



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 22, 2020

Dear Superintendent,

Thank you for submitting the Trimble Local School District 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:

- Learner performance data includes an analysis of relevant data sources for grade levels served.
- Selected evidence-based practices appear to support the identified needs.
- This plan shows evidence of utilizing a shared leadership approach as outlined in the Ohio Improvement Process.

This plan will benefit from:

- Partnering with early childhood education program leaders and providers and including them on the leadership team.
- Including sub goals, such as grade-level goals, which support the specific skill needs identified in the data analysis.
- Professional development supported by follow-up that may include coaching.

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

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For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

READING ACHIEVEMENT PLAN

DISTRICT NAME: Trimble Local School District

DISTRICT IRN: 045922

DISTRICT ADDRESS: 1 Tomcat Drive, Glouster, OH 45732

PLAN COMPLETION DATE: December 19, 2019

LEAD WRITERS: Diane Hobson, Erin Guy, Julie Sheridan

IMPLEMENTATION START DATE:

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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
Jamie Taylor	Elementary Principal	Trimble Elementary School	Jamie.taylor@trimblelocalschools.org
John Hurd	Superintendent	Trimble Local School District	John.hurd@trimblelocalschools.org
Diane Hobson	Director of Curriculum and Testing	Trimble Local Schools	Diane.hobson@trimblelocalschools.org
Becky Spencer	Kindergarten Teacher	Trimble Elementary	Becky.spencer@trimblelocalschools.org
Erin Guy	1 st Grade Teacher	Trimble Elementary	Erin.guy@trimblelocalschools.org
Lorrie McGuire	2 nd Grade Teacher	Trimble Elementary	Lorrie.mcguire@trimblelocalschools.org
Julie Sheridan	3 rd Grade Teacher	Trimble Elementary	Julie.sheridan@trimblelocalschools.org
Tracey Groves	Intervention Specialist	Trimble Elementary	Tracey.groves@trimblelocalschools.org
Kim Miller	State Support Team 16 Early Literacy Specialist	Athens-Meigs ESC	kim.miller@sst16.org

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

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

Development of Plan: The DLT members were informed of the upcoming Reading Achievement Plan at the September DLT meeting. Once the superintendent had been notified by the state, the DLT determined at the October meeting that while some DLT members would serve on the committee to write the plan, it would be most beneficial to have reading teachers from each grade level in K-3 be on the committee as well as an intervention specialist. The elementary principal invited teachers to be on the committee based on their strengths in reading instructional best practices in the classroom. Data on state testing ELA scores, trend data in diagnostic on-track/not-on-track, KRA scores, summer loss data in reading, current reading diagnostic benchmark and 1st quarter data in STAR, subdomain scores in STAR Early Literacy and mastery reports for STAR Reading for grades 2-3 were compiled by the Curriculum Coordinator and shared with all members of the committee. The committee formally met on November 5, 2019 and completed the Reading Tiered Fidelity Inventory and began to look at the data and determine overall concerns in the reading instruction that occurs at Trimble Elementary. Committee members worked in subgroups to brainstorm ideas for vision/mission statements that would work best for the students at Trimble Local. On November 19, 2019 the committee met again with the focus on defining our goals and creating the action maps for each goal based on our data and the results of the Reading Tiered Fidelity Inventory. The final meeting occurred on December 3, 2019. The focus on this meeting was to complete part 8, looking at evidence-based strategies and how those will be applied in the classroom as well as PD needs to ensure the strategies are implemented with fidelity.

Monitor Plan: The team will monitor the plan through the TBT/BLT report-outs at the monthly BLT/DLT meetings. Quarterly data will also be collected regarding the implementation of the plan and reported at the DLT meetings.

Communicate Plan: The principal and committee members will communicate the plan to other PK-3 teachers verbally and teachers will also receive a copy of the plan electronically. The plan will be monitored via TBT minutes and discussion at the BLT meetings. Any revisions /adjustments needed will go before the committee before being made and then those will be communicated to the staff.

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

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

The Reading Achievement Plan and the Trimble Local Ohio Improvement Plan both focus on increasing reading achievement including showing growth in reading to close the reading gaps and increase test scores.

The Trimble Local School District Ohio Improvement Process Academic Goal is: By the end of the 2021-2022 school year, students at Trimble Local Schools will increase their Pathways to Proficiency in reading and math by 5% as measured by the STAR 360 reports. The Reading Achievement Plan also focuses on increasing Pathways to Proficiency (in terms of students who are at/above the benchmark goal). In both the District OIP and in the Reading Achievement Plan, the adult implementation will include:

Strategy 1.A

Using data from assessment tools, student progress will be measured and monitored quarterly.

Adult Implementation Indicators:

- 1.A.1** 100% of teachers will measure student progress a minimum of five times per school year, as indicated by use of STAR Diagnostic and/or Summary Reports in teacher data folders.
- 1.A.2** 100% of teachers will analyze student growth data and create student learning goals based on assessment results, as indicated by data folders and/or TBT notes.
- 1.A.3** 100% of teachers will use data tools to reflect and revise instructional strategies as needed as indicated by TBT notes and/or lesson plans.

Strategy 1.B

Develop a comprehensive academic MTSS (multi-tiered system of support), using the Response to Intervention model.

Adult Implementation Indicators:

- 1.B.1** BLTs will complete the Math and Reading TFI and use the MIBLSI (Michigan Integrated Behavior and Learning Support Initiative) reports to refine the academic portion of the MTSS systems.

