



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 22, 2020

Dear Superintendent,

Thank you for submitting the Triad Local 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 shows evidence of the use of the Ohio Improvement Process team structures to support data analysis across systems.
- This plan includes a professional development plan that supports the implementation and analysis of curriculum to support phonemic awareness instruction.

This plan will benefit from:

- Considering how current progress monitoring tools assess the foundational skills of literacy.
- Including family engagement opportunities to foster literacy engagement at home.

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.

Sincerely,

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

25 South Front Street
Columbus, Ohio 43215
education.ohio.gov

(877) 644-6338
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READING ACHIEVEMENT PLAN



District Name:	Triad Local Schools
District IRN:	046201
District Address:	7920 Brush Lake Road North Lewisburg, Ohio 43060
Plan Completion Date:	December 12, 2019
Lead Writer:	Morgan Fagnani



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

Section 1, Part A: Leadership Team Members

Insert a list of all leadership team members, roles, and contact information.

Name	Title/Role	Location	Email
Morgan Fagnani	Director of Curriculum	District Office	fagnanim@triadk12.org
Lee Claypool	Elementary Principal	Elementary	claypool@triadk12.org
Michele Peters	Director of Student Services	District Office	petersm@triadk12.org
Meredith Ford	Literacy Coach	Elementary	fordm@triadk12.org
Shari Dixon	Title Teacher	Elementary	dixon@triadk12.org

Section 1, Part B: Developing, Monitoring and Communication the Reading Achievement Plan

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

The Triad Local Schools Reading Achievement Plan Development Team was assembled by the Curriculum Director and Elementary Principal, who were also members on the team. The special education director also served. Additionally, Triad Elementary Literacy Coach and Title teacher were included. Once a draft of the plan was complete, it was taken to the Elementary Literacy Leadership Team for final discussions. The Literacy Leadership Team is comprised of 1-2 teachers per grade level, as well as, the Curriculum Director and Principal. Once the plan was approved by the development team, as well as, the Literacy Leadership Team, it was shared with the Administrative Team

(Superintendent, Technology Director, Treasurer, and Operations Director) and the Elementary Building Leadership Team (grade-level representatives).

Additionally, this plan was shared with Triad Local's Community Network, which is comprised of business leaders in the community, as well as, the Triad Board of Education. The plan was discussed at length in Curriculum meetings held between the Curriculum Director and two members of the board.

In terms of monitoring the plan, the original members will track the progress as the year moves forward. All additional committees described above will be updated on the progress and success of the defined goals.

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.

Although Triad Local Schools is not part of the Ohio Improvement process, many of the structures and strategies are currently used to increase communication and strategic decision-making. Our team worked to mirror the academic goals already defined in the district so that it is a common effort/focus between the Reaching Achievement Plan team, and the other buildings in the district.



In addition to the alignment between the Reading Achievement Plan and the Ohio Improvement Process, we have incorporated other opportunities for more meaningful crossover. Many of the following meetings/groups were already identified and working within the district, we have just made it a point to include them in the execution and development of the plan:

- Weekly report from Title regarding interventions being covered and intervention goals
- Literacy/Title- meet twice monthly to discuss intervention, data on students, whether prescribed interventions are working and what to do when intervention are not working
- Literacy/Grade Level meetings- increased use of fidelity checks on goals and implementation of best practice
- Portrait of a Graduate- district level discussions on the assets that we would like to see in our Triad graduates.

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

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

	2017-2018	2018-2019	2019-2020
Emerging Readiness	11 (21%)	13 (22%)	5 (11%)
Approaching Readiness	30 (58%)	27 (45%)	26 (56%)
Demonstrating Readiness	11 (21%)	20 (33%)	15 (33%)
Total	52	60	46

Item Analysis of KRA Data:

2017-2018

In an analysis of the KRA data, the top three strengths exhibited by our students were: naming verbs, naming nouns, and using prepositions. The three most critical weaknesses exhibited by our students were: making letters sounds, the identification of rhyming words, and the identification of beginning sounds.

2018-2019

In an analysis of the KRA data, the top three strengths exhibited by our students were: the identification of rhyming words, the naming of letters and the use of prepositions. The three most critical weaknesses exhibited by our students were: the identification of beginning sounds, using the cover of a book to make predictions, and answering questions about the details of a story.

2019-2020

In an analysis of the KRA data, the top three strengths exhibited by our students were: naming verbs, naming nouns, and using prepositions. The three most critical weaknesses exhibited by our students were: making letters sounds, the identification of rhyming words, and the identification of beginning sounds.



KRA DATA ANALYSIS FINDINGS:



A holistic overview of these findings does not readily reveal emerging patterns of both strengths and weaknesses. However, in a comparison of the 2017-2018 and 2019-2020 data, the areas of strength and weakness are exactly the same. While these KRA data points alone would not allow for the assumption that these areas of weakness are the areas upon which efforts of intervention need to focus, the complementary data contained in other areas of Triad’s RAP and the foundational importance of these skills

do indicate these are the skills paramount for our students’ future reading success and the ones upon which intensive interventions will be focused.

RIMP HISTORY

	2017-2018		2018-2019		2019-2020*	
	On Track	Off Track	On Track	Off Track	On Track	Off Track
Kindergarten	31	23	28	30	13	34
First	47	8	45	13	12	45
Second	38	21	38	21	21	29
Third	26	43	36	17	33	27
# of 3rd Grade RIMP Deductions	1		3		Will not know until June 2020	

*Change in assessment from 2018-2019 to 2019-2020

RIMP History Data Analysis Findings:



During Fall 2017 to Spring 2019 we used STAR to identify on-track and off-track students. Across K-3, any student under 40% would be considered off-track. While using STAR, first grade seemed to identify lower numbers each year. This became a problem when the numbers increased significantly each year once students moved to second grade. During the 2019-2020 school year, we used iReady to identify students needing RIMPS. With the addition of our new assessment, we have identified more students in the off-track category. With the addition of more RIMPS, we need to do a better job of progress monitoring and using data to intervene and enrich when necessary.

RENAISSANCE STAR, 2017-2018

Fall 2017

<u>EARLY LITERACY</u>					
<u>Kindergarten</u>	<u>%</u>	<u>First Grade</u>	<u>%</u>	<u>Second Grade</u>	<u>%</u>
0-19 Percentile	5%	0-9 Percentile	3%	0-9 Percentile	30%
20-39th Percentile	14%	10-24th Percentile	10%	10-24th Percentile	30%
40-54th Percentile	14%	25-39th Percentile	6%	25-39th Percentile	40%
55th+ Percentile	67%	40th+ Percentile	81%	40th+ Percentile	0%



<u>STAR READING</u>							
<u>First Grade</u>	<u>%</u>	<u>Second Grade</u>	<u>%</u>	<u>Third Grade</u>	<u>%</u>	<u>Fourth Grade</u>	<u>%</u>
0-9 Percentile	0%	0-9 Percentile	5%	0-9 Percentile	17%	0-24th Percentile	28%
10-24th Percentile	10%	10-24th Percentile	19%	10-24th Percentile	17%	25-49th Percentile	28%
25-39th Percentile	0%	25-39th Percentile	13%	25-39th Percentile	13%	50-74th Percentile	19%
40th+ Percentile	90%	40th+ Percentile	63%	40th+ Percentile	53%	40th+ Percentile	25%

Fall 2018

<u>EARLY LITERACY</u>					
<u>Kindergarten</u>	<u>%</u>	<u>First Grade</u>	<u>%</u>	<u>Second Grade</u>	<u>%</u>
0-19 Percentile	1%	0-9 Percentile	2%	0-9 Percentile	100%
20-39th Percentile	11%	10-24th Percentile	7%	10-24th Percentile	0%
40-54th Percentile	23%	25-39th Percentile	7%	25-39th Percentile	0%
55th+ Percentile	65%	40th+ Percentile	84%	40th+ Percentile	0%



<u>First Grade</u>	<u>%</u>	<u>Second Grade</u>	<u>%</u>	<u>Third Grade</u>	<u>%</u>	<u>Fourth Grade</u>	<u>%</u>
0-9 Percentile	0%	0-9 Percentile	15%	0-9 Percentile	7%	0-24th Percentile	34%
10-24th Percentile	0%	10-24th Percentile	10%	10-24th Percentile	15%	25-49th Percentile	27%
25-39th Percentile	13%	25-39th Percentile	25%	25-39th Percentile	30%	50-74th Percentile	16%
40th+ Percentile	88%	40th+ Percentile	51%	40th+ Percentile	46%	40th+ Percentile	23%
				**Early Literacy	2%		

STAR Data Analysis Findings:



With the STAR assessment, there are two forms; Early Literacy and STAR Reading. Students begin in Kindergarten with the Early Literacy assessment. Once a student reaches a scaled score of 575, they are moved from the Early Literacy Assessment to STAR Reading. The student data you see for Early Literacy in second grade is coming from SWD.

Our Early Literacy data showed relatively consistent scores in kindergarten and first grade between the fall of 2017 and the fall of 2018. Our students' data increases between grade levels from the fall of Kindergarten to the fall of first grade. This analysis information does not include second grade due to the low number of SWD students taking the Early Literacy assessment.

When analyzing STAR Reading, the data showed a decrease in student achievement. Not only did we see a decrease in students scores within each grade level from the fall of 2017 to the fall of 2018, we also saw a decrease in student scores from grade level to grade level in both school years. This data indicates by the fall of their 3rd grade year, only approximately 50% of our students have reached the 40th percentile of higher.

The Early Literacy and STAR Reading assessment analysis shows our students are more successful with early literacy skills, which include literacy skills as well as basic math. Our students' achievement drops once the diagnostic assess higher reading skills.



