



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 22, 2020

Dear Superintendent,

Thank you for submitting the Washington-Nile 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 factors across the Language and Literacy Development Continuum.
- The plan includes a protocol to follow when students are not making progress toward the learner performance goal.
- The plan includes a focus on improving teacher capacity.

This plan will benefit from:

- A description of how the plan will enhance partnerships and collaboration of general and special education practitioners.
- An analysis of other factors which impact student achievement beyond the analysis of the academic data.
- Collaborating with community, stakeholders and external educational service providers.

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: Washington-Nile Local School District

DISTRICT IRN: 04950

DISTRICT ADDRESS: 15332 US Hwy 52, West Portsmouth, Ohio 45663

PLAN COMPLETION DATE: 12-20-19

LEAD WRITERS: Alison Sayre, Curriculum/Preschool Director, Washington-Nile LSD
Linda Shaw, Principal, Portsmouth West Elementary

Andrea Kegley, Assistant Principal, Portsmouth West Elementary Keri Bivens, Literacy
Instructional Coach, Portsmouth West Elementary

Marcy Augustin, Kindergarten Teacher, Portsmouth West Elementary

Joyce Banks, 1 st Grade Teacher, Portsmouth West Elementary

Heidi Horner, 2nd Grade Teacher, Portsmouth West Elementary

Claudia Guilliams, 3rd Grade Teacher, Portsmouth West Elementary

Jennifer Morgan, 4th Grade Teacher, Portsmouth West Elementary

Amber Kasper, Intervention Specialist, Portsmouth West Elementary

Beth Rice, Regional Early Literacy Specialist, SST 15

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
Tony Bazler	Superintendent	Washington-Nile Board Office	tony.bazler@westsenators.org
Sherry Patterson	Treasurer	Washington-Nile Board Office	sherry.patterson@westsenators.org
Alison Sayre	Curriculum/Preschool Director	Portsmouth West Elementary	alison.sayre@westsenators.org
Eric Nichols	Director of Special Education	Portsmouth West High School	eric.nichols@westsenators.org
Linda Shaw	Portsmouth West Elementary Principal	Portsmouth West Elementary	linda.shaw@westsenators.org
Andrea Kegley	Portsmouth West Assistant Principal	Portsmouth West Elementary	andrea.kegley@westsenators.org
Keri Bivens	Portsmouth West Literacy Coach	Portsmouth West Elementary	keri.bivens@westsenators.org
Lisa Spriggs	Portsmouth West Math Coach	Portsmouth West Elementary	lisa.spriggs@westsenators.org
Drew Phillips	3 rd Grade Math Teacher	Portsmouth West Elementary	drew.phillips@westsenators.org
Amber Kasper	4 th Grade Intervention Specialist	Portsmouth West Elementary	amber.kasper@westsenators.org
Chris Jordan	Portsmouth West Middle School Principal	Portsmouth West Middle School	chris.jordan@westsenators.org
Lisa Montgomery	5 th Grade Language Arts Teacher	Portsmouth West Middle School	lisa.montgomery@westsenators.org
Cameron Hoover	5 th Grade Intervention Specialist	Portsmouth West Middle School	cameron.hoover@westsenators.org
Britney Mullins	5 th Grade Science and Math Teacher	Portsmouth West Middle School	britney.mullins@westsenators.org
Kevin Lloyd	Portsmouth West High School Principal	Portsmouth West High School	kevin.lloyd@westsenators.org
Penny Edwards	10 th Grade English Language Arts Teacher	Portsmouth West High School	penny.edwards@westsenators.org
Ben Johnson	Geometry Teacher	Portsmouth West High School	ben.johnson@westsenators.org
Travis Bradford	Algebra Teacher	Portsmouth West High School	travis.bradford@westsenators.org
Kristie Copley	Librarian	Portsmouth West High School	kristie.copley@westsenators.org
Jennifer Bloomfield	Intervention Specialist	Portsmouth West High School	jennifer.bloomfield@westsenators.org
Todd Gilliland	Social Studies Teacher	Portsmouth West High School	todd.gilliland@westsenators.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.

RELS SST 15, provided information and an overview of the Reading Achievement Plan. The District Leadership Team (DLT) was first made aware that Portsmouth West Elementary (P WES) had received notification of the requirement to write a Reading Achievement Plan (RAP) during the September 25, 2019 meeting. Five Portsmouth West Elementary Staff are members of the DLT and formally presented the information during the meeting. The five staff members include: Alison Sayre, Linda Shaw, Keri Bivens,

Amber Kasper, and Drew Phillips. The presentation included the requirements of the RAP. During this meeting, the DLT reviewed/analyzed data from Improving At-Risk K-3 Readers, as well as grade 3/4 achievement data, on the Local Report Card. In addition, STAR Early Literacy and STAR Reading benchmark and longitudinal data was presented. The DLT tasked the Leadership Team at Portsmouth West Elementary with the writing of the RAP. The writing team included Linda Shaw, PWES Principal, Andrea Kegley, PWES Assistant Principal, Keri Bivens, Literacy Coach, Alison Sayre, Curriculum/Preschool Director, Marcy Augustin, Kindergarten Teacher, Joyce Banks, 1st Grade Teacher, Heidi Horner, 2nd Grade Teacher, Claudia Guilliams, 3rd Grade

Teacher, Jennifer Morgan, 4th Grade Teacher, Amber Kasper, 4th Grade Intervention Specialist, and Beth Rice, RELS SST 15. PWES Leadership Team was tasked with presenting the RAP to the DLT at the November 21, 2019 meeting. The PWES RAP writing team met on October 19 and November 16 to write the Reading Achievement Plan.

At the November 21 meeting, the DLT reviewed the data presented by the elementary team. The DLT was asked to review the plan for feedback using the following questions: Does the plan clearly identify the root cause of the literacy weaknesses at PWES? Does the RAP have a clear plan for instructional improvement? Are there identifiable gaps in the RAP? Does the DLT have any suggestions for improvement of the literacy mission and vision statement? Please use the RAP to identify two strengths and two areas of weakness (of the plan itself). Through copious amounts of data and clarity of data presentation, the DLT concluded that PWES lacks a systematic approach to teaching phonological awareness and phonics. The DLT agreed with the RAP Writing Team's data analysis that while other areas are low, for example vocabulary, phonological awareness, and phonics are the underlying components affecting other areas. The DLT felt the description of "who we are", as well as action steps written were strengths of the plan. Additional feedback from the DLT include: kindergarten goal seven and first grade goal ten are vague and not measurable. The P WES team will continue to provide implementation updates to the DLT, with the first update at the February 27, 2020 meeting.

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.

Portsmouth West Elementary is a preschool through fourth grade building in the Washington-Nile Local School District. Washington-Nile is a small rural, Appalachian district in Western Scioto County, along the Ohio River and bordering Kentucky. The Washington-Nile Local School District is 110.8 square miles, with a population of 68.4 people per square mile (compared to 2500 per square mile in Franklin County). The average travel time to work for our district families is 30.8 minutes, which is longer than the average travel rates in comparison to the county and state. There are few community resources within the Washington-Nile District boundaries for students and families that may aid in overcoming academic deficits. Currently, the district does not have a public library or library branch, a YMCA, community center, or available afterschool programs. Not only does our district lack these community resources, but many of our students and families lack the financial resources necessary for many assets to be accessible. According to ODE FYI 8 District Profile Report (Cupp Report), the median household income for our district is \$28,639.00, with a district poverty rate of 71.34%. 1.2% of our districts population hold a bachelor's degree (or higher). In comparison, this percentage is two-fifths of the rate in the state of Ohio (27.2%). Scioto County is considered ground zero in Ohio's opioid epidemic. A report from the Children's Defense Fund found that Scioto County has the highest birth rate of drug-addicted babies in Ohio. 76 babies in every 1,000 live births are born with Neonatal Abstinence

Syndrome (NAS). The Portsmouth Daily Times (Scioto County newspaper) has reported that infants born in Ohio's Appalachian region are nearly twice as likely to be diagnosed with NAS as the state average for such diagnoses. A recent New York Times article reported 51 overdose deaths in Scioto County, calling this generation growing up amid the throes of an epidemic Generation O: the children whose families are trapped in a relentless grip of addiction, rehab and prison.

These demographics help to identify some of the factors impacting our student literacy rates. Limited opportunities, limited resources, limited support systems equate to a limited culture.

Our District Needs Assessment, through the Decision Framework, identified concerns in the K-3 Literacy 3rd Grade Reading Guarantee. The Needs Assessment called for instructional practices that expect students to demonstrate a high level of understanding and the principal to make systematic and frequent classroom visits. The principal will provide feedback on classroom instruction and assessment while monitoring the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds. In addition, the Needs Assessment called for the curriculum to align to Ohio's learning standards and for the principal to connect teachers to other faculty for aid in the development of their instructional methods. To address these needs, the district has implemented Comprehensive Continuous Improvement Planning which includes these goals and action steps specific to K-3 Literacy:

1. Align evidence based curriculum, instruction and assessment with the state's challenging academic content standards. P WES staff are building staff competencies for integrating higher cognitive demand more regularly, purposefully into the curriculum- particularly as staff implement Ohio's current state standards.
2. Ensure early intervention and skill development. K-1 teachers are implementing Wilson Reading System's Foundations. WWC Practice Guide Foundational Skills to Support Reading for Understanding cites strong evidence that teaching students to recognize and manipulate the segments of sound in words (PA) and link those sounds to letters is necessary to prepare them to read words and comprehend text.
3. Maintain organizational schedules for PWES TBT's to continue data analysis/intervention planning (multi-tiered system Rtl) with progress monitoring data and continue use of assessment grids to track each child's skill-specific intervention/enrichment progress.
4. Implement a pre-first grade class, a transitional grade for children who have moved past kindergarten but aren't quite ready to enter an academically rigorous first grade. Major emphasis will be placed on phonemic awareness and phonics (Simple View of Reading).

Portsmouth West Elementary report card data shows the building receiving a D in achievement and meeting only one indicator (3rd grade math). Value-added data shows students made similar progress to the growth standard in ELA. Improving At-Risk K-3 Readers component grade D and data indicates students on track: K 49.1%, 1st grade 65.8%, 2nd grade 42.6%, Yd grade 63.4%. STAR data 42.6%, 3rd grade 63.4%. STAR data shows only 59% of ALL students met their growth measure in Reading; 65% of STUDENTS WITH DISABILITIES met their growth measure in Reading; 57% of GIFTED students met their growth measure in Reading. Walkthrough data indicates students can articulate the learning standard 99% of the time. The district has set a goal of improving reading aligning curriculum to Ohio's Learning Standards and through improved use of evidence based instructional practices and targeted intervention.

Through the Ohio Improvement Process, Teacher-Based Teams are analyzing data. Our teams meet biweekly to analyze data and plan instruction. Following our building assessment plan and using grade-level assessment grids, teams analyze diagnostic, benchmark, and formative/summative assessments to identify patterns of strengths and weaknesses and adjust instruction based on student need. Student performance data analyzed include STAR Early Literacy and STAR Reading (instructional reports which are skill specific), ReadyGen Selection Tests, Item Analysis with Ohio State Test data. This work follows the Ohio Improvement Process 5-Step Protocol for Teacher Based Teams.

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.

PRESCHOOL

Early Learning Assessment Data Fall 2019

Strength: 83% of students Learning Progression 6 Vocabulary;

Weakness: 95% of students Learning Progression 4 Phonological Awareness.

Kindergarten (Please see appendix for explanation of STAR Early Literacy, Heggerty)

88% of 2019/2020 kindergarten class had previous preschool experience.