Strategy 1.C

Teachers work collaboratively to co-plan and develop supports for all students.

Adult Implementation Indicators:

- 1.C.1** 100% of teachers will meet to target specific instructional strategies that meet the needs of diverse learners and identify supports needed for instructional growth.

While the OIP plan's overall goal is to improve from the end of one year to the end of the next, the Reading Achievement Plan also looks at quarterly improvement from August to May in hopes of being able to close the gap for all students. The Reading Achievement plan also looks at the subgroup of students on Reading Improvement and Monitoring Plans. While this is not a federal or state subgroup, the team felt it was necessary to focus on the students who are not on track at the beginning of the school year to ensure needed interventions within a multi-tiered system of support are being provided with fidelity.

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.

Trimble Local Schools ELA State Testing Trend Data						
Grade	Subject	Proficient Percentage 2015-2016	Proficient Percentage 2016-2017	Proficient Percentage 2017-2018	Proficient Percentage 2018-2019	
Third Grade	English Language Arts	37.9%	50.0%	55.8%	46.6%	
Fourth Grade		42.3%	37.5%	55.6%	48.1%	
Fifth Grade		36.2%	48.1%	50.8%	62.5%	
Sixth Grade		35.5%	37.5%	38.2%	31.3%	
Seventh Grade		33.3%	41.9%	47.1%	44.9%	
Eighth Grade		39.1%	22.6%	47.3%	44.4%	
High School		English Language Arts	41.7%	58.1%	53.8%	52.8%
		English Language Arts I	38.3%	49.4%	46.7%	48.1%
	English Language Arts II					

Table 1: Trimble State Testing ELA Data

Analysis of Trimble Local State ELA Trend Data (Table 1): The majority of ELA state test scores have improved over the last 4 years when looking at trend data across grade levels. When looking at specific groups of students and how they performed year to year on state testing, the results are inconsistent. Some groups of students have seen an upward trend each year. Some see a marked increase or decrease one year but maintain a fairly consistent score in other years. In a small school district variables that affect this data could be a specific teacher at a certain grade level, the make-up of students in the classroom, supports available to students (especially for SWD students) in any given year, a change in the test itself (questions, mode of testing, the cut score for proficient) and/or a change in curriculum/programs.

Data: Diagnostic On-Track/Not On-Track Data Student Count

LEA	Student Grade Level	2018-2019		2017-2018		2016-2017		2015-2016	
		Assessed, on track	Required, not on track	Assessed, on track	Required, not on track	Assessed, on track	Required, not on track	Assessed, on track	Required, not on track
		# of students	# of students	# of students	# of students	# of students	# of students	# of students	# of students
Trimble Local	First Grade	17	33	16	41	31	27	36	19
	Second Grade	16	43	24	36	21	28	24	26
	Third Grade	32	25	21	28	20	23	37	18
	Kindergarten	13	38	18	36	17	38	27	34

Table 2: On-Track Not On-Track Student Count

Data: Diagnostic On-Track/Not On-Track Data Student Percentage

Student Grade Level	2015-2016 Percent of Students on Track	2016-2017 Percent of Students on Track	2017-2018 Percent of Students on Track	2018-2019 Percent of Students on Track
Kindergarten	44%	31%	33%	25%
1 st Grade	65%	53%	28%	34%
2 nd Grade	48%	42%	40%	27%
3 rd Grade	67%	46.5%	49%	56%

Table 3: Diagnostic On Track Not On Track Percentages

Analysis of Diagnostic On-Track/Not on Track Data (Tables 2 and 3): Over time the percentage of students on track based on the diagnostic data has gone down. There are more students coming into kindergarten who are behind and not on-track when they come into school than in previous years. This is also supported by KRA data.

This compounded with summer loss makes it very hard to get students on track and keep students on track. When tracking groups of students from year to year, the data supports a decline in grade 2. This could be attributed to a different test used to measure on-track/not on-track (Renaissance Early Literacy vs Renaissance Reading) and an expectation of more independent reading at this grade level.

Data: Comparison Data between students who took the KRA in 2015-2019 and same cohort of students who took the grade 3 ELA in 2018-2019.

	Kindergarten Readiness Assessment 2015-2016 Overall Score	Kindergarten Readiness Assessment 2015-2016 Percent of students “ontrack” (working at grade level)	2018-2019 3 rd Grade Reading Test Percent of students scoring proficient or above.
State Average	266.7	63.2%	65%
Alexander Local	262.3	53.7%	71%
Athens City	264.3	58.6%	66.2%
Federal Hocking	NC	NC	72.5%
Nelsonville-York	266.6	57%	59.6%
Southern-Perry (Miller)	260.4	48%	41.2%
Trimble Local	260.3	46.6%	46.6%

Table 4: KRA Comparison Data

Analysis of Comparison Data between students who took the KRA in 2015-2019 and same cohort of students who took the grade 3 ELA in 2018-2019 (Table 4):

In 2015-2016 our kindergartners took the Kindergarten Readiness Assessment (KRA) at the beginning of the school year. Our students scored the lowest in the county (and nearby school Southern in Perry County). Those same students took the 3rd grade Reading state test last year. The percent of students that were on track in kindergarten was the same percentage of students that were proficient on the 2018-2019 ELA 3rd grade test. While the data does not support a trend when looking at the individual districts (some districts scored lower on the grade 3 ELA than what the KRA scores suggest, some scored higher and Trimble stayed the same). However, the state average showed a slight gain between students who were on track in the 2015-2016 as kindergarten students and those same students who took the 3rd grade ELA test in 2018-2019.