Curriculum Associates iReady, 2019-2020

Based on Fall 2019 Diagnostic

	Phonological Awareness			Phonics		
	2 Grade Levels Below	1 Grade Level Below	On Grade Level	2 Grade Levels Below	1 Grade Level Below	On Grade Level
Kindergarten	n/a	51%	49%	n/a	79%	21%
Grade 1	16%	44%	40%	7%	74%	19%
Grade 2	8%	4%	88%	22%	48%	30%
Grade 3	2%	0%	98%	37%	7%	57%
Grade 4	2%	0%	98%	32%	3%	64%
Grade 5	1%	0%	99%	22%	0%	78%
Grade 6	0%	0%	100%	11%	0%	89%

	High Frequency Words			Vocabulary		
	2 Grade Levels Below	1 Grade Level Below	On Grade Level	2 Grade Levels Below	1 Grade Level Below	On Grade Level
Kindergarten	n/a	85%	15%	n/a	53%	47%
Grade 1	9%	65%	26%	12%	75%	12%
Grade 2	13%	30%	56%	24%	52%	24%
Grade 3	8%	0%	92%	27%	28%	45%
Grade 4	10%	0%	90%	27%	44%	29%
Grade 5	3%	0%	97%	46%	28%	26%
Grade 6	0%	0%	100%	35%	33%	32%



	Comprehension: Literary			Comprehension: Informational		
	2 Grade Levels Below	1 Grade Level Below	On Grade Level	2 Grade Levels Below	1 Grade Level Below	On Grade Level
Kindergarten	n/a	32%	68%	n/a	43%	57%
Grade 1	12%	72%	16%	16%	61%	23%
Grade 2	18%	52%	30%	24%	44%	32%
Grade 3	30%	17%	53%	28%	22%	50%
Grade 4	32%	32%	36%	36%	42%	22%
Grade 5	40%	28%	32%	47%	29%	24%
Grade 6	32%	30%	39%	40%	26%	33%

iReady Findings:



- Weaknesses in phonological awareness improve greatly as grade level increases, but the same is not true of phonics.
- Within the area of phonics, at the early grade levels, we have a significant number of students who place one year behind. As we progress through the grade levels, the number of students who are two years behind increases dramatically, as does the number of students who are grade level. This indicates we may not be intervening early enough with students who are demonstrating moderate delays within the area of phonics, putting them at risk for an increased risk for an enlarged gap.

- Deficits in high frequency words are being remediated as the grade levels increase.
- Predictably, the number of students experiencing significant difficulties in the areas of Comprehension: Literature and Comprehension: Informational increase as we progress through the grade levels.

Heggerty Phonemic Awareness Assessment

Kindergarten

	Meets	Developing	Beginning
Substituting Words & Syllables	9%	40%	51%
Isolating Final Sounds in Words	13%	7%	80%



	<u>Meets</u>	<u>Developing</u>	<u>Beginning</u>
Blending Onset - Rime	15%	29%	56%
Segmenting a Word into Onset - Rime	15%	7%	78%
Blending Phonemes	20%	31%	49%
Segmenting a Word into Phonemes	25%	22%	53%
Onset Fluency	33%	16%	51%
Rhyme Production	58%	13%	29%
Rhyme Recognition	60%	38%	2%
Deleting Words & Syllables	71%	18%	11%
Adding Words & Syllables	87%	11%	2%
Blending Compound Words & Syllables	96%	4%	0%
Segmenting Compound Words & Syllables	96%	2%	2%

First Grade

	<u>Meets</u>	<u>Developing</u>	<u>Beginning</u>
Adding Phonemes	16%	27%	57%
Substituting Phonemes	40%	16%	44%
Isolating Medial Sounds in Words	47%	20%	33%
Deleting Phonemes	55%	16%	29%
Rhyme Production	60%	16%	24%



	<u>Meets</u>	<u>Developing</u>	<u>Beginning</u>
Segmenting Words into Phonemes	75%	15%	10%
Isolating Final Sounds in Words	77%	10%	13%
Blending Phonemes	80%	10%	10%
Segmenting Words into Syllables	86%	7%	7%
Onset Fluency	91%	7%	2%
Blending Syllables	96%	2%	2%



Heggerty Findings:

Based on previous years' concern with students' phonological awareness abilities, Triad adopted the Heggerty Phonemic Awareness curriculum for the school year 2019 -2020. The assessment data included in this report was taken from the baseline assessments provided within the Heggerty curriculum.

Item Analysis of Phonemic Awareness Skills Assessment:

Kindergarten

Data analysis reveal students' strengths to be adding words and syllables, blending compound words and syllables, segmenting compound words and syllables. Areas of weakness include onset fluency, segmenting a word into phonemes, blending phonemes, segmenting a word into onset-rime, blending onset-rime, isolating final sounds in words, and substituting words and syllables.

First Grade

Strengths include blending phonemes, segmenting words into syllables, onset fluency, and blending syllables. Areas of weakness include isolating medial sounds in words, substituting phonemes, and adding phonemes.

English-Language Arts Ohio State Test

Percent Proficient

	Spring 2017	Spring 2018	Spring 2019
Grade 3	61%	54%	57%
Grade 4	66%	70%	66%
Grade 5	64%	62%	70%
Grade 6	57%	58%	59%



Performance on the Grade 3 ELA Test

	Performance Level	Spring 2017	Spring 2018	Spring 2019
Informational Text	Below Proficient	33%	21%	25%
	Near Proficient	31%	43%	53%
	Above Proficient	36%	36%	23%
Literary Text	Below Proficient	30%	21%	19%
	Near Proficient	39%	42%	45%
	Above Proficient	31%	37%	36%
Writing	Below Proficient	30%	22%	19%
	Near Proficient	44%	46%	45%
	Above Proficient	27%	31%	25%

Performance on the Grade 4 ELA Test

	Performance Level	Spring 2017	Spring 2018	Spring 2019
Informational Text	Below Proficient	22%	21%	20%
	Near Proficient	36%	30%	38%
	Above Proficient	42%	49%	42%
Literary Text	Below Proficient	22%	21%	20%
	Near Proficient	37%	53%	52%



	Performance Level	Spring 2017	Spring 2018	Spring 2019
	Above Proficient	40%	26%	28%
Writing	Below Proficient	25%	21%	6%
	Near Proficient	31%	33%	25%
	Above Proficient	43%	46%	69%

Performance on the Grade 5 ELA Test

	Performance Level	Spring 2017	Spring 2018	Spring 2019
Informational Text	Below Proficient	16%	14%	21%
	Near Proficient	42%	49%	35%
	Above Proficient	42%	37%	44%
Literary Text	Below Proficient	23%	19%	14%
	Near Proficient	34%	38%	28%
	Above Proficient	42%	43%	58%
Writing	Below Proficient	19%	24%	18%
	Near Proficient	28%	35%	25%
	Above Proficient	53%	41%	58%



Performance on the Grade 6 ELA Test

	Performance Level	Spring 2017	Spring 2018	Spring 2019
Informational Text	Below Proficient	25%	25%	23%
	Near Proficient	43%	32%	26%
	Above Proficient	32%	43%	51%
Literary Text	Below Proficient	23%	20%	30%
	Near Proficient	32%	39%	34%
	Above Proficient	45%	41%	36%
Writing	Below Proficient	33%	29%	30%
	Near Proficient	41%	46%	41%
	Above Proficient	26%	25%	30%



ELA Ohio State Test Data Analysis Findings:

Overall, test scores have not remained consistent over the past three years. In third and fifth grade, there was a dip in the overall proficiency score which was followed the next year by an increase in the score. Fourth grade saw an increase during the Spring of 2018, which again, was followed by a decrease in Spring 2019. This shows us that the instructional decisions we are making each year are not positively impacting student success from year-to-year.

In third grade, writing success has grown over the past three years. In Spring 2017, 30% of third grade students were below proficient, 22% in Spring 2018, and in Spring 2019, only 19% of our students were below proficient. This shows us that writing instruction has improved over the last few years. Additionally, we are seeing common themes in regard to literary text in third grade. In Spring 2017, 30% of third grade students were below proficient, 21% in Spring 2018, and in Spring 2019, only 19% of our students were below proficient in literary text. The above proficient numbers continue to increase, as well, with 31% in Spring 2017 and 36% in Spring 2019. Moving forward, our focus in third grade should be on improving instruction with informational text. From Spring 2018 to Spring 2019 we increased our number of students in the below proficient category by 4% and we decreased our percentage in the above proficient category by 13%.

In fourth grade, writing stands out as a significant success. In the above proficient category, we have seen a lot of growth over the last three years (26% increase). In Spring 2017, 43% of our students were above average in writing, in Spring 2018, we had 46% and in Spring 2019, we had 69%. This change is due to change in instructional practice and the use of writers workshop consistently in all classes. The focus on writers workshop will continue this year. Informational and literary text were relatively consistent over the past few years for our below proficient students. Where we see a change is in



regard to how many students we are pushing above the grade level standard. For informational text, in Spring 2018, we had 49% in the above proficient category, and in Spring 2019, we had 42%. In literary text, in Spring 2018, we had 26% in the above proficient category, and in Spring 2019, we had 28%. Our focus needs to be on continued growth in informational text, as well as, a focus on improving opportunities to enrich students in literary text.

In fifth grade, literary text and writing stand out as strengths. We've lessened the number of students in the below category from 23% in Spring 2017 to 14% in Spring 2019. Additionally, we have been pretty consistent with our below proficient percentages in writing, with 18% in Spring 2019. Both of these areas have significantly higher percentages in the above proficient category, with 58% in both writing and literary text. In fifth grade, the focus needs to be in informational text, as the number of students in the below proficient category has increased 7% over the past two years.