Kindergarten Readiness Assessment Data

49/107 (45.3%) assessed Kindergarten students started the year at the Emerging Level.

STAR Early Literacy

64/92 (70%) of kindergarten students are below benchmark. 28/92 (30%) of students are at/above benchmark for Early Literacy. 33.3% of students are late emergent readers, 65.6% are early emergent readers. Students with Disabilities: 100% are identified as an early emergent reader. Strengths: visual discrimination (66.6% of students). Weakness: phonemic awareness (81% of students), phonics (86.3% of students), structural analysis (91.6% of students), vocabulary (92% of students).

Heggerty

33/92 (35.8%) of students do not meet the expectations for Rhyming, 59/92 (64%) of students do not meet expectations for uppercase letter recognition, 67/92 (72.8%) of students do not meet the expectations for lowercase letter recognition, 85/92 (92%) of students do not meet the expectations of letter sound recognition

Analysis of Data

Approximately half of students entering kindergarten at Portsmouth West Elementary are not academically ready. There is a lack of rich language exposure in our students' home environment. As referenced in the 30 Million Word Gap, children from low-income homes are exposed to about 50% less words than children coming from working class families. Our data shows a need for emphasis on word recognition and code based skills of phonological awareness, decoding, and sight recognition (Scarborough's Rope). The contributing factors to this trend are referenced in Section 2.

1st Grade (Please see appendix for explanation of STAR Early Literacy, Spelling Inventory, Heggerty)

Spelling Inventory Data

Words Their Way Spelling Inventory, students are struggling with 88% consonant diagraphs, 82% consonant blends, 98% long vowel patterns, 98% other vowel patterns, and 100% inflected endings.

STAR Early Literacy

88/133 (66%) of first grade students are below benchmark. 45/133 (34%) of first grade students are at/above benchmark. Students with Disabilities: 100% are identified as an early emergent reader.

Strengths: visual discrimination (97.5% of students), concepts of words (91.5% of students), alphabetic principle (90.7% of students).

Weakness: phonemic awareness (59.3% of students), phonics (61% of students), structural analysis (74.5% of students), vocabulary (57.6% of students).

Fluency

55% are below benchmark of 10 words per minute (Tim Rasinski, Words Correct per Minute Target Rates), 45% met benchmark.

Analysis of Data

Our data reflects a lack of a systematic approach to teaching phonics. Instructionally, we placed a greater emphasis on comprehension skills and lacked a focus on decoding. Though sounds/basic phonics and phoneme analysis are essential components of first grade instruction, as referenced in the Changing

Emphasis of Big Ideas, our core curriculum has gaps in phonics instruction, using only mini-lessons to teach these skills. Thus our students lack those foundational skills in the word recognition domain of the Simple View of Reading.

2nd Grade (Please see appendix for explanation of STAR Reading, Spelling Inventory) STAR Reading

61/83 (73%) of 2nd grade students are below grade level. 22/83 (27%) of 2nd grade students are at/above grade level expectations. Students with Disabilities: 100% are falling below the 25th percentile. STAR Reading Breakdown of specific skills: Comprehension: 80.48% of student scores indicated below overall progress toward mastery. Foundational Skills: 73.56% of student scores indicated below overall progress toward mastery. Vocabulary: 72.62% of student scores indicated below overall progress toward mastery.

Spelling Inventory

Words Their Way Spelling Inventory: students struggling with long vowel patterns (89% of students), other vowel patterns (91 % of students), and inflected endings (93% of students).

Fluency

80% are below benchmark of 50 words per minute (ReadyGen), 20% met benchmark.

Analysis of Data

Our data reflects a lack of a systematic approach to teaching phonics. Instructionally, we did not make the shift from focusing solely on comprehension to focusing on word attack skills, as referenced in the Changing Emphasis of Big Ideas. Our core curriculum has gaps in phonics instruction due to a lack of explicit quality instruction. Thus our students lack those foundational skills in the word recognition domain of the Simple View of Reading.

3rd Grade (Please see appendix for explanation of STAR Reading, ReadyGen Fluency, WADE) STAR Reading

71/100 (71 of 3rd grade students are below grade level expectations. 22/83 (27%) of 3rd grade students are at/above grade level expectations. Students with Disabilities: 92.3% are falling below the 25th percentile. STAR Reading Breakdown of specific skills: Comprehension: 64.67% of student scores indicated below overall progress toward mastery. Foundational Skills: 57.15% of student scores indicated below overall progress toward mastery. Vocabulary: 58.86% of student scores indicated below overall progress toward mastery.

Fluency

69% are below benchmark of 80 words per minute (ReadyGen), 31 % met benchmark.

WADE

STAR Reading was used to set criteria for the purpose of administering the Wilson WADE Placement Assessment. The STAR scaled score of 150 was used to identify students for further assessment. WADE Assessment assess three foundational domains: sounds, reading and spelling. The sound domain assesses consonants, vowels, digraphs and welded sounds. 72.7% of 22 students tested had a lower than 50% mastery in this domain. The reading domain assesses the students' ability to read high frequency, decodable, and pseudo words. 100% of students assessed had a lower than 50% mastery in this domain.

The spelling domain assesses high frequency and decodable words and sentences. 100% of students assessed fell below 50% mastery.

Ohio State Assessment

Spring of 2019, 52% of 3rd grade students were proficient.

Analysis of Data

Our data reflects multiple areas of weakness. However, we feel the root cause is a lack of a systematic approach to teaching advanced phonics. Instructionally, we placed a greater emphasis on comprehension and lacked a focus on word attack skills. When analyzed using the Changing Emphasis of Big Ideas, our core curriculum has gaps in advanced phonics instruction. Thus our third grade students lack those foundational skills in the word recognition domain of the Simple View of Reading.

4th Grade (Please see appendix for explanation of STAR Reading, ReadyGen Fluency, WADE) STAR Reading

65/107 (61%) of 4th grade assessment is below grade level expectations. 42/107 (39%) of 4th grade students are at/above grade level expectations. Students with Disabilities: 90% are falling below the 25th percentile. STAR Reading Breakdown of specific skills: Comprehension: 46.19% of student scores indicated below overall progress toward mastery. Foundational Skills: 34.25% of student scores indicated below overall progress toward mastery. Vocabulary: 36.50% of student scores indicated below overall progress toward mastery.

Ohio State Assessment

Spring of 2019, 55% of 4th grade students were proficient.

WADE

STAR Reading was used to set criteria for the purpose of administering the Wilson WADE Placement Assessment. The STAR scaled score of 150 was used to identify students for further assessment. WADE Assessment assess three foundational domains: sounds, reading and spelling. The sound domain assesses consonants, vowels, diagraphs and welded sounds. 100% of the 14 students assessed had a lower than 50% mastery in this domain. The reading domain assesses the students' ability to read high frequency, decodable, and pseudo words. 85.7% of students assessed had a lower than 50% mastery in this domain.

The spelling domain assesses high frequency and decodable words and sentences. 100% of students assessed fell below 50% mastery.

Fluency

50% are below benchmark of 95 words per minute (ReadyGen), 50% met benchmark.

Analysis of Data

Our data reflects a lack of a systematic approach to teaching advanced phonics. With an over emphasis on comprehension, unintentional instructional gaps have been created. Thus, our fourth grade students lack the word recognition strategies necessary to acquire the appropriate multisyllabic and word study skills, as referenced in the Changing Emphasis of Big Ideas.

SCHOOL-WIDE ANALYSIS OF DATA

After analyzing data grade K-4, a school-wide need for explicit instruction in the domain of word recognition (Simple View of Reading) has been identified.

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.

Major contributing factors to the low reading achievement for students are Portsmouth West Elementary Grades

1. Curriculum gaps contributed to insufficient literacy instruction. Curriculum and Instruction were previously focused on the language comprehension part of the Simple View of Reading with inadequate emphasis on the Word Recognition part of the Simple View of Reading. An analysis of the Reading Tiered Fidelity Inventory completed by the K-4 Building Leadership Team in the fall of 2019. The results were then analyzed through the Literacy Improvement Pyramid of Dr. Timothy Shanahan and showed weaknesses in three key areas: Amount of Instruction (Items 1.7, 2.7, 3.6); What is Taught (Items 1.6, 2.3, 2.4, 3.5); Quality of Instruction (Items 1.9, 1.10, 1.11, 2.5, 2.6, 3.5, 3.6). The core reading curriculum and supporting programs and materials were connected to the research supporting the Changing Emphasis of Big Ideas from MIBLSI (Michigan Integrated Behavior and Learning Initiative) and the Michigan Department of Education, which further supported our hypothesis that word recognition was being inadequately addressed through the core curriculum. Sufficient instructional time was found to be limited in the areas of Phonemic Awareness and Phonics in grades K-1, which in turn affects students in grades 2 and 3. We believe that addressing this

instructional gap will meet the foundational literacy needs of our students, prepare them for reading growth and success, and within a few years be reflected in higher achievement on Ohio's Third Grade English Language Arts Assessment.

2. The Professional Development Matrix within the District Professional Development Plan is driven by the needs assessment in the Decision Framework in the School Improvement Plan. Based on the data, we recognize the need of Professional Development in specifically early literacy needs, including explicit instructional strategies in phonemic awareness and phonics, contributing to weak instructional lesson plans, and practices that insufficiently addressed the needs of struggling readers. After reviewing the Framework for Addressing Practice and Supports by McIntosh and Goodman (2016), evidence-based practices in Early Literacy Instruction within the classroom was not a target focus of our Professional Development Plan. As noted, Professional Development is too generalized for District Level Needs and does not address specific Professional Development needs in Early Literacy.

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](#).

MISSION

Portsmouth West Elementary believes that every child will learn to read and deserves the opportunity to become a successful reader. Our staff embraces the task of empowering each student to reach his/her full potential.

VISION

Teachers will provide literacy instruction that educates children to effectively read, write, listen and speak. Through the use of high-quality evidence-based strategies which specifically address the five components of reading, our students will develop into lifelong learners both academically and socially.

We will achieve this by using the following best practices:

- Promoting a literacy-rich environment
- Scheduling extensive time for purposeful reading, writing, speaking and listening experiences in all content areas
- Using ongoing assessment tools to differentiate instruction
- Utilizing technology to enhance literacy instruction
- Fostering independence by encouraging student choice
- Engaging all children by providing reading and writing opportunities that incorporate student interests
- Providing timely, feedback on a daily basis
- Student learning environments will celebrate success and support students to encourage and view themselves as readers and writers.

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.

OVERALL STUDENT PERFORMANCE GOAL

Increase the percentage of 3rd Grade students at or above target from 52% Spring 2019 to 60% by the Spring, 2020 measured by the Third Grade Ohio state Test. (Note: FY 2020 = 70%, FY 2022= 80%)

Kindergarten (STAR Early Literacy and Heggerty)

1. Increase the percentage of students scoring Transitional Reader/Probable Reader from 1% to 50% by spring, 2020 as measured by the Kindergarten STAR Early Literacy benchmark assessment. (Note: FY 2021=65%, FY 2022= 80%)
2. Increase the percentage of students scoring at or above target from 65% to 95% by the spring of 2020 as measured by Heggerty, skill of rhyming.
3. Increase the percentage of students scoring at or above target from 36% to 95% by the spring of 2020 as measured by Heggerty, skill of uppercase letter recognition.

4. Increase the percentage of students scoring at or above target from 27% to 95% by the spring of 2020 as measured by Heggerty, skill of lowercase letter recognition.
5. Increase the percentage of students scoring at or above target from 8% to 95% by the spring of 2020 as measured by Heggerty, skill of letter sound recognition.
6. Increase the percentage of students scoring at or above target from 8% to 95% as measured by STAR Early Literacy Vocabulary domain.