Data: KRA Trend data for area schools

	2015-2016 Overall on Track Score		2016-2017 Overall on Track Score		2017-2018 KRA Overall % OnTrack Score		2018-2019 KRA Overall % OnTrack Score	
	Score	%	Score	%	Score	%	Score	%
State Average	266.7	62%	266.8	62.3%	266.6	61.7%	266.6	60.9%
Alexander Local	262.3	53.7%	262.6	46%	264.3	50.9%	269.9	63.6%
Athens City	264.3	58.6%	265.5	65.8%	264.1	61.4%	264.9	58.8%
Federal Hocking	NC	NC	268.5	67.1%	266.2	61.9%	256.3	50.7%
Nelsonville-York	266.6	57%	264.3	52.2%	262.7	44.9%	265.6	49.4%
Southern-Perry (Miller)	260.4	48%	264.7	47.3%	265.2	64%	262.7	56.8%
Trimble Local	260.3	46.6%	260.1	52.5%	258.3	39.3%	259.2	38.5%

Table 5:KRA Trend Data for Area Schools

Analysis for KRA Trend Data for Area Schools (Table 5): The KRA data for all schools in the county and nearby Southern Perry show Trimble students are consistently one of the lowest, and most often, the lowest, in terms of being on track when they come into kindergarten. This puts students at a disadvantage from the very beginning of their time in school because the kindergarten year that must be used to teach skills the state assumes all students know before coming to kindergarten such as counting, recognizing letters, spelling the child's first and last name, learning colors, speaking in sentences, etc.

Reading Diagnostic/Summer Loss Data

	AUGUST 2018 Percent of Trimble students scoring in the 40 th percentile or above in STAR READING	SPRING 2019 Percent of Trimble students scoring in the 40 th percentile or above in STAR READING	Difference between August 2018-May 2019	AUGUST 2019 Percent of Trimble students scoring in the 40 th percentile or above in STAR READING	Difference between May 2019-August 2019
1 st grade 2018-2 nd grade 2019	Take Early Literacy Test 1 st grade Fall	56% 1 st grade Spring	→	25% 2 nd grade Fall	-31
2 nd grade 2018-3 rd grade 2019	15% 2 nd grade Fall	34% 2 nd grade Spring	+19 →	22% 3 rd grade Fall	-12
3 rd grade 2018-4 th grade 2019	37% 3 rd grade Fall	40% 3 rd grade Spring	+3 →	28% 4 th grade Fall	-12
4 th grade 2018-5 th grade 2019	30% 4 th grade Fall	53% 4 th grade Spring	+23 →	42% 5 th grade Fall	-11
5 th grade 2018-6 th grade 2019	41% 5 th grade Fall	46% 5 th grade Spring	+5 →	31% 6 th grade Fall	-4

Table 6 Reading Diagnostic and Summer Loss

Analysis for Reading Diagnostic and Summer Loss (Table 6): Students are tested in STAR Reading (grades 2-12) and STAR Early Literacy (K-1) in August, October, December, March and May. By the spring, the majority of 1st grade students have transitioned from STAR Early Literacy to STAR Reading. The trend every year is that students make gains between August and May when they are going to school but during the summer months, students lose some of the information and skills they had learned and those skills must be retaught each year before moving onto grade level material. Summer loss can compound over time causing some students to fall further and further behind as they get older. Some low SES students do not have the same learning opportunities in the home over summer as their more affluent peers. Time away from the structure of school is detrimental to their education.

Data: Reading Diagnostics/Benchmark Assessments

Grade	August Benchmark 2019				1 st Quarterly October 2019			
	At/Above Benchmark	Watch	Intervention	Intensive Intervention	At/Above Benchmark	Watch	Intervention	Intensive Intervention
Kindergarten	39%	24%	18%	18%	56%	21%	15%	8%
1 st Grade	29%	16%	28%	28%	68%	18%	5%	9%
	Advanced/Accelerated	Proficient	Basic	Limited	Advanced/Accelerated	Proficient	Basic	Limited
2 nd Grade	16%	4%	13%	67%	18%	8%	12%	61%
3 rd Grade	6%	6%	22%	65%	10%	14%	12%	64%
4 th Grade	15%	9%	25%	50%	4%	14%	22%	60%
5 th Grade	27%	19%	27%	27%	13%	24%	33%	30%

Analysis for Reading Diagnostic/Benchmark Assessments (Table 7): For the beginning of the 2019-2020 school year students were tested on the Renaissance STAR Reading or Early Literacy. For Early Literacy, the above data is broken down by at/above benchmark, watch, intervention and intensive intervention. For STAR Reading, we look at student score categories that are aligned to the AIR State Testing Categories: Advanced, Accelerated, Proficient, Basic and Limited. Both kindergarten and 1st grade made significant progress in moving students who were not at or above benchmark to that category between August and October. Grades 2 and 3 had more students scoring proficient or above in October than in August. However grade 4 had 24% scoring proficient or above in August but only 18% in October. Fifth grade had 46% of the students scoring proficient or above in August but only 37% in October. The trend for these two grade levels is going the wrong direction. Ensuring students understand the importance of the test, teacher monitoring strategies and students graphing their own data and setting goals are some things that will be tried to improve scores.