Finally, in sixth grade, we are seeing our highest numbers of students in the below proficient category in all three areas, as well as, all three years. This shows that our teachers need instruction on the standards at this grade level, which is likely due to the change in expectations in the 6-12 grade band. We need to focus on looking at the standard shift from 5th to 6th grade to make sure our instruction aligns to change in expectation and rigor. Despite this focus, we also need to focus on literary text. From Spring 2018 to Spring 2019, we have seen an increase of 10% in our below proficient category, as well as, a decrease of 5% in our above proficient category. A strength in 6th grade is informational text, which has grown 19% over the past three years.

Looking at grades three through six over the past three years, we can identify informational text as a common issue across grades three-five. Professional development is needed in this area in terms of best practice regarding instructional practices. Additionally, curricular inventories are needed to make sure we have the necessary resources to teach the standards regarding informational text. With the high percentage of students in the above proficient category in grade six, we can use internal resources to build the capacity of our other teachers and grade levels.

School Building Report Card Data

2016-2017

Achievement	Performance	Indicators Met	Gap Closing	K-3 Literacy	Progress	Overall Value Added	Gifted Value Added	Students in the Lowest 20%	SWD
C	C	F	C	C	B	A	C	C	A

2017-2018

Achievement	Performance	Indicators Met	Gap Closing	K-3 Literacy	Progress	Overall Value Added	Gifted Value Added	Students in the Lowest 20%	SW
C	C	F	A	D	B	A	C	C	C

2018-2019

Achievement	Performance	Indicators Met	Gap Closing	K-3 Literacy	Progress	Overall Value Added	Gifted Value Added	Students in the Lowest 20%	SWD
C	C	F	B	D	B	B	B	C	C



Local Report Card Analysis Findings:

Over a three year span, our weakest areas have been Indicators Met and K-3 Literacy. Another area of concern is SWD has decreased within the last two years. Our strengths include our Overall Value Added and Progress. Additionally, we have seen growth in our Gifted Value Added. Our report card also shows, we are able to assist students in gaining a year's growth. However, they are not meeting indicators. To assist with our increase in Gifted Value Added, we have implemented staff professional development in the area of Gifted Education. The requirement over the next three years is 45 hours.

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.

- Triad Local Schools is home to many transient students. Students come and go regularly. Due to the high percentage of transient students, we see many gaps that need filled. We see more growth and success with our students who consistently stay in our district. We need to successfully assess, progress monitor, and provide the necessary information to fill gaps when students return to our district.
- Over the past 22 years, we have had 11 superintendents. Although leadership at the elementary has rained consistent, the constant turnover in the superintendent's office has proven to be an issue district-wide. With new superintendents came new vision, focus areas, and initiatives. It has been difficult to grow at the elementary (and district as a whole, due to the lack of consistent focus year after year.
- During the 2016-2017 school year, Triad Elementary joined Literacy Collaborative and began using the literacy framework. Although all teachers were given an overview during that school year, the program was not fully implemented until the 2019-2020 school year. Our Literacy Coach, who was trained through Ohio State, provided professional development each year, however, all components were not fully implemented until this year.
- Although we believe this program will help us moving forward, it has contributed to low reading achievement in the past.
- Absenteeism. The students who are at risk for experiencing difficulties in reading are often the same students who experience high rates of absenteeism.
- The elementary only has two intervention specialists, neither of which has an aide. This means each intervention specialist is covering multiple grade levels, leaving no time for interventions for students who are not yet identified. There is one aide at the elementary who only has 2 hours per day at most available for academic interventions.
- A district-wide assessment committee found STAR to be lacking in its correlation with state standards in the area of reading, specifically when it comes to multi-text comparison. The district has now moved to iReady, which does have multi-text comparison.
- We know that many of our students are coming to us from under-enriched environments and many are not exposed to preschool before entering kindergarten.
- Although we are excited about the addition of iReady as our diagnostic, something both iReady and STAR lacked was a writing benchmark. Oftentimes, we are going into our writing units not having a sound baseline regarding individual and class strengths and weaknesses. Our time and instruction would be more effective if we knew exactly where our students were performing in writing.
- Triad Local Schools is not centered in a specific town. It is a rural area and four villages send their students to our district. A lot of our families work and do not have time to support the schools. Additionally, the fact that the villages are all spread out makes it difficult to find and acquire transportation to our schools.
- Although we have just adopted Heggerty as a Tier I phonemic awareness curriculum, district does not currently utilize a Tier I phonics program.



SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Describe the district's literacy mission and/or vision statement.

From birth through graduation, the Triad Local School District, in partnership with the community, is committed to fostering a literacy-rich environment balanced across the broad range of learning levels and content areas. We believe that with a balanced approach to literacy, all students will be able to read and write widely, think critically and strategically, and communicate effectively in a global society.

To accomplish this, we will focus on incorporating all components of the literacy framework, which include:

- Reading Workshop including Guided Reading
- Interactive Read Aloud
- Shared Reading
- Writing Workshop
- Shared & Interactive Writing
- Word Study

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:

By the 2020-2021 Spring Ohio State Test, we will increase the Third Grade Reading proficiency from 57% to 67%.

Subgoals:

1. By May 2021, 100% of teachers will utilize a diagnostic assessment to inform instructional decisions based on individual student need
2. By May 2021, 80% of students in grades K-1 will demonstrate on grade level phonological awareness within each sub-category by the Phonological Awareness Skills Assessment.
3. By providing individualized professional development based upon both surveyed and observed teacher needs, the integration of phonics instruction will be realized throughout the balanced literacy framework embedded within the literacy practice of Triad Elementary staff. Through qualitative data, such as coaching sessions, principal walkthroughs, informal and formal observations, current integration of phonics instruction in each section of the balanced literacy framework is 0%. By 2022, 100% of the literacy teachers will have fully integrated phonics into every segment of the balanced literacy framework.

SECTION 6: ACTION PLAN MAP(S)

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans.

Goal Statement 1: By May 2021, 100% of teachers will utilize a diagnostic assessment to inform instructional decisions based on individual student need.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Train staff on iReady	Administer the iReady diagnostic three times per year	Hold data meetings weekly to analyze data and inform instructional decisions
Timeline	August 2019 October 2019	September 2019 January 2020	Four times monthly from September 2019-May 2020



	Action Step 1	Action Step 2	Action Step 3
	February 2020	May 2020	
Lead Person(s)	Curriculum Associates	Principal, Curriculum Director	Principal
Resources Needed	-iReady Access - Computers (and the purchase of addition classroom carts; 1 per classroom)	-Testing Schedule -Login Information	-Watchlist -Data tracking forms
Specifics of Implementation	Persons being trained: K-4 teachers, Title, Literacy Coach, intervention specialists, Principal, Curriculum Director	Ensure computers are available, review absence list, acquire substitutes and additional supports as needed for K-1	Teachers will meet with TBTs weekly, agendas and minutes will accurately reflect data conversations that then determine instructional decisions
Measure of Success	100% attendance at training	100% of all students will take each diagnostic	TBT Agendas and Minutes
Check-in/Review Date	February 2020/2021	September 2019/2020 January 2020/2021 May 2020/2021	May 2021

Goal Statement 2: 80% of students in grades K-1 will demonstrate on grade level phonological awareness within each sub-category by the Phonological Awareness Skills Assessment by May 2021.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Component	Training for K-1 teachers in Heggerty Phonemic Awareness Curriculum	Training for relevant staff members to administer the Phonemic Awareness Skills Assessment	Teachers will implement Heggerty Phonemic Awareness Curriculum with fidelity	Analyze the effectiveness of the Heggerty Phonemic Awareness Program through the Phonemic Awareness Skills Assessment and make implementation and PD plans as needed
Timeline	August 2019	August 2019 December 2019 May 2020	Ongoing starting in August 2019	August 2019 December 2019 May 2020



	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Lead Person(s)	Literacy Coach	Literacy Coach Title I Teacher	K-1 teachers and Title I staff	K-1 teachers Title I Staff Literacy Coach
Resources Needed	Heggerty Materials PD Time (Sept 6th and 9th)	Heggerty Assessment Materials	Time (10-15 minutes daily) Heggerty Manuals Heggerty Flashcards and Letter Charts	Phonemic Awareness Skills Assessment Data Heggerty Programs Materials
Specifics of Implementation	-Have a PD dedicated to training	-Have a PD dedicated to assessment training	Schedules for K-1 classes will be intentionally designed to allow for 10-15 minutes daily. Lesson plans will reflect implementation	K-1 teachers, Title I staff, and Literacy Coach will analyze the data Based on the data, staff will plan future instruction and needed PD
Measure of Success	100% of K-1 teachers and Title I staff trained	LC Coach and Title I Teacher trained	Phonemic Awareness Skills Assessment Progress Monitoring data iReady Coaching walkthroughs	Phonemic Awareness Skills Assessment iReady
Check-in/Review Date	September 2019	After Fall, Winter and Spring Phonemic Awareness Skills Assessments	Weekly TBTs	Ongoing