First Grade (STAR Early Literacy)

7. Increase the percentage of students scoring Transitional/Probable Reader from 20.3% to 90% by the end of December 2019, as measure by the First Grade STAR Early Literacy benchmark assessment.
8. Increase the percentage of students scoring at or above target from 43% to 80% by May, 2020 as measured by the Tim Rasinski Fluency assessment.
9. Administer Heggerty and Foundations assessment to fill in data gaps that we have in phonemic awareness and phonics.

Second Grade (Fluency and STAR Reading)

10. Increase the percentage of students scoring at or above target from 17% to 50% by May, 2020 as measured by the Second Grade ReadyGen Fluency assessment.
11. Increase the percentage of students scoring at or above benchmark from 27% to 50% by May, 2020 as measured by the STAR Reading assessment.
12. Decrease the percentage of students not meeting long vowel patterns from 89% to 20%, other vowel patterns from 91% to 20%, and inflected endings from 93% to 20%.

Third Grade (Fluency, STAR Reading and Ohio State Assessment)

13. Increase the percentage of students scoring at or above target from 32% to 62% by May, 2020 as measured by the Third Grade ReadyGen Fluency assessment.
14. Increase the percentage of students scoring at or above benchmark from 29% to 60% by May, 2020 as measured by the STAR Reading assessment.
15. Increase the percentage of Y^d Grade students at or above target from 52% Spring 2019 to 60% by the Spring 2020 on the Third Grade Ohio State Test.

Fourth Grade (Fluency, STAR Reading, and Ohio State Assessment)

1. Increase the percentage of students scoring at or above target from 51% to 70% by May, 2020 as measured by the Fourth Grade ReadyGen Fluency assessment.
2. Increase the percentage of students scoring at or above benchmark from 39% to 60% by May, 2020 as measured by the STAR Reading assessment.
3. Increase the percentage of 4th Grade students at or above target from 55% Spring 2019 to 65% by the Spring 2020 on the Fourth Grade Ohio State Test.

Please see appendix for explanation of STAR Early Literacy/Reading, Heggerty, Spelling Inventory, WADE, and ReadyGen Fluency.

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.

Overall Student Performance Goal

Increase the percentage of 3rd Grade students at or above target from 52% Spring 2019 to 60% by the Spring, 2020 measured by the Third Grade Ohio state Test. (Note: FY 2021=70%, FY 2022= 80%)

Evidence-Based Strategy or Strategies

Job-embedded professional development that includes support and monitoring (walk-throughs), direct instruction, and formative assessment.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Portsmouth west will implement and monitor our school wide Reading Achievement Plan that outlines Tier 1 components of the R-TFI, including the development core curriculum non-negotiables.	Portsmouth West will vertically align the 5 reading components through the use of the Tier 1 core curriculum.	Portsmouth West will strengthen infrastructures (systems) to support high quality use of literacy and language practices.
Timeline	January 2020 to December 2020	January 2020 to December 2020	January 2020 to December 2020
Lead Person(s)	Building Leadership Team SST Support RELS Support	Building Leadership Team SST Support RELS Support	Building Leadership Team SST Support RELS Support
Resources Needed	Reading Tiered Fidelity Inventory Elementary Level-Edition, re-grounding of OIP process, MIBLISI supporting documents.	Curriculum/time audit	Data collected from observations and instructional plans.
Specifics of Implementation	Face to face professional development on developing non-negotiables. Establish non-negotiables. Update/complete RTF-I	Face to Face Literacy Circle professional development. Participation in MyPearson, Heggerty, Foundations (core curriculum) training modules.	Face to Face Literacy Circle professional development.
Measure of Success	Ohio state 3 rd Grade ELA Test Data RTF-I scores	Classroom Walk Through Form Lesson Plans	Ohio State 3 rd Grade ELA Test Data RTF-I scores
Check-in/Review Date	spring 2021, 2022, 2023	Ongoing	Ongoing

Kindergarten Goal Action Map

Goal 1: Increase the percentage students scoring at **Or** above target from to 95% by the spring of 2020 as measured by Heggerty, of Transitional Reader/Probable Reader from 1% to 50% by spring, 2020 as measured by the Kindergarten STAR Early Literacy benchmark assessment. (Note: FY 2021=65%, FY 2022= 80%)

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Kindergarten teachers will participate in professional development targeting phonemic awareness, phonics, and vocabulary instruction.	Kindergarten teachers will re-tool our TBT meetings, focusing on student data, adult implementation data, and examining evidence-based strategies based on student need.	High quality implementation of evidence-based core curriculum, and supporting evidence-based materials.
Timeline	January 2020 to December 2020	January 2020 to December 2020	January 2020 to December 2020
Lead Person(s)	Leadership Team Building Literacy Coach Regional Early Literacy Specialist, SST 15	Building Leadership Team OIP Facilitators Kindergarten Teachers	Kindergarten Teachers Principal Support Literacy Coach Support
Resources Needed	My Pearson Training Modules Foundations Training Heggerty Training Support from PWES Literacy Coach and RELS (SST15)	OIP 5 step Process/PWES Core Team Sheet Student Performance Data Adult Implementation Data Evidence-Based Strategies for Instruction	Ready Gen Heggerty Phonemic Awareness Program Foundations
Specifics of Implementation	Application of Concepts Classroom Walkthrough Form Lesson Plans Face to Face PD with Literacy Coach/RELS TBT Core Team Sheet/01P 5-step of PD	Identify critical need based on data Research and select Evidence-Based Strategies Plan for Instruction Implement and Monitor Examine, Reflect & Adjust	Instructional Schedules Curriculum Maps Pacing Charts Lesson Plans TBT 5 step cycle
Measure of Success	Implementation of Concepts observed and documented through Classroom Walkthrough Form PWES Core Team Sheet Reflection Improved student scores Literacy Coaching Logs	Student Performance Data Principal Walk-through Data	Principal Walk-through Data Student Performance Data Literacy Coaching Logs
Check-in/Review Date	Ongoing	Ongoing	Ongoing

Goal 2: 65% skill rhyming.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Kindergarten teachers will participate in professional development targeting phonemic awareness, phonics, and vocabulary instruction.	Kindergarten teachers will re-tool our TBT meetings, focusing on student data, adult implementation data, and examining evidence-based strategies based on student need.	High quality implementation of evidence-based core curriculum, and supporting evidence-based materials.
Timeline	January 2020 to December 2020	January 2020 to December 2020	January 2020 to December 2020
Lead Person(s)	Leadership Team Building Literacy Coach Regional Early Literacy Specialist, SST 15	Building Leadership Team OIP Facilitators Kindergarten Teachers	Kindergarten Teachers Principal Support Literacy Coach Support
Resources Needed	My Pearson Training Modules Foundations Training Heggerty Training Support from PWES Literacy Coach and RELS (SST15)	OIP 5 Step Process/PWES Core Team Sheet Student Performance Data Adult Implementation Data Evidence-Based Strategies for Instruction	Ready Gen Heggerty Phonemic Awareness Program Foundations
Specifics of Implementation	Application of Concepts Classroom Walkthrough Form Lesson Plans Face to Face PD with Literacy Coach/RELS TBT Core Team Sheet/01P 5-step of PD	Identify critical need based on data Research and select Evidence-Based Strategies Plan for Instruction Implement and Monitor Examine, Reflect & Adjust	Instructional Schedules Curriculum Maps Pacing Charts Lesson Plans TBT 5 step cycle
Measure of Success	Implementation of Concepts observed and documented through Classroom Walkthrough Form PWES Core Team Sheet Reflection Improved student scores Literacy Coaching Logs	Student Performance Data Principal Walk-through Data	Principal Walk-through Data Student Performance Data Literacy Coaching Logs
Check-in/Review Date	Ongoing	Ongoing	Ongoing

Goal 3: 36% skill uppercase letter recognition.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Kindergarten teachers will participate in professional development targeting phonemic awareness, phonics, and vocabulary instruction.	Kindergarten teachers will re-tool our TBT meetings, focusing on student data, adult implementation data, and examining evidence-based strategies based on student need.	High quality implementation of evidence-based core curriculum, and supporting evidence-based materials.
Timeline	January 2020 to December 2020	January 2020 to December 2020	January 2020 to December 2020
Lead Person(s)	Leadership Team Building Literacy Coach Regional Early Literacy Specialist, SST 15	Building Leadership Team OIP Facilitators Kindergarten Teachers	Kindergarten Teachers Principal Support Literacy Coach Support
Resources Needed	My Pearson Training Modules Foundations Training Heggerty Training Support from PWES Literacy Coach and RELS (SST15)	OIP 5 Step Process/PWES Core Team Sheet Student Performance Data Adult Implementation Data Evidence-Based Strategies for Instruction	Ready Gen Heggerty Phonemic Awareness Program Foundations
Specifics of Implementation	Application of Concepts Classroom Walkthrough Form Lesson Plans Face to Face PD with Literacy Coach/RELS TBT Core Team Sheet/01P 5-step of PD	Identify critical need based on data Research and select Evidence-Based Strategies Plan for Instruction Implement and Monitor Examine, Reflect & Adjust	Instructional Schedules Curriculum Maps Pacing Charts Lesson Plans TBT 5 step cycle
Measure of Success	Implementation of Concepts observed and documented through Classroom Walkthrough Form PWES Core Team Sheet Reflection Improved student scores Literacy Coaching Logs	Student Performance Data Principal Walk-through Data	Principal Walk-through Data Student Performance Data Literacy Coaching Logs
Check-in/Review Date	Ongoing	Ongoing	Ongoing

Goal 4: 7% skill lowercase letter recognition

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Kindergarten teachers will participate in professional development targeting phonemic awareness, phonics, and vocabulary instruction.	Kindergarten teachers will re-tool our TBT meetings, focusing on student data, adult implementation data, and examining evidence-based strategies based on student need.	High quality implementation of evidence-based core curriculum, and supporting evidence-based materials.
Timeline	January 2020 to December 2020	January 2020 to December 2020	January 2020 to December 2020
Lead Person(s)	Leadership Team Building Literacy Coach Regional Early Literacy Specialist, SST 15	Building Leadership Team OIP Facilitators Kindergarten Teachers	Kindergarten Teachers Principal Support Literacy Coach Support
Resources Needed	My Pearson Training Modules Foundations Training Heggerty Training Support from PWES Literacy Coach and RELS (SST15)	OIP 5 Step Process/PWES Core Team Sheet Student Performance Data Adult Implementation Data Evidence-Based Strategies for Instruction	Ready Gen Heggerty Phonemic Awareness Program Foundations
Specifics of Implementation	Application of Concepts Classroom Walkthrough Form Lesson Plans Face to Face PD with Literacy Coach/RELS TBT Core Team Sheet/01P 5-step of PD	Identify critical need based on data Research and select Evidence-Based Strategies Plan for Instruction Implement and Monitor Examine, Reflect & Adjust	Instructional Schedules Curriculum Maps Pacing Charts Lesson Plans TBT 5 step cycle
Measure of Success	Implementation of Concepts observed and documented through Classroom Walkthrough Form PWES Core Team Sheet Reflection Improved student scores Literacy Coaching Logs	Student Performance Data Principal Walk-through Data	Principal Walk-through Data Student Performance Data Literacy Coaching Logs
Check-in/Review Date	Ongoing	Ongoing	Ongoing