Data: Sub Domain Scores for Star Early Literacy

Kindergarten, August 2019	Sub-Domain Score Range				Kindergarten, October 2019	Sub-Domain Score Range			
	0-25	26-50	51-75	76-100		Sub-Domain	0-25	26-50	51-75
Alphabetic Principle	4				Alphabetic Principle	1	9	20	11
Concept of Word	4				Concept of Word	1	8	20	12
Visual	0				Visual	0	3	16	22
Discrimination	12				Discrimination	7	22	12	0
Phonemic	14-22				Phonemic	10	20	11	0
Awareness Phonics	12				Awareness Phonics	18	20	3	0
Structural Analysis	20				Structural Analysis	6	22	13	0
Vocabulary	20				Vocabulary	14	21	6	0
Sentence-Level	5	11	19	2	Sentence-Level	16	22	3	0

1 st Grade, August 2019	Sub-Domain Score Range				1 st Grade, October 2019	Sub-Domain Score Range			
Sub-Domain	0-25	26-50	51-75	76-100	Sub-Domain	0-25	26-50	51-75	76-100
Alphabetic Principle	2				Alphabetic Principle	0	1	8	47
Concept of Word	2				Concept of Word	0	10	7	48
Visual	2				Visual	0	7	6	50
Discrimination	7				Discrimination	1	8	35	13
Phonemic	8				Phonemic	1	17	35	13
Awareness Phonics	16				Awareness Phonics	5	7	23	11
Structural Analysis	6				Structural Analysis	1	14	33	15
Vocabulary	14				Vocabulary	5	20	24	13
Sentence-Level	16				Sentence-Level	5		24	7

Analysis for Sub Domain Scores for STAR Early Literacy: The strongest area is visual discrimination for kindergarten and 1st grade. There is a progression of skills as students move through kindergarten and 1st grade. Phonemic awareness, phonics, structural analysis, vocabulary, sentence-level comprehension, and paragraph level comprehension are the weakest areas within the sub domains, although there is progress for some students in these area in first grade.

Data: Mastery Report for STAR Reading in grades 2 and 3

The following standards show a mastery range of less than 30% for grade 2 as of the October 11, 2019.

ELA.RL.2.2a Determine the lesson or moral (27%).

ELA.RL.2.2b Retell stories, including fables and folktales from diverse cultures (29%).

ELA.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song (14%).

ELA.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action (29%).

ELA.RL.2.6 Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story (24%).

ELA.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.(29%).

ELA.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different culture (27%).

ELA.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text (29%).

ELA.RI.2.2b Identify the focus of specific paragraphs within the text (22%).

ELA.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text (22%).

ELA.RI.2.8 Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points (20%).

The following standards show a mastery range of less than 30% for grade 3 as of the October 11, 2019.

ELA.RL.3.2b Retell stories, including fables and folktales from diverse cultures (26%).

ELA RI 3.6 Distinguish student’s own perspective from that of the author of a text (25%).

Analysis for Mastery Report for STAR Reading in grades 2 and 3: After the 1st quarter there were several standards in the 2nd grade in which less than 30% of the students have achieved mastery according to the STAR State Standards Report. In grade 2, the standard ELA.RL.2.4 *Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song* had the least amount of students showing mastery. In grade 3, only 2 standards were showing less than 30% of students showing mastery. The 30% mark was used for this measure since the school year is approximately 30% done before the state tests will be given. As the year goes on the goal would be to have mastery levels correlate with the amount of time students have been in school (i.e. 50% at the semester, 75% at the end of the 3rd quarter).

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.

Trimble Local School District, in Athens County, has many factors that can be attributed to low reading achievement that are outside the realm of control of the school including poverty, having large numbers of students with learning disabilities, an increase in drop-out rate, an increase in drug use, a high-level of students with social-emotional needs, the mobility rate of students, a lack of parental involvement and/or a lack of a perceived value in education by adults as well as fewer adult role models with college degrees. There is also an increase over the last decade of students being raised by grandparents or other relatives.

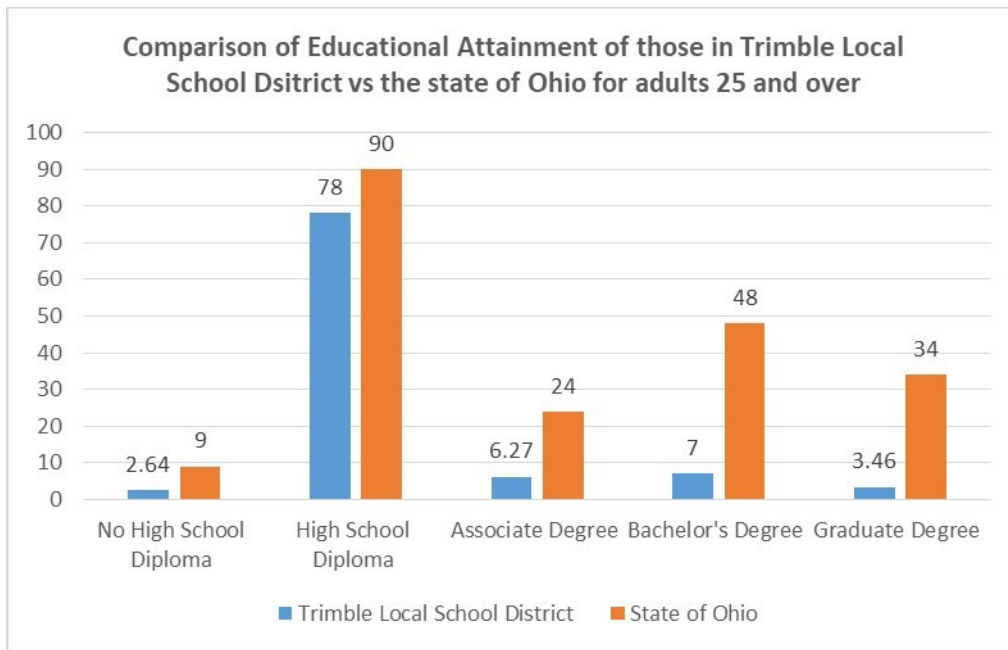
Trimble Elementary is in southeast Ohio. The median household income in Ohio is \$52,334 but is only \$27,974 in the Trimble District (City-Data, 2019). While 100% are listed as receiving free lunch on the State Report Card, that number is skewed due to a grant allowing all students access to free lunch. Past report cards show about 68% of students live below the poverty line. On average there are approximately 22% of the students in the district with an IEP and 1% of the students are reported homeless. The 4-year graduation trend at Trimble High School has declined over the last 6 years with 96.7% of students in 2013 graduating on-time to 83% of students graduating in 2019.