Goal Statement 3: By providing individualized professional development based upon both surveyed and observed teacher needs, the integration of phonics instruction will be realized throughout the balanced literacy framework embedded within the literacy practice of Triad Elementary staff. Through qualitative data, such as coaching sessions, principal walkthroughs, informal and formal observations, current integration of phonics instruction in each section of the balanced literacy framework is 0%. By 2022, 100% of the literacy teachers will have fully integrated phonics into every segment of the balanced literacy framework.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Train staff in incorporating Phonics Lessons/Word Study and Word Journeys into the literacy framework primarily within Word Study, Shared Reading, and Shared/Interactive Writing	Literacy Coach will conduct monthly coaching cycles with each K-3 teacher and sessions with interventionists as needed.	Literacy Leadership Team will analyze student data and staff survey/assessment to decide if further training is needed or if a new instructional aid/component should be investigated
Timeline	Ongoing starting in Aug 2019	Ongoing starting in Aug 2019	Aug 2020 - May 2022
Lead Person(s)	Literacy Coach K-3 Teachers including interventionists	Literacy Coach K-3 Teachers including interventionists	Literacy Leadership Team
Resources Needed	Phonics Lessons/Word Study by Fountas and Pinnell Word Journeys by Kathy Ganske Shared Reading and Shared/Interactive Writing materials from LC training	Phonics Lessons/Word Study by Fountas and Pinnell Word Journeys by Kathy Ganske Shared Reading and Shared/Interactive Writing materials from LC training Coaching materials provided through LC training	iReady, Heggerty, Word Journeys, BAS, and state assessment student data
Specifics of Implementation	K-3 teachers and intervention specialist will attend 2 training meetings/month during TBT	Literacy Coach will lead K-3 teachers through coaching sessions at least once each month. Intervention specials will participate in coaching cycles as needed.	Literacy Leadership Team will analyze student data and staff/survey assessment during monthly meetings.
Measure of Success	Attendance Logs and Fidelity Observations	Coaching Logs	Updated Comprehensive Literacy Plan



	Action Step 1	Action Step 2	Action Step 3
	Completed pacing guide for phonics instruction		
Check-in/Review Date	May 2020	May 2020	May 2022

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.

Goals	Evidence Monitoring	Plans to Address
Goal 1: Utilize a diagnostic assessment to inform instructional decisions based on individual student need.	By administering iReady to students three times per year, we will be able to make data-driven instructional decisions to improve reading success.	The results of the fall diagnostic will be used to pinpoint interventions to be addressed on RIMPs, as well as, classroom instruction.
Goal 2: 80% of students in grades K-1 will demonstrate on grade level phonological awareness within each sub-category by the Phonological Awareness Skills Assessment by May 2021	Kindergarten through second grade will be using the Heggerty Phonemic Awareness curriculum. The effectiveness of the students understanding of phonological awareness will be measured through the Phonological Awareness Skills Assessment.	Teachers will analyze data during TBT meetings to plan future instruction and interventions.
Goal 3: By providing individualized professional development based upon both surveyed and observed teacher needs, the integration of phonics instruction will be realized throughout the balanced literacy framework embedded within the literacy practice of Triad Elementary staff. Through qualitative data, such as coaching sessions, principal walkthroughs, informal and formal observations, current integration of phonics instruction in each section of the balanced literacy framework is 0%. By 2022, 100% of the literacy teachers will have fully integrated phonics into every segment of the balanced literacy framework.	By researching, implementing, and evaluating balanced literacy in their classroom with an emphasis on phonics instruction, we will see growth in phonics skills through student assessments	Literacy Leadership Team will use student data and staff survey/assessment to decide if further training training is needed or if a new instructional aid/component should be investigated.



SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

Section 8, Part A: Strategies to Support Learners

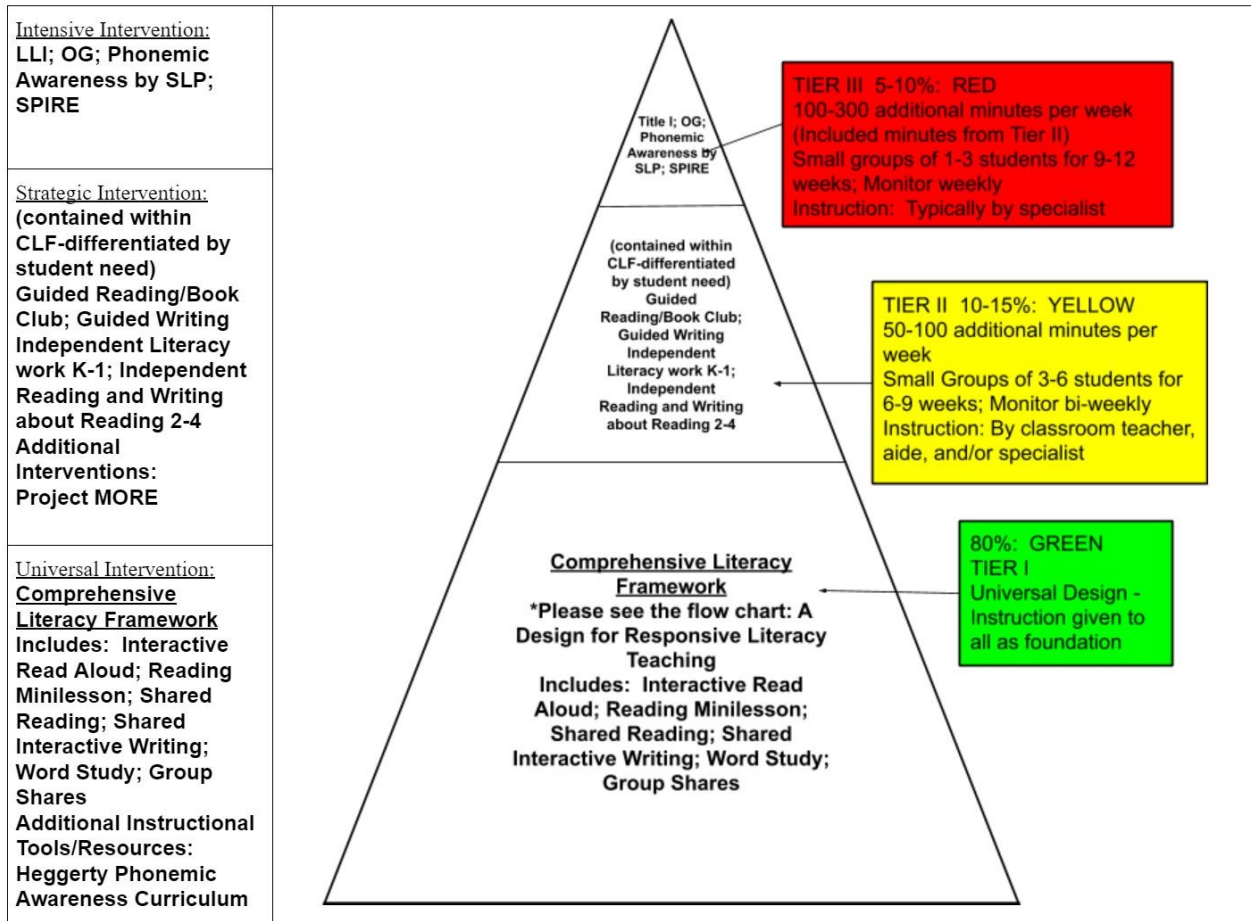
Describe the evidence-based strategies identified in Section 6 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans. Needing a definitive and effective pathway through which to identify students at risk and the appropriate

The basis for all student learning must take into account not only the generalized 80% of the school population (those for whom effective instruction typically works), but also the remaining 20% of the school population for whom tier I instruction is not enough. Typically, 10-15% of that remaining 20% will need strategic intervention while the remaining 5-10% of that remaining 20% will need intensive intervention. While often associated with behavioral expectations this model of intervention is best represented by the pyramid below. In a discussion of reading improvement, equal in importance is the attention to the behavioral/executive functions needs of all students, but particularly those for whom reading difficulties are present. Mrs. Margaret Searle, author of What to Do When You Don't Know What to Do: Building a Pyramid of Interventions, reports that if there are learning difficulties for a student, that student will always have executive function issues as well. To have the most effective intervention for such a student, both areas, academic and executive function, must be addressed.

Currently, in addition to the tier I universal design of literacy detailed below, all students' progress is monitored weekly by grade level teacher-based teams (TBT) (i.e. informal and formal common assessments, benchmark assessments three times a year, running record results, etc...) bi-monthly by the literacy coach and Title I instructor, and monthly by the building principal. Students who are not identified in the special education realm and in need of additional intervention are then referred to the RTI process. Teachers directly responsible for literacy instruction meet with the RTI team to determine what is believed to be the biggest barrier to learning for the child (as seen/interpreted by the child) through a conversation known as 'The 5 Whys'. From the results of this conversation, a DATA goal is developed: If we teach (student) to do (what we want the student to be able to do), he/she will be able to (results desired/growth desired) in (timeframe). We will know this has been accomplished by (assessment results). Once the goal is established, the team will look for two to three interventions and meet to assign the selected intervention/s to the appropriate person. The team will select a 4-6 week period in which to deliver the intervention/s and then reconvene to determine if the intervention has produced the desired growth.



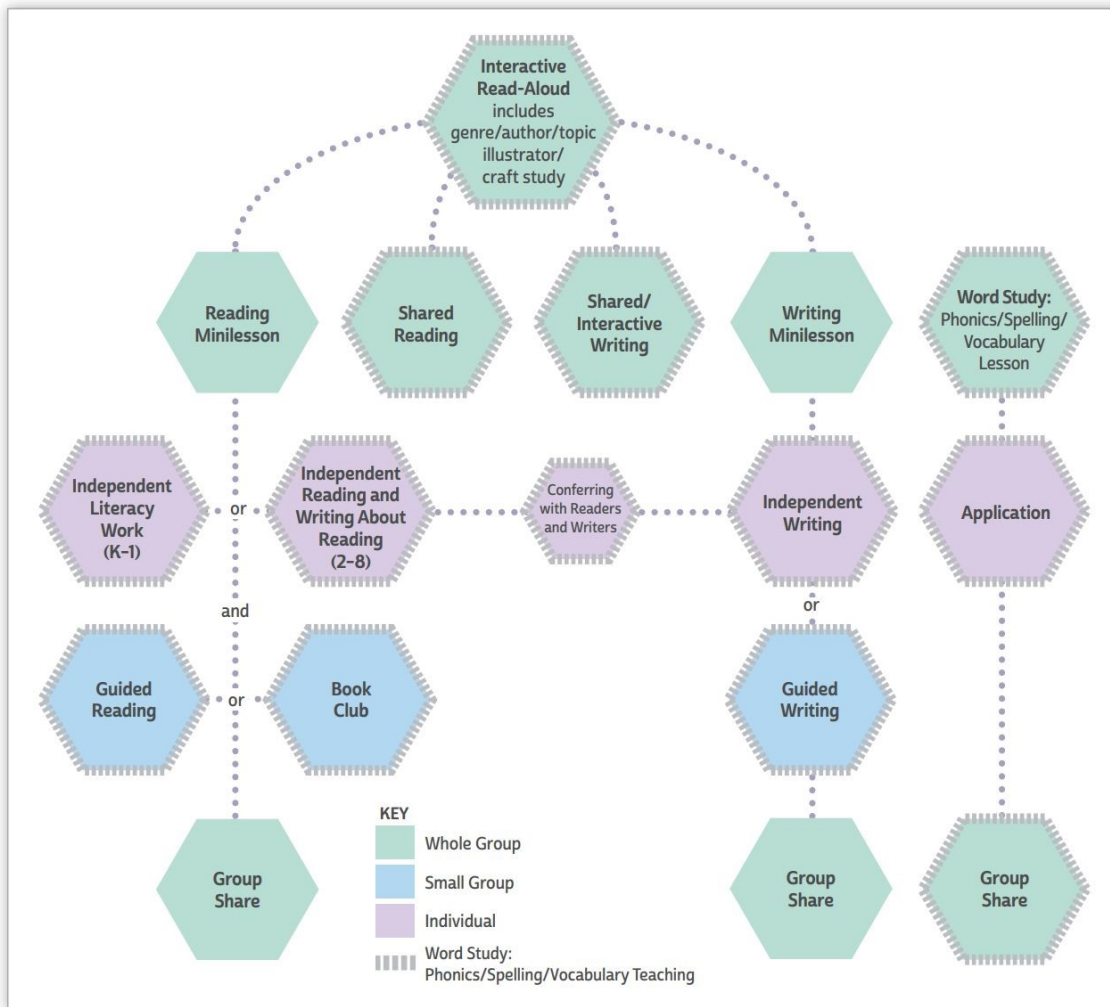
Triad Elementary 2019-2020



The pyramid above details all levels of instruction within the multi-tiered systems of support approach to literacy at Triad Elementary School.



A Design for Responsive Literacy Teaching



© 2017 by Irene C. Fountas and Gay Su Pinnell from *Guided Reading*, Second Edition. Portsmouth, NH: Heinemann.

The flow chart above details the manner in which instruction takes place within the literacy classrooms. Each teacher has received professional development on each instructional component, resulting in a full implementation of these components within the 2019-2020 school year. To ensure the depth of knowledge required by the literacy standards, all teachers have been trained in the three domains of the Systems of Strategic Actions represented in the wheel framework below. Students within all aspects of the Comprehensive Literacy Framework are challenged to experience the text through three domains of thinking: thinking WITHIN the text; thinking ABOUT the text; and thinking BEYOND the text.



In addition to the tiered approach described above, instructional staff meets with the literacy coach twice a month to discuss instructional strategies and receive professional development/coaching to address issues that arise during planning and/or instruction and/or the analysis of data/formative assessment results from running records, BAS assessments, and iReady on-line instruction and benchmarking results.

SECTION 8, PART B: Ensuring Effectiveness and Improving Upon Strategies (Strategies to Support Adult Implementation)

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

1. Be effective;
2. Show progress; and
3. Improve upon strategies utilized during the two prior consecutive school years.

In addition to the tiered approach described above, the instructional staff meets in grade level teams with the literacy coach twice a month to discuss instructional strategies and receive professional development/coaching to address issues that become evident either through the teams' weekly monitoring/reflection upon instruction through reading and writing notebooks and conversations as well as the on-line instruction taking place through iReady reading.

Also, every grade level team meets with the principal once every four weeks to review the reading progress of all students as well as the intervention progress of those students identified as needing tier II and tier III interventions (grade level watch lists). When it is discovered that a student is not making the desired growth, the team will request for the student to be placed in the RTI (Response to Intervention) process. This process, developed by Margaret Searle and detailed in her book, What to Do When You Don't Know What to Do: Building a Pyramid of Interventions, has been explained in detail in its current form in section 8, Part A. *Please note that teacher leaders are currently being trained in a new RTI process that will deviate in focus from the process described above. The current model, which grows out of an evaluation of the deficit/s



seen, will be replaced by a process based upon the philosophy of appreciative inquiry where the problem/concern is addressed from a strengths-based, positive change approach. In short, a growth mindset, coupled with the realized academic and executive function strengths are the foundation upon which interventions will be determined. Two teachers are currently being trained in this approach. The strategic professional development plan targets all staff to be trained in this approach by the end of the 2022-2023 school year. Please see appendices A. and B.

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.

Subgoal 1: Utilize a diagnostic assessment to inform instructional decisions based on individual student need.							
Evidence-Based Practice or Intervention: Phonological Awareness Instruction							
PD Description	Begin/End Date	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom Focused
(check all that apply for each activity)							
1. Training for K-4 teachers in the iReady diagnostic assessment	August 2019		X	X	X		
2. Training for K-4 teachers in the iReady online instruction	October 2019	X	X	X	X	X	X
3. Tailored training for individual staff regarding student data	February 2020	X	X	X	X	X	X
4. iReady online instruction data discussions during monthly TBT meetings	August 2019-May 2021	X	X	X	X	X	X
Resources Required	Outcomes/ Evaluation						
1. Training materials, computers	100% of staff will be training in administering the iReady diagnostic with fidelity.						
2. Individual and grade level data	Grade-level staff will review data, make intervention and progress monitoring decisions for at-risk students (students on RIMPs)						



Subgoal 2: 80% of students in grades K-1 will demonstrate on grade level phonological awareness within each sub-category by the Phonological Awareness Skills Assessment by May 2021.

Evidence-Based Practice or Intervention:

PD Description	Begin/End Date	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom Focused
1. Training for K-2 teachers in Heggerty Phonemic Awareness Program	August 2019-Continuing	X	X	X	X		X
2. Training to analyze Heggerty Phonemic Awareness results	September 2019-Continuing	X	X	X	X	X	
Resources Required	Outcomes/ Evaluation						
1. Heggerty Materials	100% of K-2 teachers, interventionists, and Title 1 staff will be qualified to implement Heggerty Phonemic Awareness curriculum.						



Subgoal 3: By providing individualized professional development based upon both surveyed and observed teacher needs, the integration of phonics instruction will be realized throughout the balanced literacy framework embedded within the literacy practice of Triad Elementary staff. Through qualitative data, such as coaching sessions, principal walkthroughs, informal and formal observations, current integration of phonics instruction in each section of the balanced literacy framework is 0%. By 2022, 100% of the literacy teachers will have fully integrated phonics into every segment of the balanced literacy framework.

Evidence-Based Practice or Intervention:

PD Description	Begin/ End Date	Sustained	Intensive	Collaborative	Job- Embedded	Data-Driven	Classroom- Focused
	(check all that apply for each activity)						
1. 1. Training for staff in Phonics Lessons/Word Study and Word Journeys.	Ongoing starting Aug 2019	X	X	X	X	X	X
2. Coaching cycles	Ongoing starting Aug 2019	X	X	X	X	X	X
Resources Required	Outcomes/ Evaluation						
1. Literacy Collaborative materials for phonics, spelling, shared reading, and writing	100% of K-3 teachers (including intervention specialists) will be trained to incorporate balanced literacy in their classroom with emphasis on phonics instruction						
2. Coaching materials provided through Literacy Collaborative	100% of K-3 teachers (including intervention specialists) will complete one coaching cycle per month						
3. Individual and grade level data	Literacy Leadership Team will review data and make curriculum and professional development decisions for phonics 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.

Sustained: Taking place over an extended period; longer than one day or a one-time workshop.

Training in iReady and Heggerty will be continuous and will not stop once the information has been given. Continuous professional development will be provided yearly to meet the needs of the changing classrooms. Additionally, data will be looked at from previous years to identify gaps and plan for the next academic year.

Intensive: Focused on a discreet concept, practice or program.

Each of the professional development components will focus on one specific program. Additionally, the professional development will be presented at different points throughout the year to allow for gradual implementation of the Reading Achievement Plan.

Collaborative: Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.

All professional learning provided in this plan are centered around collaborative practices. Grade-level and content area teams will work through the professional development process together to create a common understanding and execution.

Job-Embedded: A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.

Both programs discussed in this plan (iReady & Heggerty) will be used in all classrooms (K-2 for Heggerty, K-4 for iReady). Specific professional development with these programs will allow TBTs to discuss data in a more meaningful way.

Data-Driven: Based upon and responsive to real-time information about the needs of participants and their students.

Data meetings are scheduled weekly to review the information presented in the profession development meetings. Teams will focus on students' growth and they will report to the Building Leadership Team with successes and areas for improvement. The BLT will create goals to determine action steps to remedy any underlying issues.

Instructionally-Focused: Related to the practices taking place in the learning environment during the teaching process.

The professional development will allow teachers to refine their instructional practice, based off the needs of their students. The ability to successfully pinpoint strengths and weaknesses of individual students will allow teachers to create classroom activities that are tailored to classroom need.



