginning of each school year. Teachers would identify those students who were struggling and create an individualized plan of standards to work on. These standards would be worked on in small groups including MIT time for a thirty minute period for grades K-2 as well as two thirty minute periods for grades 3. Students will also have a thirty minute Guided Reading (small leveled reading groups) period for grades K-2.	Students would take the NWEA MAP assessment at the beginning of each school year. Teachers would identify those students who were struggling and create an individualized plan of standards to work on. These standards would be worked on in small groups including MIT time for a thirty minute period for grades K-2 as well as two thirty minute periods for grades 3. Students will also have a thirty minute Guided Reading (small leveled reading groups) period for grades K-2.	Students would take the NWEA MAP assessment at the beginning of each school year. Teachers would identify those students who were struggling and create an individualized plan of standards to work on. These standards would be worked on in small groups including MIT time for a thirty minute period for grades K-2 as well as two thirty minute periods for grades 3. Students will also have a thirty minute Guided Reading (small leveled reading groups) period for grades K-2.
Measure of Success	Increase in overall MAP scores for Winter and Spring assessments, increase in reading fluency and comprehension as measured by classroom assessments.	Increase in overall MAP scores for Winter and Spring assessments, increase in reading fluency and comprehension as measured by classroom assessments.	Increase in overall MAP scores for Winter and Spring assessments, increase in reading fluency and comprehension as measured by classroom assessments.
Check-in/Review Date	Quarterly	Quarterly	Quarterly

Section 7: Plan for Monitoring Progress

Describe how progress toward goals will be monitored, measured and reported.

Monitoring is done through data sharing (progress monitoring) via the TBT with a summary of that data taken to the District Administration Team. The goal of the District Administration Team is to help measure the growth of the students and ensure the growth is adequate and consistent as well as ensuring teachers are using data correctly to make educational decisions for their students. The results will be reported at the monthly TBT meetings and feedback will be given to the teachers.

Small-group work during MIT will also be monitored with additional short-cycle assessment data collected and reviewed. The expectation is that the group assignments are fluid and students can be re-assigned to different small groups, based on routine review of data.

Section 8: Expectations and Supports for Students and Schools

Describe the expectations and supports for schools in relation to the Reading Achievement Plan.

SECTION 8 PART A: STRATEGIES TO SUPPORT STUDENTS
Describe the evidence-based strategies that will be used to meet specific student needs and improve instruction. This must include a description of how these evidence-based strategies support students on reading improvement and monitoring plans.

Teachers will participate in bi-weekly TBT's that will review student data, interventions used, as well as tracking of progress for students. This information will be reviewed with the BLT and DLT to ensure student growth in reading achievement and comprehension.

The Volunteer Reading Program will allow adults with strong reading backgrounds to help work with our struggling reading students during non-instructional time. Classroom teachers would review with the volunteer what needs to be covered and how for each session. The focus of the program would be phonemic awareness, sight word recognition, fluency and comprehension.

The MIT groups consist of small group instruction of students with similar needs. This is designed to be an intervention time for all students, with an emphasis on struggling students. Teachers will use the NWEA MAP Learning Continuum as well as classroom data to work on specific skills of need for the students. Teachers will monitor student progress and make changes to groups/standards covered as necessary.

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 be effective, show progress and improve upon strategies utilized during the two prior consecutive school years.

The identified strategies focus on individual student learning needs and addresses them in a small group setting. Teachers will monitor progress and report changes bi-weekly. MIT and Guided Reading groups are fluid in that the student rosters can change based upon need.

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.

November 2019   A review of TBT guidelines and protocols, including using data to drive instruction.

Classroom teachers, Title I and Intervention Specialists

December 2019   Review of MIT and Guided Reading strategies.

Classroom teachers, Title I and Intervention Specialists, classroom aides

March 2020   Cathy Hamilton and Associates-"Challenging the Barriers to Academic Achievement in America"

Appendices

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

MIT-More Instructional Time-small groups of students with similar needs

Guided Reading-small groups of students with similar reading levels