In 2018 there were 156 drug-related arrests in Athens County by the Sheriff’s Department: 51 of those cases related to marijuana, 11 for cocaine, 38 for methamphetamine, 24 for heroin, 31 for prescription narcotics, one arrest for marijuana, and 15 for tampering with evidence. Also the Athens County Major Crimes Unit (which is a collection of police agencies working together) had 94 new criminal drug-related cases, with a total of 116 felony charges requested. That unit also seized a total of 59,967 grams (132 pounds) of marijuana; 365.09 grams of methamphetamines; 1,288 prescription pills; 287.02 grams of cocaine; 40.62 grams of cocaine; 93.09 grams of heroin; 176 hits of LSD (Athens News, January 16, 2019). Drugs are prevalent in the community and it is not uncommon to see a former student or the parent of a current student, in the police reports

A factor that may contribute to lower scores within the district itself could include a lack of consistent leadership over the last decade (changes in superintendents, and elementary principals as well as a restructuring the K-8 building to only have one principal instead of an elementary and middle school principal) that can lead to different initiatives being introduced and different expectations.

Percentage of students with disabilities at Trimble Elementary	
2016-2017	21%
2017-2018	23.4%
2018-2019	22.7%

Trimble Elementary Mobility Rate	
2017-2018	14.3%
2018-2019	13.5%



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 **literacy vision** of Trimble Local School District is to provide learners with the knowledge and skills in reading to ensure appropriate student growth and achievement by using a balanced literacy program that includes the 5 components of reading* to become life-long readers.

*The 5 components of reading include phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The **literacy mission** of Trimble Local School District is to plan and deliver evidence-based and/or research-based instructional practices to ensure that all students have access to the instruction and resources needed to achieve grade level literacy skills.

We believe

The path to literacy is developmental

Becoming literate is a multi-sensory process where students are active learners. Students take individual and multiple paths in their learning.

By fully understanding these principles, it opens the way for teachers to develop their knowledge of each student's learning profile and how to track their steps to literacy. We are committed to fostering a literacy-rich environment balanced across the broad range of learning levels and content areas.

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.

1. By the end of the 2019-2020 school year, students at Trimble Elementary will increase the percentage of students that are At/Above Benchmark on the STAR Reading or Early Literacy reports by 20% from the August test to the April/May test.
2. Trimble Local School will increase the percent of students scoring proficient or above on the Third Grade English Language Arts AIR state test by 10% by the end of 2021- 2022 school year.

SECTION 6: ACTIONPLAN MAP(S)

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

Goal # 1 Action Map

Goal Statement: By the end of the 2020-2021 school year, students at Trimble Elementary will increase the percentage of students that are At/Above Benchmark on the STAR Reading or Early Literacy reports by 20% from the August test to the April/May test.

Action Step 1: Provide explicit instruction in phonemic awareness, phonics, and fluency for grades K-3, with fidelity and consistency.

Action Step 2: Provide explicit instruction in phonemic awareness, phonics, and fluency for students on RIMP in grades K3, with fidelity and consistency.

Evidence-Based Strategy or Strategies:

1. Implement a specific set of core in-school strategies and practices to support reading (direct, explicit instruction in phonics, vocabulary and fluency in the primary grades). Source: Hanover Research, 2017. Evidence Level: Tier 1; Strong.
2. Provide reading interventions. Source: Gerston, R., Newman-Gonchar, R., Haymond, K & Dimino, J. (2017). Evidence Level: Tier 1; Strong
3. Develop awareness of the segments of sound in speech and how they link to letters. Source: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. What Works Clearinghouse; US Department of Education 2016. Evidence Level: Tier 1; Strong 1
4. Teach students to decode words, analyze word parts, and write and recognize words. Source: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. What Works Clearinghouse; US Department of Education 2016. Evidence Level: Tier 1; Strong 1