APPENDICES

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

- A. Charts to guide inquiry: Developed by Margaret Searle, provided on her website: <http://www.margaretsearle.com/>

	Team Meeting Date:		
	Purpose	Build capacity of the team to provide classroom learning opportunities for groups of struggling students.	
2 min.	Connect: What do you appreciate about this team? What do you like best about being a teacher?	This starts the conversation on a positive note. (Examples of other questions: Your best accomplishment this week; Who inspired you to become a teacher; What would you like to be known for; Your funniest school experience; Your favorite book, movie, place to visit...)	
2 min.	Focus: What outcome would be most beneficial for these students?	(This is set in the prior meeting and reviewed here to focus the stories) Symptom: _____ Focus Question: _____	
9 min.	Stories: Ask the teachers to describe a time when struggling students were successful learning this skill. Be very specific about: 1. What did the student do 2. What you did that helped 3. What the parents did 4. What the other students did	Specific ideas from your stories	What effect does this have on student thinking?

	Team Meeting Page 2				
6 min.	DATA Goal: If we apply what we know to this situation, what could happen in 4 weeks?	Do: If we teach students to _____ Achieve: We will see this outcome: _____ Time: In _____ weeks Assessment of growth: They will go from _____ to _____ and from _____ to _____			
7 min.	Design: What ideas from the story are the best fit for this group of students?	Action plan for the next 4 weeks.			
		Ways teachers will support	Suggestions for parents	What students do for themselves	
4 min.	Commit: What small step will each teacher act on tomorrow to move the plan forward? What will each person do to support the group? How will each teacher monitor student growth?	Report back in 4 weeks:			
		Teacher Name	Tomorrow I will start by...	How will I support the team?	Progress monitoring



Progress Monitoring Chart For Team Action Plans

What is being measured	How the team will collect data

Student Name	Baseline Data	Week 1	Week 2	Week 3	Week 4	Total growth

Student Interview	Interviewer:	Student:	Date
Purpose	Get to know the student's strengths and thoughts		
Connect: Tell me something you've done that you are very proud of.			
Story: Think of a time when you had to do something very hard, and you were successful. What is special about you that helped you do that?			
Reflect: What things do teachers do that help you learn?			
Imagine: If you got the best student award this year what would have made that happen?			
Design: What could we do together to make that happen?	Teachers would do	Parents would do	I would do...
Commit: What will we both do to start this plan? Small step. When should we meet again?	Tomorrow the teacher will	Tomorrow my parents could	Tomorrow I will



Parent Interview Date:	Parent's Names:	Student:	Grade:
Purpose	To get to know the student better through the parent's eyes.		
Connect: Tell me something your child accomplished that you are most proud of. What strengths made that happen?			
Story: Think of a time when your child was frustrated but worked through it.			
Support: What are things you do to support learning & positive behavior for your child? What actions cause frustration?			
Imagine: If this were the best school year ever, what one change would make that happen for your child? Would your child agree with this?			
Design: What things can we do to make that kind of school year happen?	What the parent can do	What the teacher can do	What the child can do
Commit: What small step can we start with tomorrow?			
Communicate: What would be the best way for us to stay on the same page? When can we talk again?			

	First Coaching Meeting Date:	Coach:	Teacher:	Student:	Grade
	Purpose	To design new learning opportunities based on this student's strengths and needs.			
2 min.	Connect: Tell me what you like best about being a teacher? What do you appreciate about this student?	This starts the conversation on a positive note. (Examples of other questions: Your best accomplishment this week; Who is your hero and why; What's the nicest thing anyone has ever said to you; Your funniest kid story; Your favorite food, TV show, dream vacation...)			
2 min.	Focus: What outcome would be most beneficial for this student?	Symptom:		Focus Question:	
7 min.	Stories: Ask the teacher(s) to describe a time when this student was successful learning this skill. Be very specific about: 1. What did the student do 2. What you did that helped 3. What the parents did 4. What the other students did	Ideas and insights from your stories		What effect does this have on student thinking?	



First Coaching Meeting Page 2							
4 min.	DATA Goal: If you apply what you know to this situation, what could happen in 6 or fewer weeks?	Do: If we teach _____ to _____ Achieve: We will see this outcome: _____ Time: In _____ weeks Assessment of growth: He/she will go from _____ to _____ and from _____ to _____					
3 min.	Design: Based on the story, what ideas are the best fit for this student?	Action plan for the next 4-6 weeks. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; height: 100px; vertical-align: top;">Things I will do</td> <td style="width: 33%; height: 100px; vertical-align: top;">Suggestions for parents</td> <td style="width: 33%; height: 100px; vertical-align: top;">Things the student will do</td> </tr> </table>			Things I will do	Suggestions for parents	Things the student will do
Things I will do	Suggestions for parents	Things the student will do					
2 min.	Commit: What small step will the teacher act on tomorrow to move the plan forward? What will happen the next week? How will this skill be monitored?	Tomorrow I will start by	Next week I will	Progress Monitoring			

Tracking chart

What is being measured	How data will be collected

Student Name	Baseline Data	Week 1	Week 2	Week 3	Week 4	Total growth



5 Whys Conversation

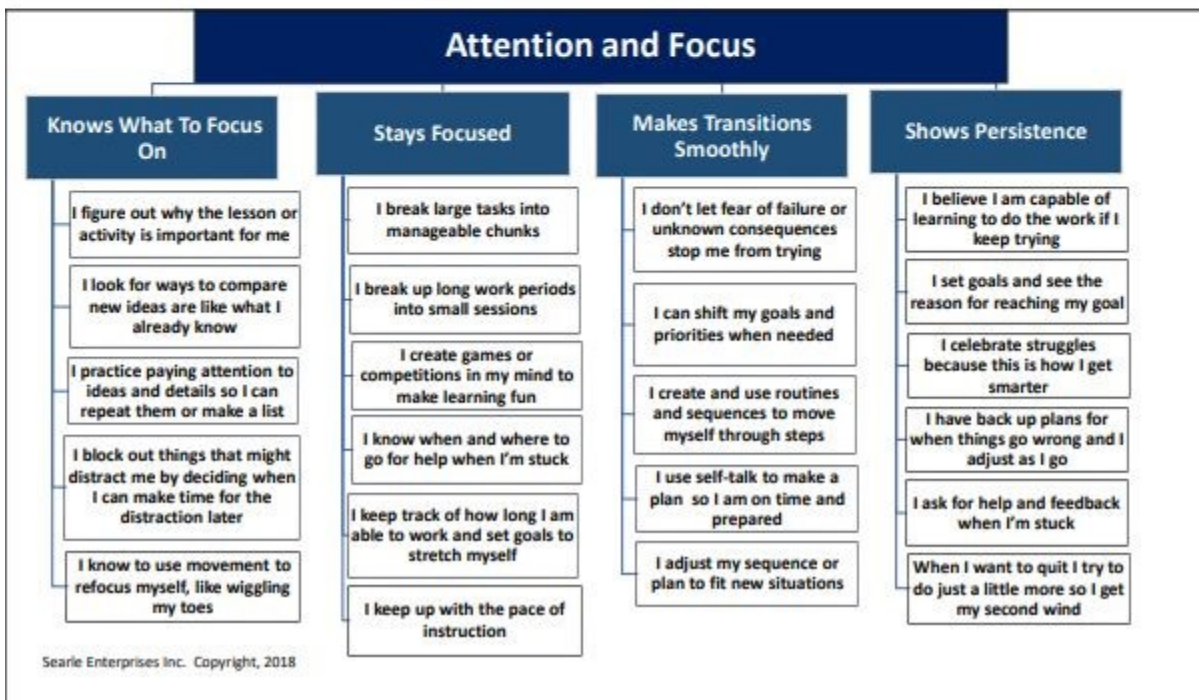
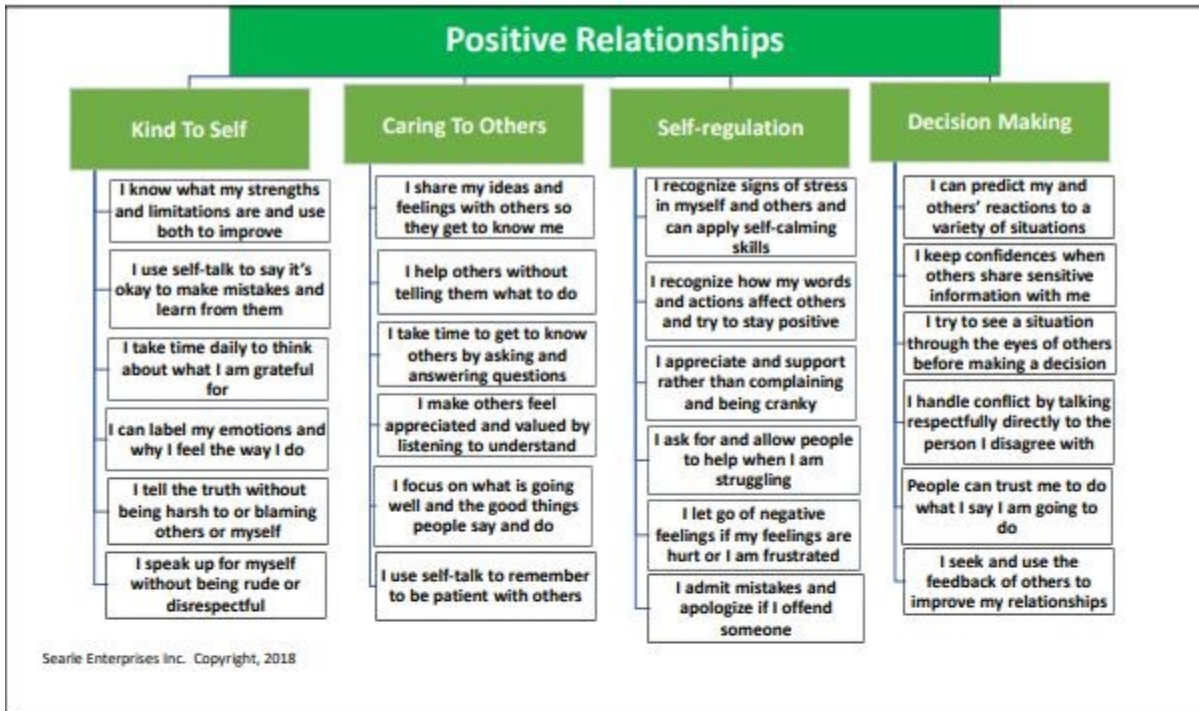
Executive function concern _____			
Hints:	Coach says	Teacher says:	Clarification
Start with the executive function concern.	1.	1.	
Build your questions on the teacher's answer and use paraphrasing:	2.	2.	
* So, why does he...	3.	3.	
* Why doesn't she...	4.	4.	
* What is interfering with...	5.	5.	
* What else could be causing...	6.	6.	
* Why is she unable to...			
* What is it that makes ____ so hard for him?			
* This happens because...			
So are you saying...?			