Goal 5: 8% skill letter sound recognition

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Kindergarten teachers will participate in professional development targeting phonemic awareness, phonics, and vocabulary instruction.	Kindergarten teachers will re-tool our TBT meetings, focusing on student data, adult implementation data, and examining evidence-based strategies based on student need.	High quality implementation of evidence-based core curriculum, and supporting evidence-based materials.
Timeline	January 2020 to December 2020	January 2020 to December 2020	January 2020 to December 2020
Lead Person(s)	Leadership Team Building Literacy Coach Regional Early Literacy Specialist, SST 15	Building Leadership Team OIP Facilitators Kindergarten Teachers	Kindergarten Teachers Principal Support Literacy Coach Support
Resources Needed	My Pearson Training Modules Foundations Training Heggerty Training Support from PWES Literacy Coach and RELS (SST15)	OIP 5 Step Process/PWES Core Team Sheet Student Performance Data Adult Implementation Data Evidence-Based Strategies for Instruction	Ready Gen Heggerty Phonemic Awareness Program Foundations
Specifics of Implementation	Application of Concepts Classroom Walkthrough Form Lesson Plans Face to Face PD with Literacy Coach/RELS TBT Core Team Sheet/01P 5-step of PD	Identify critical need based on data Research and select Evidence-Based Strategies Plan for Instruction Implement and Monitor Examine, Reflect & Adjust	Instructional Schedules Curriculum Maps Pacing Charts Lesson Plans TBT 5 step cycle
Measure of Success	Implementation of Concepts observed and documented through Classroom Walkthrough Form PWES Core Team Sheet Reflection Improved student scores Literacy Coaching Logs	Student Performance Data Principal Walk-through Data	Principal Walk-through Data Student Performance Data Literacy Coaching Logs
Check-in/Review Date	Ongoing	Ongoing	Ongoing

Goal 6: 8% as measured by STAR Early Literacy Vocabulary domain.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Kindergarten teachers will participate in professional development targeting phonemic awareness, phonics, and vocabulary instruction.	Kindergarten teachers will re-tool our TBT meetings, focusing on student data, adult implementation data, and examining evidence-based strategies based on student need.	High quality implementation of evidence-based core curriculum, and supporting evidence-based materials.
Timeline	January 2020 to December 2020	January 2020 to December 2020	January 2020 to December 2020
Lead Person(s)	Leadership Team Building Literacy Coach Regional Early Literacy Specialist, SST 15	Building Leadership Team OIP Facilitators Kindergarten Teachers	Kindergarten Teachers Principal Support Literacy Coach Support
Resources Needed	My Pearson Training Modules Foundations Training Heggerty Training Support from PWES Literacy Coach and RELS (SST15)	OIP 5 Step Process/PWES Core Team Sheet Student Performance Data Adult Implementation Data Evidence-Based Strategies for Instruction	Ready Gen Heggerty Phonemic Awareness Program Foundations
Specifics of Implementation	Application of Concepts Classroom Walkthrough Form Lesson Plans Face to Face PD with Literacy Coach/RELS TBT Core Team Sheet/01P 5-step of PD	Identify critical need based on data Research and select Evidence-Based Strategies Plan for Instruction Implement and Monitor Examine, Reflect & Adjust	Instructional Schedules Curriculum Maps Pacing Charts Lesson Plans TBT 5 step cycle
Measure of Success	Implementation of Concepts observed and documented through Classroom Walkthrough Form PWES Core Team Sheet Reflection Improved student scores Literacy Coaching Logs	Student Performance Data Principal Walk-through Data	Principal Walk-through Data Student Performance Data Literacy Coaching Logs
Check-in/Review Date	Ongoing	Ongoing	Ongoing

Grade 1 Action Map

Goal 7: Increase the percentage of students scoring Transitional/Probable Reader from 20.3% to 90% by the end of December 2019 as measured by the First Grade STAR Early Literacy benchmark assessment.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Grade 1 teachers will participate in professional development targeting phonemic awareness, phonics, and vocabulary instruction.	Grade 1 teachers will re-tool our TBT meetings, focusing on student data, adult implementation data, and examining evidence-based strategies based on student need.	High quality implementation of evidence-based core curriculum, and supporting evidence-based materials.
Timeline	January 2020 to December 2020	January 2020 to December 2020	January 2020 to December 2020
Lead Person(s)	Leadership Team Building Literacy Coach Regional Early Literacy Specialist, SST 15	Building Leadership Team OIP Facilitators 1 st grade Teachers	1 st grade Teachers Principal Support Literacy Coach Support
Resources Needed	My Pearson Training Modules Foundations Training Heggerty Training Support from PWES Literacy Coach and RELS (SST15)	OIP 5 Step Process/PWES Core Team Sheet Student Performance Data Adult Implementation Data Evidence-Based Strategies for Instruction	Ready Gen Heggerty Phonemic Awareness Program Foundations
Specifics of Implementation	Application of Concepts Classroom Walkthrough Form Lesson Plans Face to Face PD with Literacy Coach/RELS TBT Core Team Sheet/01P 5-step of PD	Identify critical need based on data Research and select Evidence-Based Strategies Plan for Instruction Implement and Monitor Examine, Reflect & Adjust	Instructional Schedules Curriculum Maps Pacing Charts Lesson Plans TBT 5 step cycle
Measure of Success	Implementation of Concepts observed and documented through Classroom Walkthrough Form PWES Core Team Sheet Reflection Improved student scores Literacy Coaching Logs	Student Performance Data Principal Walk-through Data	Principal Walk-through Data Student Performance Data Literacy Coaching Logs
Check-in/Review Date	Ongoing	Ongoing	Ongoing

Goal 8: Increase the percentage of students scoring at or above target from 43% to 80% by May 2020 as measured by the Tim Rasinski Fluency Assessment.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Grade 1 teachers will participate in professional development targeting phonemic awareness, phonics, and vocabulary instruction.	Grade 1 teachers will re-tool our TBT meetings, focusing on student data, adult implementation data, and examining evidence-based strategies based on student need.	High quality implementation of evidence-based core curriculum, and supporting evidence-based materials.
Timeline	January 2020 to December 2020	January 2020 to December 2020	January 2020 to December 2020
Lead Person(s)	Leadership Team Building Literacy Coach Regional Early Literacy Specialist, SST 15	Building Leadership Team OIP Facilitators 1 st grade Teachers	1 st grade Teachers Principal Support Literacy Coach Support
Resources Needed	My Pearson Training Modules Foundations Training Heggerty Training Support from PWES Literacy Coach and RELS (SST15)	OIP 5 Step Process/PWES Core Team Sheet Student Performance Data Adult Implementation Data Evidence-Based Strategies for Instruction	Ready Gen Heggerty Phonemic Awareness Program Foundations
Specifics of Implementation	Application of Concepts Classroom Walkthrough Form Lesson Plans Face to Face PD with Literacy Coach/RELS TBT Core Team Sheet/01P 5-step of PD	Identify critical need based on data Research and select Evidence-Based Strategies Plan for Instruction Implement and Monitor Examine, Reflect & Adjust	Instructional Schedules Curriculum Maps Pacing Charts Lesson Plans TBT 5 step cycle
Measure of Success	Implementation of Concepts observed and documented through Classroom Walkthrough Form PWES Core Team Sheet Reflection Improved student scores Literacy Coaching Logs	Student Performance Data Principal Walk-through Data	Principal Walk-through Data Student Performance Data Literacy Coaching Logs
Check-in/Review Date	Ongoing	Ongoing	Ongoing

Goal 9: Administer Heggerty and Foundations assessment to fill in data gaps that we have in phonemic awareness and phonics.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Grade 1 teachers will participate in professional development targeting phonemic awareness, phonics, and vocabulary instruction.	Grade 1 teachers will re-tool our TBT meetings, focusing on student data, adult implementation data, and examining evidence-based strategies based on student need.	High quality implementation of evidence-based core curriculum, and supporting evidence-based materials.
Timeline	January 2020 to December 2020	January 2020 to December 2020	January 2020 to December 2020
Lead Person(s)	Leadership Team Building Literacy Coach Regional Early Literacy Specialist, SST 15	Building Leadership Team OIP Facilitators 1 st grade Teachers	1 st grade Teachers Principal Support Literacy Coach Support
Resources Needed	My Pearson Training Modules Foundations Training Heggerty Training Support from PWES Literacy Coach and RELS (SST15)	OIP 5 Step Process/PWES Core Team Sheet Student Performance Data Adult Implementation Data Evidence-Based Strategies for Instruction	Ready Gen Heggerty Phonemic Awareness Program Foundations
Specifics of Implementation	Application of Concepts Classroom Walkthrough Form Lesson Plans Face to Face PD with Literacy Coach/RELS TBT Core Team Sheet/01P 5-step of PD	Identify critical need based on data Research and select Evidence-Based Strategies Plan for Instruction Implement and Monitor Examine, Reflect & Adjust	Instructional Schedules Curriculum Maps Pacing Charts Lesson Plans TBT 5 step cycle
Measure of Success	Implementation of Concepts observed and documented through Classroom Walkthrough Form PWES Core Team Sheet Reflection Improved student scores Literacy Coaching Logs	Student Performance Data Principal Walk-through Data	Principal Walk-through Data Student Performance Data Literacy Coaching Logs
Check-in/Review Date	Ongoing	Ongoing	Ongoing

Grade 2 Action Map

Goal 10: Increase the percentage of students scoring at or above target from 17% to 50% by May, 2020 as measured by the Second Grade ReadyGen Fluency assessment.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Grade 2 teachers will participate in professional development targeting phonemic awareness, phonics, and vocabulary instruction.	Grade 2 teachers will re-tool our TBT meetings, focusing on student data, adult implementation data, and examining evidence-based strategies based on student need.	High quality implementation of evidence-based core curriculum, and supporting evidence-based materials.
Timeline	January 2020 to December 2020	January 2020 to December 2020	January 2020 to December 2020
Lead Person(s)	Leadership Team Building Literacy Coach Regional Early Literacy Specialist, SST 15	Building Leadership Team OIP Facilitators 2nd grade Teachers	2nd grade Teachers Principal Support Literacy Coach Support
Resources Needed	My Pearson Training Modules Foundations Training Heggerty Training Support from PWES Literacy Coach and RELS (SST15)	OIP 5 Step Process/PWES Core Team Sheet Student Performance Data Adult Implementation Data Evidence-Based Strategies for Instruction	Ready Gen Heggerty Phonemic Awareness Program Foundations
Specifics of Implementation	Application of Concepts Classroom Walkthrough Form Lesson Plans Face to Face PD with Literacy Coach/RELS TBT Core Team Sheet/01P 5-step of PD	Identify critical need based on data Research and select Evidence-Based Strategies Plan for Instruction Implement and Monitor Examine, Reflect & Adjust	Instructional Schedules Curriculum Maps Pacing Charts Lesson Plans TBT 5 step cycle
Measure of Success	Implementation of Concepts observed and documented through Classroom Walkthrough Form PWES Core Team Sheet Reflection Improved student scores Literacy Coaching Logs	Student Performance Data Principal Walk-through Data	Principal Walk-through Data Student Performance Data Literacy Coaching Logs
Check-in/Review Date	Ongoing	Ongoing	Ongoing

Goal 11: Increase the percentage of students not meeting long vowel patterns from 89% to 20%, other vowel patterns from 91% to 20%, and inflected endings from 93% to 20%.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Grade 2 teachers will participate in professional development targeting phonemic awareness, phonics, and vocabulary instruction.	Grade 2 teachers will re-tool our TBT meetings, focusing on student data, adult implementation data, and examining evidence-based strategies based on student need.	High quality implementation of evidence-based core curriculum, and supporting evidence-based materials.
Timeline	January 2020 to December 2020	January 2020 to December 2020	January 2020 to December 2020
Lead Person(s)	Leadership Team Building Literacy Coach Regional Early Literacy Specialist, SST 15	Building Leadership Team OIP Facilitators 2nd grade Teachers	2nd grade Teachers Principal Support Literacy Coach Support
Resources Needed	My Pearson Training Modules Foundations Training Heggerty Training Support from PWES Literacy Coach and RELS (SST15)	OIP 5 Step Process/PWES Core Team Sheet Student Performance Data Adult Implementation Data Evidence-Based Strategies for Instruction	Ready Gen Heggerty Phonemic Awareness Program Foundations
Specifics of Implementation	Application of Concepts Classroom Walkthrough Form Lesson Plans Face to Face PD with Literacy Coach/RELS TBT Core Team Sheet/01P 5-step of PD	Identify critical need based on data Research and select Evidence-Based Strategies Plan for Instruction Implement and Monitor Examine, Reflect & Adjust	Instructional Schedules Curriculum Maps Pacing Charts Lesson Plans TBT 5 step cycle
Measure of Success	Implementation of Concepts observed and documented through Classroom Walkthrough Form PWES Core Team Sheet Reflection Improved student scores Literacy Coaching Logs	Student Performance Data Principal Walk-through Data	Principal Walk-through Data Student Performance Data Literacy Coaching Logs
Check-in/Review Date	Ongoing	Ongoing	Ongoing

Grade 3 Action Map

Goal 12: Increase the percentage of students scoring at or above target from 32% to 62% by May, 2020 as measured by the Third Grade ReadyGen Fluency assessment.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Grade 3 teachers will participate in professional development targeting phonemic awareness, phonics, and vocabulary instruction.	Grade 3 teachers will re-tool our TBT meetings, focusing on student data, adult implementation data, and examining evidence-based strategies based on student need.	High quality implementation of evidence-based core curriculum, and supporting evidence-based materials.
Timeline	January 2020 to December 2020	January 2020 to December 2020	January 2020 to December 2020
Lead Person(s)	Leadership Team Building Literacy Coach Regional Early Literacy Specialist, SST 15	Building Leadership Team OIP Facilitators 3rd grade Teachers	3rd grade Teachers Principal Support Literacy Coach Support
Resources Needed	My Pearson Training Modules Foundations Training Heggerty Training Support from PWES Literacy Coach and RELS (SST15)	OIP 5 Step Process/PWES Core Team Sheet Student Performance Data Adult Implementation Data Evidence-Based Strategies for Instruction	Ready Gen Heggerty Phonemic Awareness Program Foundations
Specifics of Implementation	Application of Concepts Classroom Walkthrough Form Lesson Plans Face to Face PD with Literacy Coach/RELS TBT Core Team Sheet/01P 5-step of PD	Identify critical need based on data Research and select Evidence-Based Strategies Plan for Instruction Implement and Monitor Examine, Reflect & Adjust	Instructional Schedules Curriculum Maps Pacing Charts Lesson Plans TBT 5 step cycle
Measure of Success	Implementation of Concepts observed and documented through Classroom Walkthrough Form PWES Core Team Sheet Reflection Improved student scores Literacy Coaching Logs	Student Performance Data Principal Walk-through Data	Principal Walk-through Data Student Performance Data Literacy Coaching Logs
Check-in/Review Date	Ongoing	Ongoing	Ongoing

Goal 13: Increase the percentage of students scoring at or above benchmark from 29% to 60% by May, 2020 as measured by the STAR Reading assessment.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Grade 3 teachers will participate in professional development targeting phonemic awareness, phonics, and vocabulary instruction.	Grade 3 teachers will re-tool our TBT meetings, focusing on student data, adult implementation data, and examining evidence-based strategies based on student need.	High quality implementation of evidence-based core curriculum, and supporting evidence-based materials.
Timeline	January 2020 to December 2020	January 2020 to December 2020	January 2020 to December 2020
Lead Person(s)	Leadership Team Building Literacy Coach Regional Early Literacy Specialist, SST 15	Building Leadership Team OIP Facilitators 3rd grade Teachers	3rd grade Teachers Principal Support Literacy Coach Support
Resources Needed	My Pearson Training Modules Foundations Training Heggerty Training Support from PWES Literacy Coach and RELS (SST15)	OIP 5 Step Process/PWES Core Team Sheet Student Performance Data Adult Implementation Data Evidence-Based Strategies for Instruction	Ready Gen Heggerty Phonemic Awareness Program Foundations
Specifics of Implementation	Application of Concepts Classroom Walkthrough Form Lesson Plans Face to Face PD with Literacy Coach/RELS TBT Core Team Sheet/01P 5-step of PD	Identify critical need based on data Research and select Evidence-Based Strategies Plan for Instruction Implement and Monitor Examine, Reflect & Adjust	Instructional Schedules Curriculum Maps Pacing Charts Lesson Plans TBT 5 step cycle
Measure of Success	Implementation of Concepts observed and documented through Classroom Walkthrough Form PWES Core Team Sheet Reflection Improved student scores Literacy Coaching Logs	Student Performance Data Principal Walk-through Data	Principal Walk-through Data Student Performance Data Literacy Coaching Logs
Check-in/Review Date	Ongoing	Ongoing	Ongoing

Goal 14: Increase target from 51% to 70% by May, 2020 as measured by the Fourth Grade ReadyGen Fluency assessment.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Grade 3 teachers will participate in professional development targeting phonemic awareness, phonics, and vocabulary instruction.	Grade 3 teachers will re-tool our TBT meetings, focusing on student data, adult implementation data, and examining evidence-based strategies based on student need.	High quality implementation of evidence-based core curriculum, and supporting evidence-based materials.
Timeline	January 2020 to December 2020	January 2020 to December 2020	January 2020 to December 2020
Lead Person(s)	Leadership Team Building Literacy Coach Regional Early Literacy Specialist, SST 15	Building Leadership Team OIP Facilitators 3rd grade Teachers	3rd grade Teachers Principal Support Literacy Coach Support
Resources Needed	My Pearson Training Modules Foundations Training Heggerty Training Support from PWES Literacy Coach and RELS (SST15)	OIP 5 Step Process/PWES Core Team Sheet Student Performance Data Adult Implementation Data Evidence-Based Strategies for Instruction	Ready Gen Heggerty Phonemic Awareness Program Foundations
Specifics of Implementation	Application of Concepts Classroom Walkthrough Form Lesson Plans Face to Face PD with Literacy Coach/RELS TBT Core Team Sheet/01P 5-step of PD	Identify critical need based on data Research and select Evidence-Based Strategies Plan for Instruction Implement and Monitor Examine, Reflect & Adjust	Instructional Schedules Curriculum Maps Pacing Charts Lesson Plans TBT 5 step cycle
Measure of Success	Implementation of Concepts observed and documented through Classroom Walkthrough Form PWES Core Team Sheet Reflection Improved student scores Literacy Coaching Logs	Student Performance Data Principal Walk-through Data	Principal Walk-through Data Student Performance Data Literacy Coaching Logs
Check-in/Review Date	Ongoing	Ongoing	Ongoing

Grade 4 Action Map

Goal 15: Increase the percentage of students scoring at or above target from 51% to 70% by May 2020 as measured by the Fourth Grade RadyGen Fluence assessment.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Grade 4 teachers will participate in professional development targeting phonemic awareness, phonics, and vocabulary instruction.	Grade 4 teachers will re-tool our TBT meetings, focusing on student data, adult implementation data, and examining evidence-based strategies based on student need.	High quality implementation of evidence-based core curriculum, and supporting evidence-based materials.
Timeline	January 2020 to December 2020	January 2020 to December 2020	January 2020 to December 2020
Lead Person(s)	Leadership Team Building Literacy Coach Regional Early Literacy Specialist, SST 15	Building Leadership Team OIP Facilitators 4th grade Teachers	4th grade Teachers Principal Support Literacy Coach Support
Resources Needed	My Pearson Training Modules Foundations Training Heggerty Training Support from PWES Literacy Coach and RELS (SST15)	OIP 5 Step Process/PWES Core Team Sheet Student Performance Data Adult Implementation Data Evidence-Based Strategies for Instruction	Ready Gen Heggerty Phonemic Awareness Program Foundations
Specifics of Implementation	Application of Concepts Classroom Walkthrough Form Lesson Plans Face to Face PD with Literacy Coach/RELS TBT Core Team Sheet/01P 5-step of PD	Identify critical need based on data Research and select Evidence-Based Strategies Plan for Instruction Implement and Monitor Examine, Reflect & Adjust	Instructional Schedules Curriculum Maps Pacing Charts Lesson Plans TBT 5 step cycle
Measure of Success	Implementation of Concepts observed and documented through Classroom Walkthrough Form PWES Core Team Sheet Reflection Improved student scores Literacy Coaching Logs	Student Performance Data Principal Walk-through Data	Principal Walk-through Data Student Performance Data Literacy Coaching Logs
Check-in/Review Date	Ongoing	Ongoing	Ongoing

Goal 16: Increase percentage of students scoring at or above benchmark from 39% to 60% by May, 2020 as measured by the STAR Reading assessment.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Grade 4 teachers will participate in professional development targeting phonemic awareness, phonics, and vocabulary instruction.	Grade 4 teachers will re-tool our TBT meetings, focusing on student data, adult implementation data, and examining evidence-based strategies based on student need.	High quality implementation of evidence-based core curriculum, and supporting evidence-based materials.
Timeline	January 2020 to December 2020	January 2020 to December 2020	January 2020 to December 2020
Lead Person(s)	Leadership Team Building Literacy Coach Regional Early Literacy Specialist, SST 15	Building Leadership Team OIP Facilitators 4th grade Teachers	4th grade Teachers Principal Support Literacy Coach Support
Resources Needed	My Pearson Training Modules Foundations Training Heggerty Training Support from PWES Literacy Coach and RELS (SST15)	OIP 5 Step Process/PWES Core Team Sheet Student Performance Data Adult Implementation Data Evidence-Based Strategies for Instruction	Ready Gen Heggerty Phonemic Awareness Program Foundations
Specifics of Implementation	Application of Concepts Classroom Walkthrough Form Lesson Plans Face to Face PD with Literacy Coach/RELS TBT Core Team Sheet/01P 5-step of PD	Identify critical need based on data Research and select Evidence-Based Strategies Plan for Instruction Implement and Monitor Examine, Reflect & Adjust	Instructional Schedules Curriculum Maps Pacing Charts Lesson Plans TBT 5 step cycle
Measure of Success	Implementation of Concepts observed and documented through Classroom Walkthrough Form PWES Core Team Sheet Reflection Improved student scores Literacy Coaching Logs	Student Performance Data Principal Walk-through Data	Principal Walk-through Data Student Performance Data Literacy Coaching Logs
Check-in/Review Date	Ongoing	Ongoing	Ongoing

Goal 17: Increase of 4th grade students at or above target from 55% spring 2019 to 65% by the spring of 2020 on the Fourth Grade Ohio State Test.

	Action Step 1	Action Step 2	Action Step 3
Implementation Components	Grade 4 teachers will participate in professional development targeting phonemic awareness, phonics, and vocabulary instruction.	Grade 4 teachers will re-tool our TBT meetings, focusing on student data, adult implementation data, and examining evidence-based strategies based on student need.	High quality implementation of evidence-based core curriculum, and supporting evidence-based materials.
Timeline	January 2020 to December 2020	January 2020 to December 2020	January 2020 to December 2020
Lead Person(s)	Leadership Team Building Literacy Coach Regional Early Literacy Specialist, SST 15	Building Leadership Team OIP Facilitators 4th grade Teachers	4th grade Teachers Principal Support Literacy Coach Support
Resources Needed	My Pearson Training Modules Foundations Training Heggerty Training Support from PWES Literacy Coach and RELS (SST15)	OIP 5 Step Process/PWES Core Team Sheet Student Performance Data Adult Implementation Data Evidence-Based Strategies for Instruction	Ready Gen Heggerty Phonemic Awareness Program Foundations
Specifics of Implementation	Application of Concepts Classroom Walkthrough Form Lesson Plans Face to Face PD with Literacy Coach/RELS TBT Core Team Sheet/01P 5-step of PD	Identify critical need based on data Research and select Evidence-Based Strategies Plan for Instruction Implement and Monitor Examine, Reflect & Adjust	Instructional Schedules Curriculum Maps Pacing Charts Lesson Plans TBT 5 step cycle
Measure of Success	Implementation of Concepts observed and documented through Classroom Walkthrough Form PWES Core Team Sheet Reflection Improved student scores Literacy Coaching Logs	Student Performance Data Principal Walk-through Data	Principal Walk-through Data Student Performance Data Literacy Coaching Logs
Check-in/Review Date	Ongoing	Ongoing	Ongoing

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.

Data analysis revealed significant deficits in high quality instructional practices surrounding the components of phonemic awareness and phonics. As a result, the overarching goal and grade level sub-goals were established to address those gaps. Though these goals are extensive, we believe that they are attainable through the implementation of targeted instruction, professional development training and support, stakeholder partnerships, progress monitoring, and effective feedback at every level.

Students will be progress monitored through the use of STAR Early Literacy and STAR Reading assessment tools. Students who score above the program specific cut scores (specifically aligned to Ohio's standards and expectations) will continue to receive systematic core instruction and assessments without additional progress monitoring. Students who fall in Tier II and Tier III will receive additional progress monitoring, as prescribed by the district RtI framework. In addition, in alignment with the district's assessment plans, all students will be given benchmark assessments in the Fall, Winter, and Spring. As progress monitoring is completed, the data will be analyzed and instructional practices will be adapted based on those results. Once a student reaches Tier I cut scores for eight consecutive weeks, progress monitoring sessions will not require additional progress monitoring in that area.

Data analysis results and feedback from the progress monitoring tools will be provided to the stakeholders in the manner which is appropriate to the audience. Effective feedback will be shared with teachers in regards to instructional planning and student growth data. Progress monitoring data from the Tier II and Tier III student population will be dispersed among grade-level teacher based teams in order to facilitate adjustments to future planning/pacing, supports, and intervention plans. Grade level data will be analyzed, summarized, and presented to the Building Leadership Teams for review through the 5 Step Protocol set forth by Ohio's Improvement Process. The findings of the building level will be communicated to the District Leadership Team for feedback and analysis.

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.

Portsmouth West Elementary School (PWES) embeds evidence-based strategies into high quality classroom instructional practices to support student learning and address student literacy needs. As a result of the data analysis conducted within the district, PWES will implement a multi-tiered system of support addressing the following areas:

Wilson Reading System 's Foundations

WWC Practice Guide Foundational Skills to Support Reading for Understanding cites STRONG EVIDENCE that teaching students to recognize and manipulate the segments of sound in words (phonemic awareness) and link those sounds to letters is necessary to prepare them to read words and comprehend text.

Foundations is aligned to the WWC recommendations: 1) teach students to recognize and manipulate segments of sound in speech, 2) teach students letter-sound relations, 3) use word building and other activities to link students' knowledge of letter-sound relationships.

Heggerty Phonemic Awareness Curriculum

Ensure a strong phonemic awareness curriculum. Heggerty teaches students early phonological Awareness skills, Basic Phonemic Awareness and Advanced Phonemic Awareness skills. WWC Practice Guide Foundational Skills to Support Reading for Understanding cites strong evidence that teaching students to recognize and manipulate segments of sounds in speech and letter-sound relations, such as the skills in

Heggerty, is essential for the development of foundational reading skills needed to be a successful reader.

ReadyGen Vocabulary

Strengthen students vocabulary knowledge through the use of ReadyGen Generative vocabulary.

Generative vocabulary aims to make visible the critical features and functions of words and connections among words. WWC Practice Guide Foundational Skills to Support Reading for Understanding cites strong evidence that teaching students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge is essential to preparing students to be successful readers.

Morphology

Strengthen students vocabulary knowledge by using Improve Morphemic Awareness Using Base Words and Affixes lessons. These lessons aid students in shifting from decoding by sounds to decoding by morphemes in order to address more complex words. Recognizing morphemic elements assists students with comprehension at the word level. This skill is critical not only for literacy growth but also vocabulary understanding in the content areas. WWC Practice Guide Foundational Skills to Support Reading for Understanding cites strong evidence that teaching students to recognize common word parts can enable effective reading of more challenging words and prepare students to be successful readers. The National Reading Panel also identifies teaching decoding and recognizing words and words parts as an effective instructional technique.

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:

In order to attain the overarching goal of producing skilled readers, the district will ensure the effectiveness of the plan by monitoring the progress of both the high-quality implementation of instruction and individual student growth. To effectively measure these components, we will use the following measures:

1. Conduct and Analyze Classroom Walkthrough Data

The building principal and assistant principal conduct regular walkthroughs using Observe 4 Success, our district adopted tool. Teachers receive immediate electronic feedback after each observation.

Quarterly, observation data is compiled and analyzed during Teacher Based Team meeting time. Trends and patterns are identified. TBTs discuss these trends to plan for improvement. In addition, Building and District Leadership Teams discuss TBT responses and plans for improvement. A major emphasis of the observation and feedback will be on literacy expectations:

- 90 minutes/day of uninterrupted reading block (ReadyGen and Foundations)
- 10 minutes/day of Heggerty (Phonological Awareness)
- Assessment Plan
- Differentiation in whole and small group instruction

2. Examine Weekly Lesson Plans

Teachers submit lesson plans weekly. The building principal and assistant principal will monitor lesson plans around literacy instruction, specifically monitoring the implementation of ReadyGen, Heggerty, and Foundations.

3. Teacher-Based and Building Level Teams

Teachers will use the Washington-Nile Core Team Sheet to analyze data, research, and implement evidence-based strategies to address student learning needs. This occurs in deliberate conversations around teaching and learning and the analysis of data through the perspective of the five-step improvement process. The work of the TBTs drive instruction and individual learning based on student needs.

4. Analyze Assessment Grids for Individual Student Growth

Teachers are required to chart individual student assessment data on district created assessment grids. Data placed on the grid is aligned to the district/building assessment plan. Grids are color-coded to easily identify students on track, at-risk, or below benchmark. Assessment grids are analyzed during TBT and BLT meetings through the lens of instructional strategies and specific skill deficits to drive instructional practice, modification, and/or changes based on individual student need.

5. RIMPS (Reading Improvement and Monitoring Plans)

In grades K-3, all students are screened in the fall using either STAR Early Literacy or STAR Reading to determine students on track/not on track status for reading. If a student is not on-track based on the fall reading assessment, that student will be not on-track and on a reading improvement and monitoring plan (RIMP) until the student scores on-track on the following school year's STAR. Parents will receive a copy of the students RIMP within 60 days of the administration of the assessment. The RIMPs will include information about the instruction targeted at the student's identified reading deficiencies.

Targeted instruction (interventions) will be monitored through progress monitoring. The on-track/not on track status of the RIMP will be monitored through STAR benchmark assessment.

6. Building Literacy Coach

Building Literacy Coach will engage in training, coaching, and monitoring of teaching staff in the implementation of evidence-based instructional strategies.

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.

We believe the single most important factor in students' literacy success is skillful, informed teaching.

The National Reading Panel determined that explicit training for new and experienced teachers improves overall student outcomes. The Washington-Nile Local School District has a professional development plan/matrix. Portsmouth West Elementary's professional development plan was created in alignment to the district plan, but specifically addresses the needs of our building. To improve school climate, in an effort to encourage each teacher to become highly effective, the district is implementing the Focus 3 initiative. Though this program is not specific to literacy, the core teachings align with high-quality instruction and maintaining elevated levels of expectations. Collective teacher efficacy is the collective belief of teachers in their ability to positively affect students. According to John Hattie, collective teacher efficacy has an effect size of .57, which shows a strong correlation to student achievement. Focus 3 is grounded in the premise of the 10-80-10 rule. 10% of staff are elite, 80% are average, 10% are below average. Through this initiative, our goal is to move our bottom 10% into the 80% and as many of the 80% into the elite 10%.

Professional Development Plan Literacy Components:

1. All K-3 teachers and support staff will participate in My Pearson Training Modules.
2. All K-3 teachers and support staff will participate in initial and refresher Heggerty sessions.
3. All K-3 teachers and support staff will participate in initial and refresher Foundations sessions.
4. All K-3 teachers and support staff will participate in ongoing vocabulary sessions focused on the generative instruction of ReadyGen and address the four components of effective vocabulary instruction through the work of Michael Graves.
5. PWES Literacy Coach will participate in Regional Literacy Network Coaching Sessions with SST 15.
6. All K-3 teachers and support staff will participate in literacy circles (job-embedded coaching) to address differentiated professional development needs.
7. All K-3 teachers and support staff will participate in OIP 5-Step Process training, with an emphasis on using literacy data to drive instruction.
8. Building Literacy Leaders (Principal, Assistant Principal, Curriculum Director, Literacy Coach) will participate in weekly leadership meetings.

APPENDICES

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

EXPLANATION OF STAR READING ASSESSMENT

STAR Reading provides an estimate of the students' mastery of standards by aligning them to the same 1400point difficulty scale used to report STAR scores. The percentage of students who score at or above this range indicates overall progress toward standards mastery on grade level.

2ND GRADE

Comprehension: 80.48% of students' scores indicated below overall progress toward mastery.

Foundational Skills: 73.56% of students' scores indicated below overall progress toward mastery.

Vocabulary: 72.62% of students' scores indicated below overall progress toward mastery.

3RD GRADE

Comprehension: 64.67% of students' scores indicated below overall progress toward mastery.

Foundational Skills: 57.15 % of students' scores indicated below overall progress toward mastery.

Vocabulary: 58.86% of students' scores indicated below overall progress toward mastery.

4TH GRADE

Comprehension: 46.19% of students' scores indicated below overall progress toward mastery.

Foundational Skills: 34.25% of students' scores indicated below overall progress toward mastery.

Vocabulary: 36.50% of students' scores indicated below overall progress toward mastery.

In grades K-3, all students are screened in the fall using either STAR Early Literacy or STAR Reading, state approved assessments, to determine students on track/not on-track status for reading. If a student is not on-track based on the fall reading assessment, that student will be not on-track and on a Reading Improvement and Monitoring Plan (RIMP) until the student scores on-track on the following school year's STAR. Parents will receive a copy of the students RIMP within 60 days of the administration of the assessment. The RIMP will include information about the instruction targeted at the student's identified reading deficiencies. RIMPs will be monitored through STAR benchmark assessment.

Scale Scores (SS) are used to compare student performance over time and across grades. The scaled score is based on question difficulty and the number of correct responses. Reading scaled scores range from 0 to 1400. This scale score is used to screen students at benchmarks: fall, winter, and spring. The benchmark is the lowest level of performance that is considered acceptable. The benchmark is the 40th percentile. Students at the 40th percentile perform better than 40% of the students in the national sample in that grade at that time of year. Cut scores are set for each grade level benchmarks. These scores are intended to help identify students you may need to be concerned about. STAR Reading sets cut scores at the following levels: At/Above Benchmark: 40 percentile ranking, Intervention: 25 percentile ranking, Urgent Intervention: 10 percentile ranking. The At/Above Benchmark score represents the minimum performance level students are expected to reach by the end of the year for each grade level.

STAR Reading provides a Student Mastery of Standards Report to break down the assessment by Ohio's Learning Standards. This report helps to estimate a students' mastery of standards by aligning them to the same 1400-point difficulty scale used to report STAR scores. The percentage of students who score at or above this range indicates overall progress toward standards mastery on grade level. This report can be looked at in 3 sections Comprehension (Informational and Literary Standards), Foundational Skills (Reading Foundational Standards), and Vocabulary (Language Standards).

EXPLANATION OF STAR EARLY LITERACY ASSESSMENT

STAR Early Literacy assessment is used to measure students' understanding of concepts in early foundational skills of reading.

Scale Scored (SS) are used to compare student performance across grade levels. Star Early Literacy uses the scale score to place students in the following literary classifications: Early Emergent Reader (300—487), Late Emergent Reader (488—674), Transitional Reader (675—774), and Probable Reader

(775-900).

Early Emergent Readers are beginning to understand concepts of print.

Late Emergent Readers can identify most of the letters of the alphabet and can match most of the letters to their sounds. This reader is beginning to recognize words.

Transitional Readers can identify letters and sounds. This reader is able to sound out simple words but is still working on word fluency. This reader is beginning to use reading strategies.

Probable Readers can blend sounds and word parts to read words and sentences more quickly, smoothly, and independently than students in the other stages of development. This reader is able to understand more of what is read due to less effort spent on identifying words.

Skill Score is a criterion-referenced score that estimates a student's percent of mastery of specific skills within each of the nine sub-domains for reading including alphabetic principle, concept of word, visual discrimination, phonemic awareness, phonics, structural analysis, vocabulary, sentence-level comprehension, paragraph-level comprehension. Skill scores range from 0 to 100. This range can be divided into 4 smaller ranges. The 0-25 Score Range is the lowest range representing that students can correctly answer 25% or less of the items assessed in the sub domain. The 26-50 Score Range represents that students can correctly answer 26%-50% of the items assessed in the sub domain. The 51-75 Score Range represents that students can correctly answer 51%-75% or less of the items assessed in the sub domain. The 76-100 Score Range is the highest range representing that students can correctly answer 76%-100% of the items assessed in the sub domain.

EXPLANATION OF READYGEN FLUENCY ASSESSMENT

Based on published norms for oral reading fluency, ReadyGEN reading curriculum has published in the Program Assessment Book Teacher's Manual targets for recommended progress toward grade level standards.

Grade 1	
Time of Year	Target Reading Rate
Beginning-of-year	Not Applicable *
Mid-year	25-35
End-of-year	45-60
Grade 2	
Time of Year	Target Reading Rate
Beginning-of-year	50-60
Mid-year	66-76
End-of-year	90-100
Grade 3	
Time of Year	Target Reading Rate
Beginning-of-year	8-90
Mid-year	90-100
End-of-year	110-120
Grade 4	
Time of Year	Target Reading Rate
Beginning-of-year	
Mid- Year	
End-of -Year	120-130

Note: Though ReadyGEN offers a beginning of year probe for reading fluency it does not establish a goal for the Fall in first grade. First grade uses Tim Ranski's Three Minute Fluency recommendations to determine if students' fluency is on target for progress of fluency standards. The first grade target is 10 words per minute in the fall.

EXPLANATION OF HEGGERTY ASSESSMENT

Heggerty assessments are used to assess a student's progress in phonemic awareness throughout the school year. Each assessment consists of phonological awareness skills that are appropriate to the time of year and grade level of the students. Skills are based on the instruction addressed daily in Heggerty lessons. These assessments are auditory and one on one. Student skill scores fall in three ranges: Beginning, Developing, and Meets. Any students who score within the "Beginning" range would receive additional support and intervention in that skill.

EXPLANATION OF SPELLING INVENTORY ASSESSMENT

Spelling inventory is an assessment that helps group students by spelling developmental stage. The assessment contains a list of words chosen to represent a variety of spelling features at increasing levels of difficulty. These features include consonants, digraphs, blends, short vowels, long-vowels, other vowel patterns, and inflected endings. The words in the spelling inventory are designed to demonstrate students' knowledge of these key spelling features at the different stages of spelling development. The Primary assessment is designed for K-3. After administration of the spelling inventory, teachers fill out a feature guide and class composite that help to analyze student area of strengths and weaknesses. Missing two or more features in a category means the student has not mastered this feature and more instruction is needed.

EXPLANATION OF WADE ASSESSMENT

The Wilson Assessment of Decoding and Encoding (WADE) is a curriculum-based measure which assess decoding and encoding skills as it relates to the Wilson Reading System. The WADE is intended to obtain a baseline score for measuring growth throughout the WRS program, determine sub-step placement and inform instruction and pacing of the program. Each subtest reports a mastery score between 0%-100%. A combined mastery score is calculated for total mastery in reading, spelling and sounds. Subtests to establish total reading mastery includes sounds, read-high frequency words, read-words, read-pseudo (nonsense) words. Subtest to establish total spelling mastery includes spell-words, spell-high frequency words, and spell-sentence dictation. Subtest to establish total sound mastery includes constants, vowels, additional, digraphs/trigraphs, and welded sounds.



Portsmouth West Elementary

MIBLSI Elementary Reading Tiered Fidelity Inventory Results

- To create an "RTFI At-a-Glance" View, once BLT has completed RTFI self-rating, consider color coding "Items" using this:

Color Code Key: Green Font = (2) Points; Black Font = (1) Point; Red Font = (0) Points

Domain 1: Elementary RFTI Tier 1 (CORE) School-Wide Reading Model			
Subscale	Item	Result	Priority of Action (Rank 1-4)
Teams	1.1, 1.2, 1.3, 1.4, 1.5	3 of 10 Points	
Implementation	1.6, 1.7, 1.8, 1.9, 1.10, 1.11	3 of 12 Points	
Resources	1.12, 1.13, 1.14, 1.15, 1.16, 1.17	8 of 12 Points	
Evaluation	1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27	4 of 20 Points	
Subscale Score			18 of 54 Points = 33%
Domain 2: Elementary RFTI Tier 2 (CORE) School-Wide Reading Model			
Subscale	Item	Result	Priority of Action (Rank 1-4)
Teams	2.1, 2.2	1 of 4 Points	
Implementation	2.3, 2.4, 2.5, 2.6	2 of 8 Points	
Resources	2.7, 2.8	3 of 4 Points	
Evaluation	2.9, 2.10, 2.11, 2.12, 2.13, 2.14	3 of 12 Points	
Subscale Score			9 of 28 Points = 32 %
Domain 3: Elementary RFTI Tier 3 (CORE) School-Wide Reading Model			
Subscale	Item	Result	Priority of Action (Rank 1-4)
Teams	3.1, 3.2, 3.3, 3.4	1 of (8) Points	
Implementation	3.5, 3.6, 3.7	3 of (6) Points	
Resources	3.8	2 of (2) Points	
Evaluation	3.9, 3.10, 3.11	3 of (6) Points	
Subscale Score			9 of 22 Points = 41%
Total Score			36 of 104 Points = 35%

Adapted from MIBLIS Secondary Reading Tiered Fidelity Inventory as a Companion Scoring Document for Debrief
State Support Team Region 15

PD Goals

Professional Development Matrix 2018-2021

Professional Development Plan “Big Picture” 2018-2021

18-19	19-20	20-21
Vertical Meetings (Math, EA, SS, Science)	Vertical Meetings (Math, ELA, SS, Science)	Vertical Meetings (Math, ELA, SS, Science)
Gifted Education	Data Analysis (Item Analysis)	Data Analysis (Item Analysis)
Eureka Math K-8 / ELA Reading Curriculum/ReadyGen K-5	Curriculum Maps (New Staff)	Curriculum Maps (New Staff)
Data Analysis (Item Analysis)	Eureka Math K-4	PK-12 Assessment System/STAR (Renaissance)
Curriculum Maps (New Staff)	ELA FReading Curriculum-My Pearson Training	Evidence-Based Practices
Use of “transformative” technology	PK-12 Assessment System/STAR (Renaissance)	
PBIS (De-escalation Training)	Evidence-Based Practices	
PK-12 Assessment System/STAR (Renaissance)	Focus 3 Training	
Outside Influences (Drug, Mental Health)	Use of “transformative” technology	
Evidence-Based Practices	Teacher-based Team Training	

If schools don't change what goes on in classrooms, plans don't matter. (Leithwood & Jantzi, 2008)

ELA Reading Curriculum-ReadyGen

My Pearson Training

- Foundational skills for grades K-2
- Foundational skills for grades 3-4
- ReadyGen lessons-parts of the lesson, routines and procedures
- Assessing complex texts-foundational skills, ready aloud, text-dependent questions, vocabulary, scaffolded instruction
- Assessments and progress monitoring
- Close reading-vocabulary, Scaffolding strategies handbook

Evidence-Based Practices

- Manipulate segments of sounds in speech
- Letter-sound relations
- OIP 5-step process work

**Washington-Nile Local School District
Portsmouth West Elementary
Portsmouth West Middle School Response to Intervention Framework
2019-20 School Year**

Response to Intervention is a multi-tiered approach to maximize student achievement. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both.

Tier1: High-Quality Classroom Instruction (CORE Curriculum), Screening (Benchmark), and Group Intervention

Within Tier 1, all students receive high-quality, evidence based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurements. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

Tier 2 Targeted Interventions

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the core curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions that target the students' deficits: Students who do not the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

Effective RtI

1. Correctly identify students who need interventions (core instruction should meet needs of 80% of population).
2. Deliver small group interventions that effectively resolve the skill weakness for the majority of students.
3. Monitor the effects of the interventions and troubleshoot to ensure interventions are helping students move to higher tiers or lower tiers based on data.
4. Make decisions about the need for more intensive or less intensive interventions.
5. Link RtI data to referral and eligibility decisions to possible SWD.
5. Link RtI data to system program changes (e.g. resources, PD for instructional staff, program evaluation).

Spelling Inventory Data

Primary Spelling Inventory Number of Students who missed two or more features in a category.

Grade	Beginning Consonants		Final Consonants		Short Vowels	Consonant Digraphs	Consonant & Blends		Long-Vowel Patterns		Other Vowel Patterns		Inflected Endings			
	Count	Percentage	Count	Percentage			Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
1	2	2.00%	4	5%	8	18%	15	18%	15	18%	76	89%	77	91%	79	93%
2	42	40%	45	42.5%	59	56%	93	88%	87	82%	104	98%	104	98%	106	100%

Fluency Data

2019-20						
Grade	Fall		Winter		Spring	
1st grade	59 [^]	49 [^]				
2nd grade	68	17				
3rd grade	69	32				
4th grade	49	52				
Total Number of Students	186	101				
2018-19						
Grade	Fall		Winter		Spring	
1st grade			48	43	49	39
2nd grade	88	18	74	31	72	30
3rd grade	54	59	66	47	75	31
4th grade	32 [*]	41 [*]	34 [*]	60 [*]	*	*
Total Number of Students	142	77	188	121	196	100
2017-18						
Grade	Fall		Winter		Spring	
1st grade			43	69	60	47
2nd grade	77	19	83	31	84	27
3rd grade	40	65	40	59	58	45
4th grade	60 [*]	50 [*]	36 [*]	39 [*]	49 [*]	25 [*]
Total Number of Students	117	84	166	159	202	119

^A Pearson does not have a recommended goal for Fall in First grade. Tim Rasinski's Fluency was used to determine students on benchmark.

* No Data or Limited Data Benchmark not met

Benchmark not met
 Benchmark met

2019-2020 WADE Baseline Assessment- 3rd grade

Student	STAR Benchmark (SS)	Total Sounds %	Total Reading %	Total Spelling %
	8	28.33	0.42	2.17
	8	41.67	.83	2.72
	70	33.33	3.75	3.80
	70	38.33	1.25	1.63
	71	21.67	0.00	0.54
	71	35.83	1.25	1.63
	71	40.83	2.92	2.72
	74	35.83	3.33	1.09
	75	35.00	2.92	0.00
	76	39.17	7.50	5.98
	80	54.17	24.17	8.15
	81	44.17	7.50	0.00
	81	59.17	8.75	1.63
	82	56.67	7.50	8.70
	84	74.17	15.83	13.04
	88	62.50	25.42	13.04
	89	66.67	14.58	10.87
	89	45.00	5.00	2.17
	92	44.17	12.50	3.80
	93	40.00	8.33	2.72
	105	48.33	9.17	3.26
	171	32.5	12.92	1.09
Average		44.43%	7.9%	4.1%

Wilson WADE Assessment Results

Star Screener SS	Total - Sounds	Total - Reading	Total - Spelling
*EL - 673	10.8%	0.4%	0%
8	29.2%	7.5%	1.1%
68	20.8%	0%	0.5%
78	25%	2.5%	0.5%
78	28.3%	4.6%	1.1%
88	30.8%	9.58%	3.3%
92	47.5%	72.5%	21.2%
98	48.3%	35%	28.3%
99	45%	10%	0%
137	28.3%	11.7%	4.3%
204	32.5%	21.7%	4.9%
208	30.1%	24.2%	1.1%
216	41.2%	64.6%	8.7%
267 – 3rd	45%	43.8%	8.7%
Averages	33.06%	21.01%	6%

Pre School Hegerty 2018-19

	Alphabet Recognition: Uppercase	Alphabet Recognition: Lowercase	Letter Sound Identification	Onset Fluency: Isolate Initial Phonemes	Rhyme Recognition	Blending Phonemes into Words	Segmenting Words into Phonemes	Identifying Final Sounds in Words	Adding and Deleting Phonemes in Words	Substituting Phonemes in Words	Print Concepts
Pre-Developing	15	19	19	18	2	14	20	21	14	22	1
Developing	18	14	17	3	7	13	10	9	18	9	7
Age-Appropriate	6	5	3	20	26	10	8	9	4	7	31

2019-2020 Kindergarten

Hegerty-A1

	Alphabet Recognition: Uppercase	Alphabet Recognition: Lowercase	Letter Sound Identification	Rhyme Recognition	Onset Fluency: Identify Initial Phonemes	Blending Compounds Words & Syllables	Segmenting Compounds Words & Syllables	Identifying Final Sounds in Words	Print Concepts
Beginning	41	45	70	3	20	1	5	21	7
Developing	18	22	15	30	12	2	4	13	16
Meets	33	23	8	58	59	87	81	57	69

2019-2020 1st Grade

Pre First Hegerty A1

	Alphabet Recognition: Uppercase	Alphabet Recognition: Lowercase	Letter Sound Identification	Rhyme Recognition	Onset Fluency: Identify Initial Phonemes	Blending Compounds Words & Syllables	Segmenting Compounds Words & Syllables	Identifying Final Sounds in Words	Print Concepts
Beginning	0	0	1	0	0	1	1	1	
Developing	0	0	0	2	0	0	0	0	
Meets	15	15	14	13	15	14	14	14	

STAR Early Literacy & STAR Reading Data for Students with Disabilities

STAR Early Literacy Data for Fall					
Grade	Number of Students	Early Emergent	Late Emergent	Transitional	Probable
K	1	100%			
1	2	100%			
2	2	50%	50%		
3	0				
4	1		100%		
STAR Reading Data for Fall					
Grade	Number of Students	Below 25 Percentile	25th to 49th	50th to 74th	75th & Above
K	0				
1	0				
2	7	100%			
3	13	92.30%		7.70%	
4	10	90%		10%	

Kindergarten STAR Early Literacy Sub Domain Vocabulary

STAR Early Literacy Sub-Domain Vocabulary								
Grade	0-25		26-50		51-75		76-100	
	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
Kindergarten	44	47%	42	45%	7	8%	0	0%

State Standards Report-STAR Reading Estimated Mastery of State Standards

2 nd Grade			3 rd Grade			4 th Grade		
Comprehension	% Estimated Master		Comprehension	% Estimated Master		Comprehension	% Estimated Master	
ELA.RL.2.1	27		ELA.RL.3.1	35		ELA.RL.4.1	55	
ELA.RL.2.2a	18		ELA.RL.3.2a	36		ELA.RL.4.2a	55	
ELA.RL.2.2b	19		ELA.RL.3.2b	29		ELA.RL.4.2b	41	
ELA.RL.2.3	27		ELA.RL.3.3	36		ELA.RL.4.3	63	
ELA.RL.2.4	11		ELA.RL.3.4	40		ELA.RL.4.4	59	
ELA.RL.2.5	19		ELA.RL.3.5	39		ELA.RL.4.5	55	
ELA.RL.2.6	17		ELA.RL.3.6	33		ELA.RL.4.6	43	
ELA.RL.2.7	19		ELA.RL.3.7	38		ELA.RL.4.7	61	
ELA.RL.2.9	18		ELA.RL.3.9	35		ELA.RL.3.9	58	
ELA.RL.2.10.	27		ELA.RL.3.10.	38		ELA.RL.4.10.	55	
ELA.RI.2.1	19		ELA.RI.3.1	40		ELA.RI.4.1	61	
ELA.RI.2.2a	18		ELA.RI.3.2a	32		ELA.RI.4.2a	54	
ELA.RI.2.2b	14		ELA.RI.3.2b	32		ELA.RI.4.2b	37	
ELA.RI.2.3	16		ELA.RI.3.3	30		ELA.RI.4.3	57	
ELA.RI.2.4	27		ELA.RI.3.4	40		ELA.RI.4.4	64	
ELA.RI.2.5	19		ELA.RI.3.5	35		ELA.RI.4.5	52	
ELA.RI.2.6	18		ELA.RI.3.6	27		ELA.RI.4.6	42	
ELA.RI.2.7	19		ELA.RI.3.7	40		ELA.RI.4.7	61	
ELA.RI.2.8	13		ELA.RI.3.8	36		ELA.RI.4.8	38	
ELA.RI.2.9	18		ELA.RI.3.9	31		ELA.RI.4.9	55	
ELA.RI.2.10	27		ELA.RI.3.10	40		ELA.RI.4.10	64	
	19.52380952	80.48%		35.33333333	64.67%		53.80952381	46.19%
	19.52			35.33			53.81	

STAR Early Literacy - Literacy Classification (RAP 2019)

August - Beginning of the Year				
Kindergarten	Scaled Score	Literacy Classification	Number of Students	% of Total
	300-487	Early Emergent	61	65.6
	488-674	Late Emergent	31	33.3
	675-774	Transitional	1	1.1
	775-900	Probable	0	0
First	Scaled Score	Literacy Classification	Number of Students	% of Total
	300-487	Early Emergent	28	21.1
	488-674	Late Emergent	78	58.6
	675-774	Transitional	16	12
	775-900	Probable	11	8.3

KRA Data 2017-2018

KRA Data 2018-2019

KRA Data 2017-2018

	Percentage of Students ²					Average Scores ³				
	Overall Score			Language & Literacy		Overall Score	Language & Literacy	Math	Physical Well Being & Motor Dev.	Social Foundations
	Demonstrating (270-298)	Approaching (258-269)	Emerging (202-257)	On-Track (263-298)	Not On-Track (202-262)					
West	26.2%	41.7%	32.0%	49.5%	50.5%	263.3	262.0	260.9	268.1	272.6
Bloom-										
Vernon	11.8%	39.2%	49.0%	33.3%	66.7%	255.9	256.8	257.3	251.9	257.1
NW	26.1%	47.8%	26.1%	45.7%	54.3%	261.4	259.9	259.3	269.3	267.7
Minford	57.4%	23.8%	18.8%	67.3%	32.7%	270.4	268.8	262.5	280.3	285.8

KRA Data 2018-2019

	Percentage of Students ²					Average Scores ³				
	Overall Score			Language & Literacy		Overall Score	Language & Literacy	Math	Physical Well Being & Motor Dev.	Social Foundations
	Demonstrating (270-298)	Approaching (258-269)	Emerging (202-257)	On-Track (263-298)	Not On-Track (202-262)					
West	15.1%	39.6%	45.3%	39.6%	60.4%	259.0	258.7	258.2	261.6	262.7
Bloom-										
Vernon	16.7%	36.4%	47.0%	45.5%	54.5%	257.0	258.8	258.0	253.7	258.9
NW	33.3%	40.2%	26.4%	50.6%	49.4%	265.3	262.9	263.3	268.0	274.7
Minford	27.4%	46.2%	26.4%	38.7%	61.3%	264.3	258.2	259.2	277.9	284.3

Portsmouth West Elementary

Year	Percentage of Students ²					Average Scores ³				
	Overall Score			Language & Literacy		Overall Score	Language & Literacy	Math	Physical Well Being & Motor Dev.	Social Foundations
18-19	Demonstrating (270-298)	Approaching (258-269)	Emerging (202-257)	On-Track (263-298)	Not On-Track (202-262)	259.0	258.7	258.2	261.6	262.7
17-18	26.2%	41.7%	32.0%	49.5%	50.5%	263.3	262.0	260.9	268.1	272.6

OST Proficiency Levels Disabled, Economy Disadvantaged, Lowest 20%

2017-18 ELA

2018-19 ELA

Level	3rd Grade No Flag Disabled	Number of Students	3rd grade Disabled Flag	Number of Students	3rd Grade No Flag	Number of Students	3rd grade Economy No Disadvantaged Flag	Number of Students
Limited	13.30%	12	29%	4	15.40%	16	15.40%	16
Basic	23%	21	36%	5	25%	26	25%	26
Proficient	20.00%	18	14%	2	19.20%	20	19.20%	20
Accelerated	22%	20	14.30%	2	21.20%	22	21.20%	22
Advanced	21.10%	19	7.10%	1	19.20%	20	19.20%	20
Total Number of Students		90		14		104		104

Level	3rd Grade No Flag Disabled	Number of Students	3rd grade Disabled Flag	Number of Students	3rd Grade No Flag Lowest 20%	Number of Students	3rd grade Economy Disadvantaged Flag	Number of Students
Limited	14.60%	14	40%	6	18.00%	20	18.00%	20
Basic	26%	25	20%	3	25%	28	25.20%	28
Proficient	22.90%	22	20%	3	22.50%	25	22.50%	25
Accelerated	25%	24	6.70%	1	23%	25	22.50%	25
Advanced	11.50%	11	13.30%	2	11.70%	13	11.70%	13
Total Number of Students		96		15		111		111

Year	Spring 2017 % Above Proficient	*State Avg.	Difference State Ave to Distrid Avg.	Spring 2018 % Above Proficient	*State Avg.	Difference State Avg to Dist. Avg.	Spring 2019 % Above Proficient	*State Avg.	Difference State Avg. to Dist. Score
4th ELA % Prof. Overall			-10%			-3.20%			-1%
			-11%			-4%			-5%
			-10%			5%			1%
			-18%			-11%			-7%
3rd ELA % Prof. Overall			-10.70%			-1.60%			-9.90%
			-14%			-6%			-15%
			-9%			7%			-10%
			-8%			-6%			-3%

Washington Nile: Grades 3-8 Reading Air Longitudinal Report by Reporting Categories 2017-2019