	Action Step 1	Action Step 2
Implementation Components	IMSE Orton Gillingham Refresher	IMSE Orton Gillingham Refresher
Timeline	January 2020- May 2021	January 2020-May 2021
Lead Person(s)	Jamie Taylor, Principal All K- 3 Teachers	Jamie Taylor, Principal All K-3 Teachers
Resources Needed	IMSE Orton Gillingham Curriculum Materials Fidelity Checklist Funding to support professional development and materials	IMSE Orton Gillingham Curriculum Materials Fidelity Checklist Funding to support professional development and materials Licensed Ohio University Teaching Fellows
Specifics of Implementation	3-part drill Red word instruction Dictation Decoding Pound and tap Syllabication Phonemic manipulation	Small group intervention 3-part drill Red word instruction Dictation Decoding Pound and tap Syllabication Phonemic manipulation
Measure of Success	Star360 Early Literacy or Reading Sub Domain Scores	Star360 Early Literacy or Reading Sub Domain Scores

	Action Step 1	Action Step 2
Check-in/Review Date	Quarterly	Quarterly

Goal # 2 Action Map

Goal Statement: Trimble Local School will increase the percent of students scoring proficient or above on the Third Grade English Language Arts AIR state test by 10% by the end of 2021- 2022 school year.

Action Step 1: Provide explicit instruction in phonemic awareness, phonics, and fluency for grades K-3, with fidelity and consistency.

Action Step 2: Provide explicit instruction in phonemic awareness, phonics, and fluency for students on RIMP in grades K3, with fidelity and consistency.

Evidence-Based Strategy or Strategies:

1. Implement a specific set of core in-school strategies and practices to support reading (direct, explicit instruction in phonics, vocabulary and fluency in the primary grades). Source: Hanover Research, 2017. Evidence Level: Tier 1; Strong.
2. Provide reading interventions. Source: Gerston, R., Newman-Gonchar, R., Haymond, K & Dimino, J. (2017). Evidence Level: Tier 1; Strong
3. Develop awareness of the segments of sound in speech and how they link to letters. Source: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. What Works Clearinghouse; US Department of Education 2016. Evidence Level: Tier 1; Strong 1
4. Teach students to decode words, analyze word parts, and write and recognize words. Source: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. What Works Clearinghouse; US Department of Education 2016. Evidence Level: Tier 1; Strong 1

	Action Step 1	Action Step 2
Implementation Components	IMSE Orton Gillingham Refresher	IMSE Orton Gillingham Refresher
Timeline	January 2020- May 2021	January 2020-May 2021
Lead Person(s)	K- 3 Teachers Jamie Taylor, Principal	K- 3 Teachers Jamie Taylor, Principal
Resources Needed	IMSE Orton Gillingham Curriculum Materials Fidelity Checklist Funding to support professional development and materials	IMSE Orton Gillingham Curriculum Materials Fidelity Checklist Funding to support professional development and materials Licensed Ohio University Teaching Fellows
Specifics of Implementation	3-part drill Red word instruction Dictation Decoding Pound and tap Syllabication Phonemic manipulation	Small group intervention 3-part drill Red word instruction Dictation Decoding Pound and tap Syllabication Phonemic manipulation
Measure of Success	Third Grade English Language Arts AIR state test	Third Grade English Language Arts AIR state test

	Action Step 1	Action Step 2
Check-in/Review Date	December 2019, June 2020	December 2019, June 2020

SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL(S)

Describe how progress toward learner performance goals (Section 5) will be monitored, measured and reported.

1. By the end of the 2019-2020 school year, students at Trimble Elementary will increase the percentage of students that are At/Above Benchmark on the STAR Reading or Early Literacy reports by 20% from the August test to the April/May test.
2. Trimble Local School will increase the percent of students scoring proficient or above on the Third Grade English Language Arts AIR state test by 10% by the end of 2021- 2022 school year.

Effective monitoring will allow for program improvement that will positively impact the academic achievement of all students at Trimble Elementary. The foundation of the Trimble Literacy Plan is two- fold. The first focus is on the 5 critical areas of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension. Reading instruction in the use of Orton Gillingham will be systematic and explicit, providing ample practice time for elements that are being taught. Students in grades K-3 will have a minimum of 30 minutes of phonics daily that may include a 3-part drill, red word instruction, dictation, decoding, pound and tap, syllabication and phonemic manipulation. Students who are on Reading Improvement and Monitoring Plans will also have additional time with phonics instruction in a small group or one-on-one setting. Teachers will show phonics instruction in weekly lesson plans and turn in weekly fidelity checklists to the building principal. The principal will also check the fidelity of instruction during walk-throughs.

The second focus of the reading plan is to increase reading skills which in turn, will increase reading scores on the state test. Progress will be monitored each quarter through STAR testing to determine which students are on-track or not-on track. Teacher based teams will analyze classroom data as well as quarterly data to determine intervention needs for students. The IAT process will be used for students who seem to be struggling despite multiple supports. Fidelity of data collection will be evidenced through TBT/BLT/DLT agendas and meeting minutes.

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.

1. **Strategy:** Implement a specific set of core in-school strategies and practices to support reading (direct, explicit instruction in phonics, vocabulary and fluency in the primary grades). Source: Hanover Research, 2017. Evidence Level: Tier 1; Strong.

Implementation of a set of specific instructional and classroom practices is effective in closing the reading achievement gap. Strategies teachers will use will include (but are not limited to): direct, explicit instruction in phonics, vocabulary, and fluency in the primary grades and small-group or one-on-one tutoring in phonics.

All students will receive whole group instruction based off of IMSE Orton Gillingham for phonics and red word fluency. Students will segment, blend, decode, encode, syllabicate, and rhyme with words. Students will receive a multisensory approach to learn red words.