5 Whys Coaching Conversation		Page 2		
5 min.	Stories: Ask the teacher(s) to describe a time when this student was successful learning this skill. 1. What did the student do 2. What you did that helped 3. What the parents did 4. What the other students did	Ideas from your story	What effect does this have on student thinking?	
3 min.	Design: Based upon the story, what ideas fit this student best?	Things I will do	Suggestions for parents	Things the student will do
2 min.	Commit: What small step will the teacher act on tomorrow to move the plan forward? What will happen the next week? How will this skill be monitored?	Tomorrow I will	Next week I will	Progress Monitoring

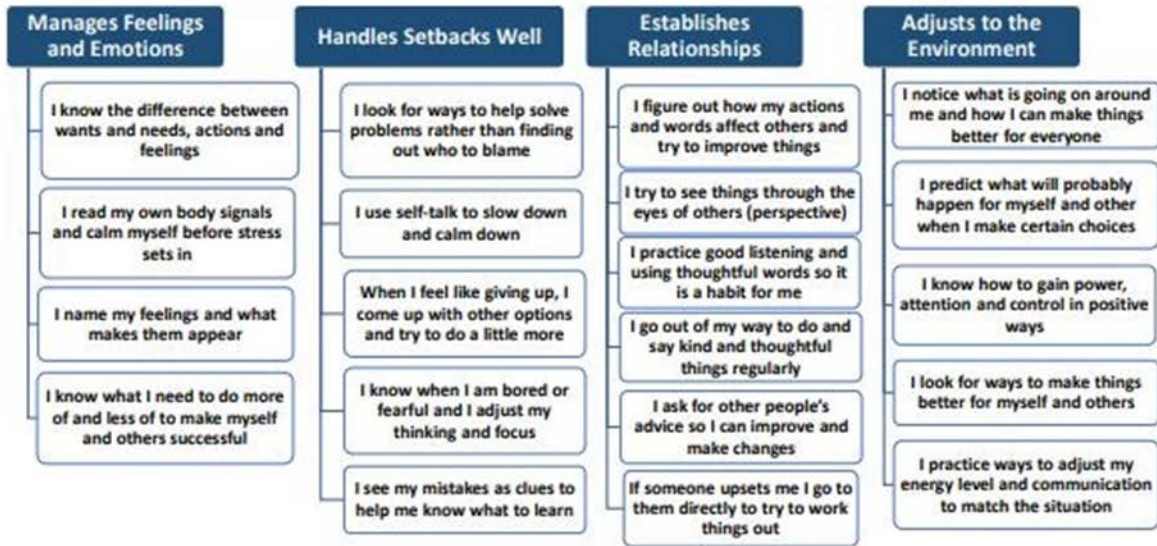


B. Strength-Based charts: Developed by Margaret Searle, provided on her website: <http://www.margaretsearle.com/>



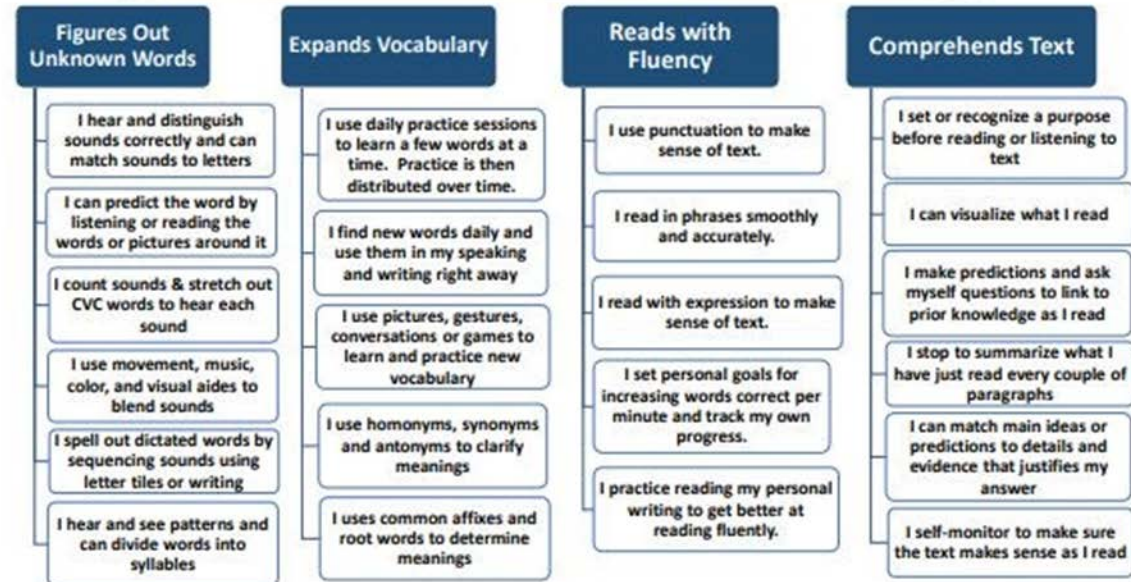


Self-Regulation/Impulse Control



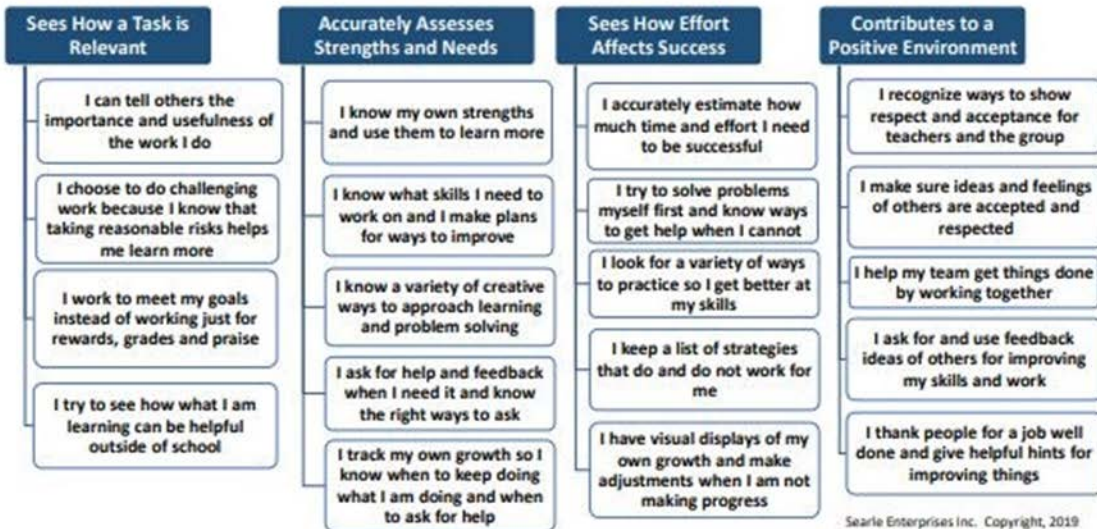
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Reading



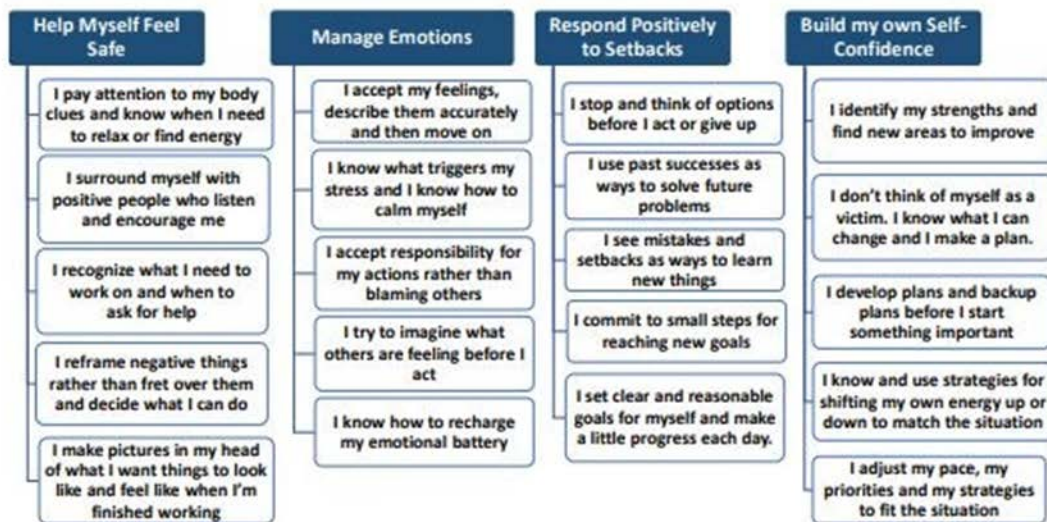


Motivation



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Resilience/Flexibility





Memory

Takes in Information Accurately

- I set a purpose or goal for doing the work before I get started
- I use eyes, ears, hands and imagination to learn new material
- I see fixing mistakes as the best way to learn new things
- I focus on one job at a time – using about 8 seconds to think before I begin
- I block out things that are distracting me
- I can stop one task promptly so I can work on something else

Organizes and Manages Information

- I look for patterns like main idea/details, sequences and cause/effect
- I find a way to get help when the pace is too fast or material is confusing
- I balance my work time with short breaks
- I know how to break big tasks or information down into manageable parts
- I start with the most important ideas and then add to and improve my ideas or work

Stores Information Accurately

- I create graphic organizers to see how new ideas are like the old ones I know
- I ask for and give examples as I practice
- I find multiple ways to remember ideas (songs, games, color, talking, drawing, ...)
- I get enough sleep to allow my brain to make memories stick
- I highlight key words, reorganize my notes or orally summarize what I know or what I need to do
- I pace my practice sessions out over time rather than cram

Recalls Things Learned Before

- I reorganize information in multiple ways over time
- I think about how things are alike and different
- I look for real-life ways to use new information
- I think about what I heard, felt, smelled and saw so I can remember better
- I know how to calm myself down to relieve stress
- I use challenging memory games and activities to get better at remembering
- I test myself regularly to see how much I remember

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Organization

Sorts and Categorizes

- I see and describe patterns that help me match things that go together
- I separate things into groups (color, sound, shape, texture, use) and pick out things that don't fit the pattern
- I sort by more than one likeness or detail
- I sort important from unimportant ideas and things
- I describe patterns and rules for how things are alike and different

Sequences Materials and Ideas

- I can see the steps in my head or on paper for remembering directions, stories or how I make decisions
- I put ideas or tasks in order by how important or urgent they are to help me choose what to do next
- I have daily routines and procedures that help me reduce stress and find things easily and fast
- I look for patterns that will help me predict what comes next and can explain what clues I used to decide

Makes Tasks Manageable

- I break big tasks down into small steps to make things easier
- I know what I want to achieve and I create a plan for how to get started
- I figure out how much time is needed for each step and create a sequence
- I make changes in the plan as needed so I can finish on time and with quality
- I keep track of information and materials using reminders and checklists

Follows Through

- I know why it is important to organize and I see how it will help me
- I practice organizing things in easy ways first and then think of new ways that could work
- I know what strategies work for me and which ones do not
- I have a system for double checking how well I sort and arrange my things and ideas that I use regularly
- I know how to get help when I am stuck but I don't depend on other too much



Math

Applies Problem Solving Skills

- I read and restate the problem or steps in my own words
- I visualize the structure or patterns of problems and can show it with materials or simple drawings
- I break complex problems into logical steps
- I can think of ways to apply strategies to real life situations
- I identify the correct operation and useful data
- I make estimates and can justify my thinking

Improves Fluency with Basic Facts

- I can demonstrate how to count on, and compose or decompose combinations of 5s and 10s without counting
- I do skip counting, doubles and doubles plus without counting
- I can see a quick image of arrays and create more than 1 equation showing how many I saw without counting
- I can explain and apply place value with fractions and whole numbers
- I do mental math daily to practice composing and decomposing numbers
- I play math games regularly and can name the strategies I am using

Shows Persistence

- When I want to quit I try to do a few more problems or try one more way
- I set personal goals and visually track my own progress
- I give myself frequent breaks and then get right back to work to maintain energy and focus
- I try multiple ways of getting my work done when I am stuck
- I ask for help or resources when I am stuck

Self-Monitors

- I see the real-life reasons for using math skills and can explain them
- I know finishing first is not as important as doing good work so I check my work for accuracy before the teacher checks it
- I ask for modeling, guided practice and feedback to check my own skills and accuracy
- I can explain which strategies work best for me and explain my reasoning when solving problems
- I give myself quizzes on hard math skills and concepts weekly to check what I know

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Self-Monitoring

Identifies Strengths and Needs

- I can explain what good, better and best looks like and where I am on this scale
- I can list my areas of strength
- I frequently identify my own areas of strength and areas for improvement
- I can describe about what I want my new strength to look like and sound like
- I ask for help when I need it
- I know what stresses me and I have ways to calm myself down

Sets Goals

- I set specific and realistic goals for myself that help me grow and improve
- I break the big goal into smaller goals
- I can identify a sequence of small steps that will accomplish my goal
- I make commitments to an action plan and follow through
- I choose one or two small steps to start with right away

Tracks Growth

- I keep track of my growth visually so I can see what I am accomplishing
- I choose to monitor how often, how well or how long I do things when I want to improve
- I decide on tools for collecting data and recording my growth
- I decide on a time for collecting and recording my data

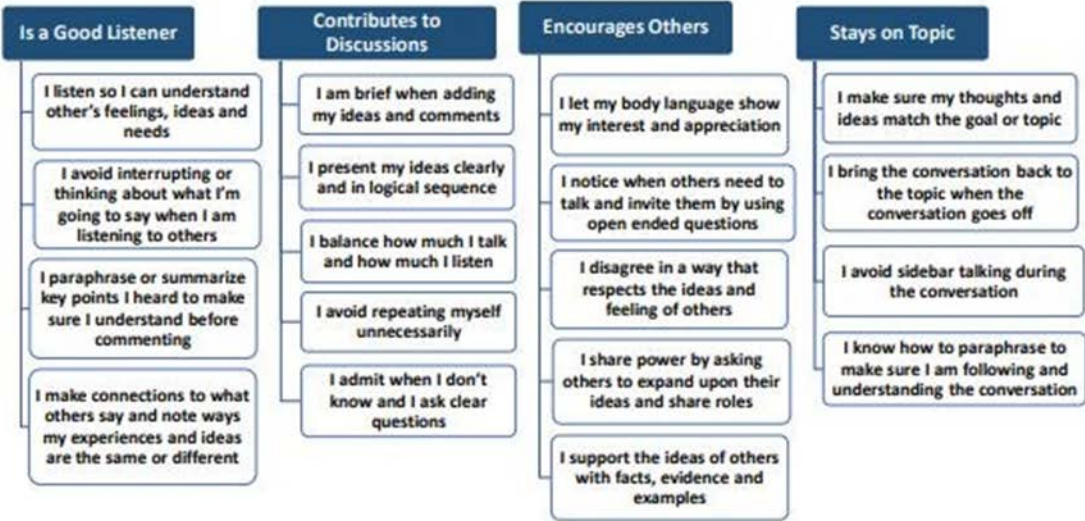
Reflects and Adjusts Plans

- I can describe what I did and why I made my choices
- I can explain what I do to help myself when things get hard
- I can tell people what strategies work for me and which do not
- I look at my data and decide what I need to do next
- I consider other people's opinions and suggestions for improvement
- I notice and care about how my choices affect other people

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Communication



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Collaboration



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Writing

Develops Fluency (Gets started)

I practice handwriting so it doesn't slow me down

I write non-stop for at least two minutes a day to get my ideas flowing

I get my brain going by talking about, using a graphic organizer or drawing my ideas

I try to use new vocabulary words in my own writing and speaking daily

I sequence lists of my main ideas and details before I begin writing

Clarity and Organization of Thoughts

I focus on my audience and purpose as I write

I visualize my ideas in a logical sequence and use transition words to connect these ideas

I recognize and fix awkward sentence structure (run-on sentences or short boring patterns)

I can identify essential from non-essential ideas

I use adjective and rich word choices to make my writing clear and interesting

Edits and Revises Work

I use color coding or margin notes to see patterns, structures and missing pieces

I ask for and use frequent feedback or modeling to improve my writing

I use rubrics to self-check or give feedback to others

I know resources to help me with revisions and editing

I choose informal work done the week before to practice specific editing and revising skills

Knows How to Improve Skills

I build self-confidence by keeping a chart of my growth and a list of things that helped me be successful

I know that it is safe to make and admit mistakes because correcting errors is how I learn

I know how to break big writing tasks down into smaller parts so I don't get discouraged

I track the types of errors I usually make so I can set specific goals for improvement

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Language Development

Background Knowledge

I can visualize what I am hearing by drawing or telling about it

I point to, label or match pictures and objects to words I hear or see

I compare and contrast a new concept with what I already know

I retell experiences I have had in a logical sequence

I can fill in the blank when talking about topics I am familiar with

Receptive

I can imitate or respond appropriately to gestures, expressions and sounds

I can distinguish rhythm, sounds and intonation that are the same or different

I fill in the blanks in a conversation even if background noise is loud

I repeat and extend patterns for sounds and words

I respond to statements by telling if I agree or disagree

I follow one and two-step directions

Expressive

I can communicate without using words including gestures, expressions, imitation

I imitate correct phrasing and sentence structure

I visualize a story in order and tell it to someone else

I can remember a song or poem so I can repeat it

If I hear a sentence starter I can expand on it

I participate in conversations by asking and answering questions that match the topic

Vocabulary

I know when it is appropriate to use formal, casual or intimate language

I categorize words, phrases and idioms that have similar meanings

I constantly work on vocabulary by using new words in my own conversations and writing

I draw and play games to learn unfamiliar words regularly

I try to figure out new words by using the words around it, pictures or roots and affixes.

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