Students on RIMPs will receive whole group phonics, vocabulary, and fluency instruction. They also will receive small group instruction based on their deficits in phonics, vocabulary, and fluency. Students on RIMPs will also receive explicit instruction on Lexia. Third grade teachers will monitor students using weekly red word checks, DIBELS, and Accelerated Reader. Other grade levels will do progress monitoring mid-quarter or quarterly.

2. **Strategy:** Provide reading interventions (Tier 2). Source: Gerston, R., Newman-Gonchar, R., Haymond, K & Dimino, J.

(2017). Evidence Level: Tier 1; Strong

Struggling students with reading who are provided with interventions in word and pseudo-word reading, passage reading, fluency and reading comprehension perform better than students who do not receive intervention. Intervention can improve reading outcomes for students who may not respond to typical classroom reading instruction.

All students will receive small-group differentiated instruction in reading. Students will work on comprehension and fluency on their instructional level. Students also receive oral comprehension through read alouds. Students will make connections through discussion of books with peers. Students on RIMPS get extended time for small-group instruction and more explicit instruction in small group. Changes in grouping/intervention skills will occur as needed based on data collected and student need.

3. **Strategy:** Develop awareness of the segments of sound in speech and how they link to letters. Source: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. What Works Clearinghouse; US Department of Education 2016. Evidence Level: Tier 1; Strong 1

The National Reading Panel (NRP) report found that teaching students to recognize and manipulate the segments of sound in words (also referred to as phonological awareness) and to link those sounds to letters is necessary to prepare them to read words and comprehend text. Teachers will teach students to recognize and manipulate segments of sound in speech, teach students letter–sound relations and use word-building and other activities to link students’ knowledge of letter–sound relationships with phonemic awareness.

All students will receive whole group instruction based off of IMSE Orton Gillingham for phonics and red word fluency. Students will segment, blend, decode, encode, syllabicate, rhyme with words. Students receive a multisensory approach to learn red words. Students pound and tap sounds they hear in words. Students will work in insertion and deletion of sounds in words.

Students on RIMPs will receive whole group phonics, vocabulary, and fluency instruction. They also receive small group instruction based on their deficits in phonics, vocabulary, and fluency. Students on RIMPs also receive explicit instruction on Lexia. Third grade teachers will monitor students using weekly red word checks, DIBELS, and Accelerated Reader. Students will get extended time with the content and repetition of instruction.

4. **Strategy:** Teach students to decode words, analyze word parts, and write and recognize words. Source: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. What Works Clearinghouse; US Department of Education 2016. Evidence Level: Tier 1; Strong 1

Once students know a few consonants and vowels, they can begin to apply their letter–sound knowledge to decode and read words in isolation or in connected text. Students also need to learn how to break down and read complex words by segmenting the words into pronounceable word parts. To do this, students must understand morphology, or the knowledge of the meaningful word parts in the language. Learning to recognize letter patterns and word parts, and understanding that sounds relate to letters in predictable and unpredictable ways, will help students decode and read increasingly complex words. It will also help them to read with greater fluency, accuracy, and comprehension.

Teachers of students who are reading for morphology of words will do the following: Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation; instruct students in common sound–spelling patterns; teach students to recognize common word parts; have students read decodable words in isolation and in text; and teach regular and irregular high-frequency words so that students can recognize them efficiently.

All students will receive whole group instruction based off of IMSE Orton Gillingham for phonics and red word fluency. Students segment, blend, decode, encode, syllabicate, rhyme with words. Students receive a multisensory approach to learn red words.

Students on RIMPs will receive whole group phonics, vocabulary, and fluency instruction. They also receive small group instruction based on their deficits in phonics, vocabulary, and fluency. Students on RIMPs also receive explicit instruction on Lexia. Students will use Elkonin boxes for orthographic mapping. Third grade will monitor students using weekly red word checks, DIBELS, and Accelerated Reader. Other grade levels will do progress monitoring midquarter or quarterly. Changes in grouping/intervention skills will occur as needed based on data collected.

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

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

1. **Be effective;** All teachers will be trained in IMSE Orton Gillingham techniques. Using the guidance and instruction provided in the training, and ensuring the fidelity checklist is being used by teachers to ensure students have daily training in phonics instruction based on evidence-based strategies, the following strategies will be systematically infused into Trimble Elementary School's Reading Achievement Plan: All students will receive whole group instruction based off of IMSE Orton Gillingham for phonics and red word fluency. Students will segment, blend, decode, encode, syllabicate, and rhyme with words. Students will receive a multisensory approach to learn red words; and all students will receive small-group differentiated instruction in reading. Students will work on comprehension and fluency on their instructional level. Students also receive oral comprehension through read alouds. Students will make connections through discussion of books with peers. Special attention will be focused on our struggling readers. If the students show progress the strategies described will continue. If students do not show adequate progress teachers will look at the fidelity of implementation and provide additional small-group or individual intervention.
2. **Show progress:** Teachers will monitor their use of Orton Gillingham weekly with the fidelity checklist: Weekly, mid-quarter or quarterly assessments will be done for all students to check levels of understanding and determine skills that have not been learned by students. Both formative and summative assessments will be completed using weekly red word checks, DIBELS, Accelerated Reader, Renaissance Star Early Literacy or Star Reading, and Lexia. Data discussions based on these assessments will occur at the TBT, BLT, DLT levels to determine needs for students.
3. **Improve upon strategies utilized during the two prior consecutive school years:** A survey on needs for additional training for IMSE Orton Gillingham strategies was sent out by a certified Orton Gillingham Reading Tutor in the district. Data was collected and more professional development will be provided to staff based on needs from the survey. Teachers who have not received the full IMSE Orton Gillingham training will be trained during the 2019-2020 school year. A fidelity checklist will be created and used weekly by teachers to ensure all teachers are instructing students in explicit phonics instruction at least 30 minutes a day and it is being done by all teachers. Student data focused on phonics, phonemic awareness, vocabulary, fluency and comprehension will be more of a focus at TBT and BLT meetings. Teachers will have the opportunity to receive a refresher course on Lexia to better utilize the program including how to interpret student data and how to incorporate specific lessons based on student need. There is a need for Small Group Differentiated Reading instruction and the district will partner with the local ESC to find someone qualified to find PD. The following table (from the MIBLSI model) will also be used as a guideline to ensure the critical skill for that grade at that point in time are being taught and that the particular skill or skills are the ones that should be where teachers provide the most support for whole and small group instruction.

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

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.

Goal: By the end of the 2020-2021 school year, students at Trimble Elementary will increase the percentage of students that are At/Above Benchmark on the STAR Reading or Early Literacy reports by 20% from the August test to the April/May test by providing explicit instruction in phonemic awareness, phonics, and fluency for grades K-3, with fidelity and consistency. This in turn will lead to an increase in the 3 rd grade reading state test scores over time.							
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. All elementary staff in K-3 that teach reading will be IMSE Orton Gillingham trained.	End date: May 2020		X	X			X
2. Refresher trainings in Orton Gillingham based on survey results of teacher needs.	Jan. 2020-May 2020	X	X	X	X	X	X
3. Lexia training to use student data and incorporate specific lessons	Jan. 2020-May 2020		X	X			X
4. Small Group Differentiated Reading Instruction.	Jan 2020-May 2020		X	X	X		X
Resources Required	Outcomes/Evaluation						
1. Regional Training Location for Orton Gillingham. Time for training. Possible subs to cover teachers who are being trained. Money to pay for training.	1. All staff members will receive full Orton Gillingham Training and be certified to teach it.						
2. Survey results of teacher needs, inhouse Orton Gillingham coach. Time for training.	2. All staff will feel comfortable with all parts of Orton Gillingham. An exit survey will be used to ensure no more training is needed or to plan for future trainings.						
3. Lexia rep and/or access to Lexia webinars based on teacher needs. Time for training.	3. Teachers will be able to view and effectively use classroom and individual student data from Lexia including the skill reports and progress reports. Teachers will also be able to use the Lexia Lessons and Lexia Skill Builder Lessons for students who need more support in specific phonics and reading concepts.						
4. A trainer for small group differentiated reading instruction. Time for teacher training. Time for planning and collaboration.	4. Teachers will be trained in small group differentiated reading instruction and will use this in the classroom to improve reading skills.						

APPENDICES

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

IMSE Orton-Gillingham Training- Training provides participants with an in-depth understanding of IMSE's Orton-Gillingham methodology that focuses primarily on phonological awareness and phonics (along with encoding/decoding). Participants will also discuss how to teach fluency, vocabulary, and comprehension using the OG philosophy of multi-sensory, sequential, direct instruction. This approach can be incorporated into an already existing literacy program as well as stand alone. This course is primarily geared towards elementary aged students and/or students who have very little knowledge of phonological awareness, phonics, basic literacy skills. This course is applicable for all three tiers of RTI. Participants learn: Phonological awareness assessment and strategies; Multi-sensory strategies for reading, writing and spelling phonetic and non-phonetic words; Seven syllable types and 4 syllable patterns for encoding / decoding; and Explicit, multi-sensory strategies for teaching fluency, vocabulary, and comprehension.

MIBLSI Model- Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) is a state and federally funded project. MIBLSI helps intermediate and local school districts implement and sustain a multi-tier system of supports (MTSS) in their schools to improve student outcomes in behavior and learning. MTSS focuses on providing high quality instruction and interventions matched to student need. MIBLSI focuses on evidence-based practices implemented with fidelity that are sustainable over time. MIBLSI utilizes data-based decision making at all levels of implementation support.

STAR - Renaissance STAR Reading, STAR Early Literacy and STAR Math are standardized, computer-adaptive assessments created by Renaissance Learning, Inc., for use in K-12 education. STAR is an ODE Approved Vendor and is used for universal screening, progress monitoring and goal setting. STAR can be used as a "Tier 2" assessment of a skill that can be used any number of times due to item-bank technology. STAR Early Literacy measures student progress in

Alphabetic Principles, Concept of Word, Visual Discrimination, Phonemic Awareness, Phonics, Structural Analysis, Vocabulary and Sentence-Level skills

References

- Gerston, R., Newman-Gonchar, R., Haymond, K & Dimino, J. (2017). What is the evidence base to support reading interventions for improving student outcomes in grades 1-3? Washington DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Available at: <https://files.eric.ed.gov/fulltext/ED573686.pdf>
- Hanover Research (Feb 2017). School-based strategies for narrowing the achievement gap. Arlington, VA. Available at: https://www.wasaoly.org/WASA/images/WASA/1.0%20Who%20We%20Are/1.4.1.6%20SIRS/Download_Files/LI%202017/May%20School-Based%20Strategies%20for%20Narrowing%20the%20Achievement%20Gap.pdf
- U.S. Department of Education (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade. What Works Clearinghouse. National Center for Education Evaluation and Regional Assistance. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf