

Mike DeWine, Governor  
Paolo DeMaria, Superintendent of Public Instruction

May 22, 2020

Dear Superintendent,

Thank you for submitting the Western Local Schools Reading Achievement Plan. The submitted plan is compliant with Ohio Administrative Code 3301-56-02. The Ohio Department of Education is committed to working with districts to raise student achievement in reading. Please find below feedback associated with the district's submitted Reading Achievement Plan.

**Strengths of the Reading Achievement Plan:**

- The plan includes an in-depth analysis of learner performance data.
- The plan includes evidence-based practices for Tier 1 literacy instruction for all students.
- The plan specifies how the district is monitoring the extent to which schools are implementing the action steps through Classroom Observations and Principal Walk-Through Forms, Teacher-Based and Building Level Teams, and Intervention System Review.

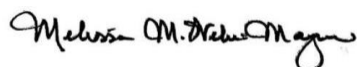
**This plan will benefit from:**

- A more detailed description of how the professional development is sustained, job-embedded, and collaborative.
- A description of how the plan will enhance partnerships and collaboration of general and special education practitioners and stakeholders through a description of an equity framework.
- Including clearly defined goals which are specific, measurable, attainable, relevant and time based to support the needs from analysis of learner data for kindergarten through third grade.

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](mailto:readingplans@education.ohio.gov).

Sincerely,



Melissa Weber-Mayer, Ph.D.

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## LOCAL LITERACY/READING ACHIEVEMENT PLAN

DISTRICT NAME: WESTERN LOCAL SCHOOL DISTRICT

DISTRICT IRN: 049155

DISTRICT ADDRESS: 7959 STATE ROUTE 124, LATHAM, OHIO 45646

PLAN COMPLETION DATE: 12/4/2019

LEAD WRITERS: Peter Dunn, Director of School Improvement, Western School District  
Heather Thompson, Principal, Western Primary  
Bethany Whitt, Principal, Western Elementary  
Carrie Gast, Principal, Western High School  
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District and Building Leadership Teams

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

### SECTION 1, PART A: 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
Brock Brewster	Superintendent	Western Board Office	brock.brewster@westernlocalschools.com
Rockford Lambert	Treasurer	Western Board Office	rocky.lambert@westernlocalschools.com
Peter Dunn	School Improv. Facilitator	Western Board Office	pete.dunn@westernlocalschools.com
Carrie Gast	High School Principal	Western High School	carrie.gast@westernlocalschools.com
Bethany Whitt	Elementary Principal	Western Elementary	bethany.whitt@westernlocalschools.com
Heather Thompson	Primary Principal	Western Primary	heather.thompson@westernlocalschools.com
Beth Alexander	Special Education Sup.	Western Board Office	beth.alexander@westernlocalschools.com
William Haggy	Board President	Western Board Office	bill.haggy@westernlocalschools.com
Lori Jenkins	SST Consultant	State Support Team Region 15	ljenkins@sst15.org
Beth Rice	Regional Early Literacy Spec.	State Support Team Region 15	brice@sst15.org
Kim Montavon	LETRS Literacy Coach	Western Primary	kim.montavon@westernlocalschools.com
Jenny Lawson	HS ELA Teacher	Western High School	jenny.lawson@westernlocalschools.com
Andrea Ferneau	ELA Teacher	Western Elementary	andrea.ferneau@westernlocalschools.com
Crystal Guilkey	Guidance Counselor	Western Elementary	crystal.guilkey@westernlocalschools.com
Dee Dee Long	Guidance Counselor	Western High School	dee.long@westernlocalschools.com
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Nick Hamilton	HS Social Studies	Western High School	nick.hamilton@westernlocalschools.com

Michelle Forbes	HS Math	Western High School	michelle.forbes@westernlocalschools.com
Kim Niswender	HS Spanish	Western High School	kim.niswender@westernlocalschools.com
Shawn Morgensen	Elementary Math	Western Elementary	shawn.morgensen@westernlocalschools.com
Beckah Williams	Elementary Math	Western Elementary	beckah.williams@westernlocalschools.com
Roger Holbrook	HS Science	Western High School	roger.holbrook@westernlocalschools.com
Trent Harrop	HS Intervention Specialist	Western High School	trent.harrop@westernlocalschools.com
Beth Mar Hoover	Parent Representative	Parent Teacher Organization	beth.marhoover@westernlocalschools.com

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

The District Leadership Team (DLT) was made aware of the READING ACHIEVEMENT PLAN (RAP) requirement via email communication. The DLT chose to send representatives to the ODE RAP WEBINAR that was held on October 10, 2017. Six members of the DLT were selected (Pete Dunn, Beth Rice, Lori Jenkins, Heather Thompson, Kim Montavon, Lori Morrison) and attended the webinar at a host site sponsored by SST 15 at the Pike County Career Technology Center in Piketon. The team communicated the RAP information, first via email and then in a DLT Presentation on October 25th. The DLT reviewed the requirements of the RAP presented to the team by Beth Rice, Regional Early Literacy Consultant. In response, the DLT first reviewed Early Literacy Data presented by the Primary Building Principal. This data included K-3 Literacy Grades on the Local Report Card as well as Benchmark and Progress Monitoring Data from AIMSWEB and iREADY. The DLT selected members of the DLT and Primary BLT to serve as the writing team. The Writing Team included Beth Rice, Kim Montavon, Lori Morrison, Heather Thompson, Lori Jenkins, Pete Dunn, Stephanie Pernel, and Karen Richardson. The DLT team tasked the Writing Team to continue to gather Literacy Data from the grade level assessments, complete a deep analysis of the data, determine the contributing factor(s) and/or barriers to Literacy, and present the findings to the DLT at the November 29th DLT Meeting.

At the November 29th Meeting, the DLT reviewed the data presented from the RAP Team. It was shown with supporting evidence that our K-3 students are significantly and universally deficient in Phonological Awareness Skills. Although other areas were also critically low (Phonics, Vocabulary, Fluency and Comprehension), Phonological Awareness was shown to be the contributing component impacting these other areas. For example, Student Vocabulary was low (a common trait in areas of Generational Poverty like Western Pike County), however students were unable to decode even words in which they were familiar, because they lacked the Phonological Awareness Skills that would help them recognize those words. According to researchers on Poverty (Ruby Payne, Eric Jensen) from birth to five years of age, children of poverty are exposed to 30,000 words less than their peers from wealthy families. The DLT recognized that limited vocabulary, from literacy deprived homes, is a definite barrier. However, the DLT felt that the data reflected a deeper, underlying issue: the deficiency in Phonological Awareness Skills. The argument being that even if we placed students in a more literacy rich environment, without the Phonological Awareness Skills they would still be unable to decode the words to which they had now been exposed. After some discussion, the DLT examined evidence-based strategies to address the barriers to Literacy. The DLT then developed the Reading Achievement Plan with purpose of creating a system of instruction, which was built around explicit instruction in Phonics and Phonological Awareness, while exposing the students to literacy rich environments. While instruction would continue to include and monitor, the other components, instruction in Phonological Awareness would need to be more robust, refined, and deliberate. This direction was again tasked to the RAP team to create a working plan that would be implemented throughout the K-3 Program, beginning January 22, 2018 (the beginning of the second academic semester).

Through the Literacy Academy the district was made aware of the Local Literacy Plan for the Striving Readers Grant, which would potentially allow us to broaden our Literacy Improvement efforts beyond the initial K-3 Focus and target our 4th-12th grade Literacy needs. The DLT met on January 23, 2018 to discuss the progress of the K-3 Reading Initiatives (LETRS) and the Literacy needs assessment results from grades 4-12. The RAP and Local Literacy Plan implementation and the progress will be monitored through the Ohio Improvement Process, including the work of the Teacher-Based, Building-Level, and District Level-Teams, through their regular meetings and the 5 step process. The Local Literacy Plan was designed to build from the K-3 Reading Achievement Plan by expanding the efforts of that plan to address the Literacy needs of students in grades 4-12.

This Edition of the Reading Achievement Plan is the compilation of the original K-3 Reading Achievement Plan and the 4-12 Local Literacy Plan into one uniform Plan. This work of joining the two plans was formally initiated at the October 17<sup>th</sup> DLT Meeting with an updated product presented to the DLT at the November 14<sup>th</sup> DLT Meeting. With some updated data added the final product was completed and approved December 13<sup>th</sup>.

The District Leadership Team and Building Leadership Teams established through the Ohio Improvement Process will be responsible for communicating the Vision, Goals, and Action Steps of the Reading Achievement Plan to staff, students, families, and community stakeholders. The Leadership Teams will also be responsible for monitoring the implementation and progress of the plan through data collection (walk-throughs, assessments, surveys, etc.) and coaching workshops embedded into teacher-based team meetings.



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

Our District is situated in a very rural, geographically isolated, Appalachian region of Western Pike County Ohio, spread out with only 39 people per square mile (compared to 2500 per square mile in Franklin County). Our district is even divided by a rural and primitive Mennonite Community. In our district, there are no grocery stores, no malls, no shops, no Walmart, no hospitals, no clinics, no local doctors, no Goodwill, no Salvation Army, no YMCA, no United Way, not even a McDonald's or a traffic light. We have two gas stations, a mom and pop restaurant, and somewhere in the woods a few family-run sawmills. This is an area of high generational poverty. According to the ODE Similar District Report (2014-2017 3 yr. Average), the median income for our district is \$25,826, with a Poverty Rate of 98%. Compounding, but related to, the issues of poverty is that less than 2% of our population have a college degree and only about 13% have a professional occupation. These numbers are extreme when compared to state averages and other districts. Even our neighboring and closest district (Paint Valley) has a median income more than \$10,000 higher, and only a 55% poverty rate, 16% with college degrees, and 32% with professional occupations. These demographics help to identify some of the factors impacting our student literacy rates. Limited opportunities, limited exposure, limited resources, and limited support systems create a very limited culture. This means there are a lot of needs: physical, social, emotional, and educational. Prioritizing those needs and addressing the ones we can influence is a part of our daily routine.

Our District Needs Assessment, through the Decision Framework, identified concerns in the ACHIEVEMENT GAPS IN READING, READING BELOW PROFICIENT (all grades and subgroups), as well as concerns in the K-3 LITERACY COHORT. The Needs Assessment called for ensuring that high quality professional development is job-embedded to enhance the reading instructional practices and that the principal makes systematic and frequent classroom visits and provides 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.

To address these needs, the district has implemented Comprehensive Continuous Improvement Plan which includes these goals:

- 1) Ensure the alignment of a district selected, research-based curriculum, with high-yield instructional strategies, and formative assessments and benchmarks with the state's academic content standards.
- 2) Ensure the use of research-based instructional strategies by every teacher through job-embedded professional development, mentoring, monitoring, and support.
- 3) Work through the OIP process to track student progress, inform instruction, and plan targeted interventions that focus on the academic needs of students and reduce the performance gaps of subgroup populations.
- 4) Organize and implement systems of communication and collaboration for stakeholders to be more informed of, and help to monitor, the effectiveness of district improvement efforts.

Our district report card also has reflected the need for improvement in literacy, scoring an "F" in K-3 Literacy (2017-2018) and 34%, 49%, and 34% passage rates on the 3rd Grade ELA for the last three years (2015-2016, 2016-2017, 2017-2018). In an average of those three years, 61% of our economically disadvantaged students scored below proficient, with 41% scoring BELOW BASIC, in the LIMITED category.

The Average Ohio ELA scores for Western Students in grades 4-8 for the last 2 years (2016-2017, 2017-2018) were 47% 4th grade, 48% 5th Grade, 53% 6th Grade, 54% 7th Grade, and 30% 8th Grade. Additionally, less than half of our students scored proficient on HS English 1 and English 2 State Tests. These scores are well below the state average, by more than 40% points in some cases. Our Average Graduation Rate for those same years was 82.3%, which is also below the state average and similar districts. Western School District moved from an 'F' to a 'D' rating in Graduation Rate (2016-2017, 2017-2018) and an 'F' in the Prepared for Success Measure for the both years.

Understanding that Literacy is essential in breaking the generational cycles that enslave our students, the district has set a goal of improving our Reading Achievement through improved instruction, targeted

intervention, and ongoing professional development. Our ongoing initiatives will provide support and avenues for implementation and monitoring of our Reading Achievement Plan.

Through the Ohio Improvement Process, our Teacher-Based Teams are becoming more adept at analyzing data. Our teams meet at least once per week to analyze data and plan instruction. These teams (which include our classroom teachers, reading intervention teachers, instructional paraprofessionals, intervention specialist, literacy coaches, and building leadership) analyze diagnostic, benchmark, and formative assessments around Phonological Awareness, Phonics, High-Frequency words, Vocabulary, Fluency, and Comprehension.

Every K-3 Teacher, Intervention Specialist, Paraprofessional, Coach, and Leader have been trained and takes part in the ongoing LETRS (Language Essentials for Teachers of Reading and Spelling) Training, a professional learning program with documented growth across multiple states. This training program consists of a very comprehensive approach to professional development around reading instruction.

In Grades 4-12, we are in the process of establishing a systems approach that brings about change and reform in two overarching areas; (1) Literacy Rich Instruction in every content area and (2) an Intervention System that effectively addresses the Reading Deficits of our upper-grade students. We are formalizing an Instructional Framework, with Literacy at its core, which will be implemented in every class and in every content area. Additionally, we are adding a system that engages students with age appropriate interests and yet targets their deficits, which are often many years below their age or grade level.

There are a lot of needs. But we believe education (with an emphasis on literacy) is the best means for moving our community out of helplessness and generational poverty and into hope-filled, meaningful prosperity.

#### Updates from 2019 Report Card:

K-3 Literacy Grade improved from an "F" to a "D" and improved from 34% to 52% passage rate on the 3<sup>rd</sup> Grade Assessment. Additionally, the percentage of students scoring Below Basic in the "Limited" Level (Lowest level) was reduced from 41% to 21%.

For the last 2 years, the average ELA proficiency rate for Grades 4-8 have is 46.4%. The same measure for 2019 is 49%, comprised of large declines in some fourth and sixth grade, significant gains in 5<sup>th</sup> and 8<sup>th</sup> Grades. In addition, there were small gains in ELA I and ELA II.

## 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

\*Data Note: Due to the extent of poverty in our district, Western Schools are 100% free and reduced lunch. Per the Ohio Department of Education, all students in the district are identified as Economically Disadvantaged for data analysis purposes. Therefore, unless otherwise noted the data reported represents percentages for the entire population and also for the subgroup of Economically Disadvantaged. 2018 Represents a year of transition in diagnostics and progress measures for grades 4-12 as we are merging into Language Live as our primary instrument. With the training and implementation steps, the transition has been labor intensive and we are still learning the difference in reporting methods in the programs. Language Live data will be summarized by Lexile Levels. The data is focused on the students who are performing **below** level (not the percentage proficient).

#### KINDERGARTEN DATA

##### Kindergarten: KRA

**Emerging:** Students demonstrate minimal foundational skills and behaviors that prepare them for instruction based upon kindergarten standards.

**Approaching:** Students demonstrated some foundational skills and behaviors that prepare them for instruction based upon kindergarten standards.

**Demonstrating:** Students demonstrated foundational skills and behaviors that prepare them for instruction based upon kindergarten standards.

#### PERCENTAGE OF KG STUDENTS AT EACH LEVEL

	FALL 2017	FALL 2018	FALL 2019
Emerging	16%	35%	38%
Approaching	54%	35%	22%
Developing	30%	30%	40%

Consistently, 70% of students entering Kindergarten, lack the foundational skills and behaviors necessary for instruction based upon Kindergarten standards.

##### Kindergarten: Teacher Based Team Aimsweb Data Analysis Letter Naming Fluency

51% of Kindergarten students in Fall 2017 scored **below** the benchmark of 13 in naming upper and lower case letter. 61% of Kindergarten students in Fall 2018 were **below** the benchmark. **53% were below the benchmark in Fall 2019.**

##### Kindergarten: Heggerty

This assessment was also given to provide deeper level data in the area of Phonological Awareness. (See Contributing Factors in Section 3: Part B for the basis for this deeper look at Phonemic Awareness). The results reflect gaps in Phonological Awareness Skills (See Chart Below). These 4 skills were the lowest areas in both 2017 and 2018.

**PERCENTAGE OF KG STUDENTS BELOW LEVEL**

	FALL 2017 (Aug)	FALL 2018 (Oct.)	FALL 2019 (Aug)
Upper Case Letters Recognition	50%	36%	56%
Lower Case Letters Recognition	65%	43%	60%
Letter Sound Identification	80%	41%	75%
Rhyme Recognition	80%	47%	65%

\*Note: The Decision was made beginning 2019 to transition to AimswebPlus as the primary source of assessment data. This decision was based upon several factors, including over-testing of students through the multiple assessments, the reliability of data, and improvements made to the Aimsweb assessment platform.

Kindergarten: iReady/AIMSWEBPLUS

**PERCENTAGE OF KG STUDENTS BELOW LEVEL**

	FALL 2017 <i>iReady</i>	FALL 2018 <i>iReady</i>	FALL 2019 <i>AimswebPlus</i>
Initial Sounds	(SPRING)	(SPRING)	60%
Letter Naming Fluency	35% (26%)	39% (29%)	63%
Auditory Vocabulary			37%
Letter Word Sound Fluency			42%
Phonological Awareness	59%	71%	
Phonics	80%	85%	
High Frequency Words	86%	90%	
Vocabulary	50%	50%	
Comprehension (Literature)	50%	61%	
Comprehension (Informational)	43%	57%	

**FIRST GRADE DATA**

1<sup>st</sup> Grade: Heggerty (Fall 2017)

This assessment was also given to provide deeper level data in the area of Word Recognition and the code-based skills in phonological awareness, decoding, and sight recognition (Scarborough's Rope). (See Contributing Factors in Section 3: Part B for the basis for this deeper look at Phonemic Awareness). The results reflect gaps in the following Phonological Awareness Skills: Identifying Vowels as Short or Long, Substituting Phonemes, Identifying Medial Sounds in Words, and Adding Phonemes. Greater than 20% of the First Grade Students were below the developing level for these skills.

1<sup>st</sup> Grade: Teacher Based Team Aimsweb/AimswebPlus Data Analysis

	FALL 2017 <i>AimswebPlus</i>	FALL 2018 <i>AimswebPlus</i>	FALL 2019 <i>AimswebPlus</i>
Letter Word Sound Fluency			76%
Phoneme Segmentation	20%	31%	12%
Word Reading Fluency			75%
Auditory Vocabulary			27%
Oral Reading Fluency	(Spring)	(Spring)	83%
Non-Sense Word Fluency	41% (38%)	49% (12%)	49%
Letter Naming Fluency	46%	51%	
Letter Sound Fluency	38%	37%	

1<sup>st</sup> Grade: iReady

PERCENTAGE OF GRADE 1 STUDENTS **BELOW** LEVEL

	FALL 2017	FALL 2018
Phonological Awareness	69%	61%
Phonics	88%	88%
High Frequency Words	86%	86%
Vocabulary	94%	82%
Comprehension (Literature)	80%	82%
Comprehension (Informational)	82%	86%

**SECOND GRADE DATA**

2<sup>nd</sup> Grade: Teacher Based Team Aimsweb Data Analysis (Fall 2017)

65% of our second grade students were unable to meet the second grade fall benchmark of reading 55 words correctly per minute based upon the Reading-Curriculum Based Measure of the Aimsweb. 71% of Students with Disabilities were below this benchmark.

Benchmark Assessments reveal that a majority of students beginning second grade lack the foundational skills to be a successful reader, as evidenced by weaknesses in Word Recognition through the lens of the Simple View of Reading. The Aimsweb assessment at First Grade (See Below) reflects that in the weakest performance skill set (naming upper and lower case letters), 46% of students were unable to meet the leveled fall benchmark. The trends show that students who are behind, are not making sufficient gains and the gap continues to expand. The Curriculum and Instructional implications are discussed in Section 3: Part B.

## 2<sup>nd</sup> Grade: Phonological Awareness Screening Test (Fall 2017)

This screening was given to Second Grade Students who scored below the fall Benchmark on the Aimsweb assessment, to dive deeper into the student's performance level in the area of Phonological Awareness (See Contributing Factors in Section 3: Part B for the basis for this deeper look at Phonemic Awareness). The analysis of the screening reflected that 10% of these students were still in the Early Syllable Level, 45% were in the Early Onset Rime Level, and 45% were in the Basic Non-Sense Word Fluency Level. According to this data, word recognition, which is part of Scarborough's Reading Rope (2001), shows a weakness in automatic recognition of phonemes, decoding, and sight recognition of familiar words.

## 2<sup>nd</sup> Grade: iReady/AimswebPlus

### PERCENTAGE OF GRADE 2 STUDENTS **BELOW** LEVEL

	FALL 2017 iReady	FALL 2018 iReady	FALL 2019 AimswebPlus
Vocabulary	84%	83%	57%
Reading Comprehension			53%
Comprehension (Literature)	78%	76%	
Comprehension (Informational)	86%	81% (Spring)	
Oral Reading Fluency		50% (47%)	63%
Phoneme Segmentation	20%	31%	
Non-Sense Word Fluency	41%	49%	
Phonological Awareness	22%	19%	
Phonics	71%	74%	
High Frequency Words	51%	52%	

## **THIRD GRADE DATA**

### 3<sup>rd</sup> Grade: Teacher Based Team Aimsweb Data Analysis (2017)

71% of our third grade students were unable to meet the third grade fall benchmark of reading 77 words correctly per minute based upon the Reading-Curriculum Based Measure of the Aimsweb. 100% of Students with Disabilities were below this benchmark.

These Benchmark Assessments reveal that a majority of students beginning third grade lack the foundational reading skills, as evidenced by weaknesses in Word Recognition through the lens of the Simple View of Reading (Gough, 1986). In Second Grade (See Below), the same assessment leveled to 2nd Grade expectations (55 WPM, Fall) reflects that 65% of students were unable to meet the fall benchmark. This demonstrates that students who were behind are not making the adequate gains, and in fact more students have fallen below and the gap between successful readers and struggling readers is growing. The contributing factors to this trend are discussed in Section 3: Part B.

3<sup>rd</sup> Grade: Phonological Awareness Screening Test (Fall 2017)

This screening was given to Third Grade Students who scored below the fall Benchmark on the Aimsweb assessment, to dive deeper into the student's performance level in the Word Recognition area of the Simple View of Reading and Scarborough's Reading Rope. The analysis of the screening indicated a need for 37 students to be administered the Phonics and Word Study Assessment to dig deeper into the understanding of the students' foundational and decoding skills. The results indicated that 28 students needed further assessment and they were administered the Phonological Awareness Screening Test. 37% of students' scores fell at the Basic syllable level, 4% at the on-set rime level, 22% at the Basic Phoneme level and 37% at the advanced phoneme level.

3<sup>rd</sup> Grade: iReady/AimswebPlus

	FALL 2017 iReady	FALL 2018 iReady	FALL 2019 AimswebPlus
Vocabulary	77%	78%	61%
Reading Comprehension			68%
Comprehension (Literature)	70%	76%	
Comprehension (Informational)	72%	74%	
Oral Reading Fluency			67%
Phonics	66%	66%	
High Frequency Words	20%	24%	

3<sup>rd</sup> Grade: Ohio ELA Test

PERCENTAGE OF GRADE 3 STUDENTS **BELOW** PROFICIENT

Assessment	FALL 2017	FALL 2018	FALL 2019
Ohio ELA Assessment	51%	66%	48%

FALL 2017      FALL 2018      FALL 2019

**FOURTH GRADE DATA**

4<sup>th</sup> Grade: Ohio ELA Test

PERCENTAGE OF GRADE 4 STUDENTS **BELOW** PROFICIENT

Assessment	FALL 2017	FALL 2018	FALL 2019
Ohio ELA Assessment	71%	35%	54%

4<sup>th</sup> Grade: iReady

**PERCENTAGE OF GRADE 4 STUDENTS BELOW LEVEL**

	<b>FALL 2017</b>	<b>FALL 2018</b>	<b>FALL 2019</b>
Phonics	40%	57%	31%
Vocabulary	85%	88%	82%
Comprehension (Literature)	72%	82%	80%
Comprehension (Informational)	77%	80%	82%

4<sup>th</sup> Grade: Language Live (Fall 2018)

Common Core Standards Lexile Recommendations for Grade 4 is 740-875. 77% of our 4<sup>th</sup> Grade Students were below 625 at the Fall Benchmark, with 35% below 325. For Comparison, 420-620 is the Common Core Standards Lexile Recommendations for Grade 2.

\*The Greatest Student Gains in 4<sup>th</sup> Grade were in Phonics and Vocabulary, which have been the focus of interventions, as students were deficit in these areas. As students become proficient in these areas, they transition to Comprehension.

**FIFTH GRADE DATA**

5<sup>th</sup> Grade: Ohio ELA Test

**PERCENTAGE OF GRADE 5 STUDENTS BELOW PROFICIENT**

<b>Assessment</b>	<b>FALL 2017</b>	<b>FALL 2018</b>	<b>FALL 2019</b>
Ohio ELA Assessment	50%	55%	33%

5<sup>th</sup> Grade: iReady

**PERCENTAGE OF GRADE 5 STUDENTS BELOW LEVEL**

	<b>FALL 2017</b>	<b>FALL 2018</b>	<b>FALL 2019</b>
Phonics	44%	29%	32%
Vocabulary	93%	95%	74%
Comprehension (Literature)	88%	74%	72%
Comprehension (Informational)	86%	87%	81%



5<sup>th</sup> Grade: Language Live (2018)

Common Core Standards Lexile Recommendations for Grade 5 is 875-1010. 72% of our 5<sup>th</sup> Grade Students were below 690 at the Winter Benchmark, with 23% below 405. For Comparison, 420-620 is the Common Core Standards Lexile Recommendations for Grade 2, 620-820 for Grade 3.

\*The Greatest Student Gains in 5<sup>th</sup> Grade were in Vocabulary, which have been the focus of interventions, as students were deficit in this areas. As students become proficient in these areas, they transition to Comprehension.

**SIXTH GRADE DATA**

6<sup>th</sup> Grade: Ohio ELA Test

PERCENTAGE OF GRADE 6 STUDENTS **BELOW** PROFICIENT

Assessment	FALL 2017	FALL 2018	FALL 2019
Ohio ELA Assessment	47%	47%	67%

6<sup>th</sup> Grade: iReady

PERCENTAGE OF GRADE 6 STUDENTS **BELOW** LEVEL

	FALL 2017	FALL 2018	FALL 2019
Phonics	30%	37%	32%
Vocabulary	87%	90%	83%
Comprehension (Literature)	85%	87%	77%
Comprehension (Informational)	83%	87%	81%

6<sup>th</sup> Grade: Language Live (2018)

Common Core Standards Lexile Recommendations for Grade 5 is 925-1010. 56% of our 6<sup>th</sup> Grade Students were below 770 at the Winter Benchmark, with 12% below 475. For Comparison, 420-620 is the Common Core Standards Lexile Recommendations for Grade 2, 620-820 for Grade 3.

**SEVENTH GRADE DATA**

7<sup>th</sup> Grade: Ohio ELA Test

Assessment	FALL 2017	FALL 2018	FALL 2019
Ohio ELA Assessment	46%	45%	50%

\*Note: The Decision was made beginning 2019 to transition from iReady to AimswebPlus as the universal screener and primary source of assessment data. This decision was based upon several factors, including over-testing of students through the multiple assessments, the reliability of data, and improvements made to the Aimsweb assessment platform. The purchase and set up was delayed past the FALL benchmark.

7<sup>th</sup> Grade: iReady (Students with Disabilities Only)

PERCENTAGE OF GRADE 7 STUDENTS **BELOW** LEVEL

	<b>FALL 2017</b> <b>(13 students)</b>	<b>FALL 2018</b> <b>(11 students)</b>	<b>FALL 2019</b>
Phonics	77%	82%	
Vocabulary	100%	100%	
Comprehension (Literature)	100%	100%	
Comprehension (Informational)	100%	100%	

7<sup>th</sup> Grade: Study Island Fall Benchmark (Fall 2017)

The study Island Fall Benchmark Report consists of Nine Reporting Measures. The following analysis reflects the percentage of students performing **below** level in each measure:

Literary Text

- Key Ideas and Details: 90% below proficient (average score 41%)
- Craft and Structure: 4% below proficient (average score 37%)
- Knowledge and Ideas: 100% below proficient (average score 17%)

Informational Text

- Key Ideas and Detail: 80% below proficient (average score 40%)
- Craft and Structure: 78% below proficient (average score 43%)
- Knowledge and Ideas: 90% below proficient (average score 29%)

Other ELA Areas

- Speaking and Listening: 98% below proficient (average score 29%)
- Vocabulary: 98% below proficient (average score 27%)
- Writing: 84% below proficient (average score 36%)

**EIGHTH GRADE DATA**

8<sup>th</sup> Grade: Ohio ELA Test

PERCENTAGE OF GRADE 8 STUDENTS **BELOW** PROFICIENT

<b>Assessment</b>	<b>FALL 2017</b>	<b>FALL 2018</b>	<b>FALL 2019</b>
Ohio ELA Assessment	73%	66%	47%

\*Note: The Decision was made beginning 2019 to transition from iReady to AimswebPlus as the universal screener and primary source of assessment data. This decision was based upon several factors, including over-testing of students through the multiple assessments, the reliability of data, and improvements made to the Aimsweb assessment platform. The purchase and set up was delayed past the FALL benchmark.

8<sup>th</sup> Grade: iReady ( Fall 2017)

- 77% scored **below** level in OVERALL READING LEVEL
- 20% scored **below** proficient in Phonics
- 12% scored **below** proficient in High Frequency Words
- 72% scored **below** level in Vocabulary
- 71% scored **below** level in Literature Comprehension
- 78% scored **below** level in Informational Text Comprehension

**HIGH SCHOOL DATA**

HS: Ohio End of Course Exams

PERCENTAGE OF GRADE 6 STUDENTS **BELOW** PROFICIENT

Assessment	FALL 2017	FALL 2018	FALL 2019
English Language Arts I	55%	45%	42%
English Language Arts II	51%	71%	69%

**SUMMARY OF DATA ANALYSIS**

Consistently 70% of the students entering Kindergarten lack the foundational skills and behaviors necessary for instruction. Specifically related to Early Literacy, these students are unable to recognize letters and sounds. These beginning Literacy deficits compound as grade level expectations and necessary reading skills increase. At the first grade level, the compounding issue is seen in the deficits in High Frequency Words (88% Below Level). In Second Grade, it begins to reveal itself in Vocabulary Deficits (84% Below Level). And by Third and Fourth Grade, it is evident in the deficits in Comprehension (70-80% Below Level). It is apparent that students who enter Kindergarten behind, struggle to ever recover and the longer that students continue without targeted interventions, the more the deficits are compounded, creating massive literacy and educational gaps between them and their counterparts who began Kindergarten on level.

## SECTION 3 PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT

Major Contributing Factors to the Low Reading Achievement, Low Assessment across the Content, Low Graduation Rate, and Low Scores in Students Prepared for Success:

1. Teacher can make the biggest difference in ensuring the academic success of their students, regardless of other factors. However, that requires overcoming many barriers to learning. For Western Poverty has been that barrier, contributing to delays in literacy development. Children's language skills are linked to their economic backgrounds. As stated in Section 2, 98% of our district lives in poverty. By 3 years of age, there is a 30 million word gap, between children from the wealthiest and poorest families (Teaching Young Children, The Word Gap: The Early Years Make the Difference, 2014). The Hart & Risley study, 1995, describes the results of children on welfare, the children of the average working-class and the children of those in a professional family: average child on welfare had half as much experience with language per hour as the average working-class family and less than one-third of a child in a professional family. In our district compounding, but related to, the issues of poverty is that less than 2% of our population have a college degree and only about 13% have a professional occupation. Many of our students are also exposed to varying degrees and types of trauma. Much of this trauma is attributed to drug and alcohol abuse of caretakers. When you compare the effects of trauma (delayed or distorted brain development, emotional instability, lower IQ scores, academic struggles, and a host of physical, emotional, and psychological deficits) with many of our students' academic profiles (from assessments, Evaluation Team Reports, behavioral referrals, and performance data) the correlation is astounding. We have a higher rate of students identified with a disability (22%, with over 30% of those identified with an Intellectual Disability, extremely higher than the state average). All of these numbers our extreme when compared to state averages and other districts. As this data indicates, strong Early Literacy instruction is imperative to students being ready for Kindergarten. Our students that start out behind in primary grades, generally don't catch up.

\* Team Note: While we recognize the impacts of poverty, it is also necessary for us to address another powerful factor, Collective Teacher Efficacy. When groups of teachers set high expectations for their students, not using poverty as an excuse for poor achievement, but rather believing that working together to implement targeted, evidenced based instructional practices every student can succeed, the impact on achievement (1.57 effect size), according to Hattie, is greater than the influence of Socio-Economic Status (0.54 effect size). (Source: <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>)

2. Curriculum and Instructional 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 was completed by the K-3 Building Leadership Team in the fall of 2016. The results were then analyzed through the Literacy Improvement Pyramid of Dr. Timothy Shanahan and the Literacy Pathway. The results 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 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 & 3. When these students advance to upper grades, they still lack the foundational literacy skills. Teacher training in the upper grades has prepared them to teach their content, and generally do not have the knowledge, confidence, time, or resources to address the students' reading deficits. They expect students to be "reading to learn" and not "learning to read" by this stage.

Our Curriculum Plan and Interventions Systems need to address the needs of students reading below grade level, including those who still lack phonics and phonemic awareness skills. At the High School Level, there are huge discrepancies and inconsistencies in implementing screening and diagnostic assessments, interventions and monitoring, and feedback and reporting. The Instruction and Intervention Strategies being implemented lack evidence-base and lacked a common framework and expectations.

3. Teacher Professional Development did not address specific early literacy needs, contributing to Instructional plans and practices that insufficiently addressed the needs of non-readers and struggling readers. After reviewing the Framework for Addressing Practice and Supports by McIntoch and Goodman's (2016), educational practices in Early Literacy Instruction within the classroom was not a target/focus of our Professional Development Plan. Professional Development is too generalized for District Level Needs and does not address specific Professional Development needs in Early Literacy.

Connected to our Professional Development practices, is the Fidelity of our OIP teams. In February 2018, we administered the Reading Fidelity Inventory: Secondary Edition to our teacher teams in grades 4-12. The results of the inventory revealed:

- no defined process exists for students with reading skill deficits to access intervention
- no support teams are established to improve student reading performance
- no formal process for selecting evidence-based interventions
- data sources to design reading intervention plans were insufficient
- tiered levels of intervention were insufficient
- supports for implementation of interventions were insufficient
- data from reading interventions was not being monitored
- fidelity of progress monitoring was insufficient
- no protocols were in place to monitor the fidelity of reading interventions

4. Literacy has not been intentionally and completely embedded into all of our content areas. Math teachers have only focused on Math skills, Science teachers on Science, Music teachers on Music, etc. And yet our greatest deficit, the students greatest need, and element that will have the greatest impact on student performance regardless of content, is Literacy. Reading, Writing, Discussion, Note-Taking, Vocabulary...these are all skill necessary for success in any content area. We lack a District-Wide Instructional Framework that incorporates these Literacy Practices. We need to create an Instructional Framework that is embedded into our planning and implemented across all content areas in every class, so that students are engaged in purposeful reading, writing, and discussion every day.

Each of these factors has contributed to the tremendous deficits in Literacy, evidenced in student reading performance.

## SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

We envision literacy, the ability to read, write, and communicate effectively with comprehension, as a fundamental necessity for education. Our goal is for equitable access to high quality language and literacy instruction through a multi-tiered system of support (MTSS) for all students. We believe there is no aspect of schooling more important than teaching students how to read and starting them on the journey toward a lifetime of reading. This can be accomplished through:

- Explicit, researched-based instruction in the 5 Big Reading Components (K-3: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Grades 4-12: Word Study, Fluency, Vocabulary, Comprehension, and Motivation)
- Explicit modeling of proficient reading, writing, and speaking
- Plentiful opportunities for daily literacy practice in all content areas
- On-going progress monitoring & assessment that guides core instruction as well as any needed differentiated instruction
- Providing a print rich environment filled with creative and engaging materials that are research based and highly effective
- Professional learning that increases educator knowledge and the effective implementation of research-based practices in the 5 Big Reading Components (Teacher Capacity).
- Developing building leaders into strong literacy-instructional leaders that support research-based systems and methods of literacy instruction (Leadership).
- Family and community engagement that provides families of poverty access to literacy connections, support, and materials as a means of increasing the ability for families to work with their children (Family Partnership).
- Partnerships with Collaborating Agencies to address the academic and non-academic barriers to literacy (Community Collaboration).
- Consistent implementation of Evidenced-Based Instructional Strategies (Teacher Capacity).
- Literacy Rich Instructional Framework embedded into all lessons, every class, and in all content areas (Teacher Capacity).

## SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

At Western Local School District, we recognize literacy, the ability to read, write, and communicate effectively with comprehension, as a fundamental necessity for education. Scarborough's Reading Rope identified language comprehension and word recognition as necessary domains of literacy. Each domain consists of multiple components that contribute and are essential for developing literacy. Through the analysis of data aligned to Scarborough's Reading Rope, the word recognition domain was identified as a priority focus at the primary level. Within this domain, the Phonological Awareness and Phonics components were identified as the two most critical needs, based on the analysis of diagnostic, formative, and summative assessments. Therefore, Western School District has developed Grade Level Instructional Plans with measurable student goals, aligning to the needs of Phonological Awareness and Phonics, and building toward improvement on 3rd Grade Performance on the Ohio State Reading Assessment and addition goals continuing in the grades that follow. The purpose of these goals is to completely reverse the current trend of illiteracy, and shift the balance in favor of literacy. The 2017 and 2018 ELA Proficiency Data was used to calculate an Overall District ELA Proficiency Rate (See Below).

	2017 Proficiency	2018 Proficiency	2019 Proficiency
Third Grade ELA	49%	34%	52%
Fourth Grade ELA	29%	65%	46%
Fifth Grade ELA	50%	45%	63%
Sixth Grade ELA	53%	53%	33%
Seventh Grade ELA	54%	55%	50%
Eighth Grade ELA	27%	34%	53%
HS ELA 1	45%	55%	58%
HS ELA 2	49%	29%	31%
Overall District ELA Proficiency (Average of all grades)	45%	46%	48%

**Overall Student Performance Goal:** By 2020-2021, the district will improve the current Overall District ELA Proficiency for all students (45% in 2017, 46% in 2018, 48% in 2019) to 60%.

By 2019-2020, the Overall District ELA Proficiency will be 55% or greater.

By 2020-2021, the Overall District ELA Proficiency will be 60% or greater.

Section 5 Subgoals:

### 4<sup>th</sup> Grade:

- Increase the ELA proficiency rate of this Cohort (2019 4<sup>th</sup> Graders) from (34% as 3<sup>rd</sup> Graders) to 45% on Ohio's 4<sup>th</sup> Grade ELA Assessment. **MET: 46%**
- Increase the ELA proficiency rate of this Cohort (2020 4<sup>th</sup> Graders) from (52% as 3<sup>rd</sup> Graders) to 55% on Ohio's 4<sup>th</sup> Grade ELA Assessment.

### 5<sup>th</sup> Grade:

- Increase the ELA proficiency rate of this Cohort (2019 5<sup>th</sup> Graders) from (65% as 4<sup>th</sup> Graders) to 70% on Ohio's 5<sup>th</sup> Grade ELA Assessment. **NOT MET: 63%**
- Increase the ELA proficiency rate of this Cohort (2020 5<sup>th</sup> Graders) from (46% as 4<sup>th</sup> Graders) to 55% on Ohio's 5<sup>th</sup> Grade ELA Assessment.

### 6<sup>th</sup> Grade:

- Increase the ELA proficiency rate of this Cohort (2019 6<sup>th</sup> Graders) from (45% as 5<sup>th</sup> Graders) to 50% on Ohio's 6<sup>th</sup> Grade ELA Assessment. **NOT MET: 33%**
- Increase the ELA proficiency rate of this Cohort (2020 6<sup>th</sup> Graders) from (63% as 5<sup>th</sup> Graders) to 70% on Ohio's 6<sup>th</sup> Grade ELA Assessment.

### 7<sup>th</sup> Grade:

- Increase the ELA proficiency rate of this Cohort (2019 7<sup>th</sup> Graders) from (53% as 6<sup>th</sup> Graders) to 58% on Ohio's 7<sup>th</sup> Grade ELA Assessment. **NOT MET: 50%**
- Increase the ELA proficiency rate of this Cohort (2019 7<sup>th</sup> Graders) from (33% as 6<sup>th</sup> Graders) to 45% on Ohio's 7<sup>th</sup> Grade ELA Assessment.

### 8<sup>th</sup> Grade:

- Increase the ELA proficiency rate of this Cohort (2019 8<sup>th</sup> Graders) from (55% as 7<sup>th</sup> Graders) to 60% on Ohio's 8<sup>th</sup> Grade ELA Assessment. **NOT MET: 53%**
- Increase the ELA proficiency rate of this Cohort (2019 8<sup>th</sup> Graders) from (50% as 7<sup>th</sup> Graders) to 60% on Ohio's 8<sup>th</sup> Grade ELA Assessment

### English 1 End of Course Exam:

- Increase the ELA 1 proficiency rate from 45% (2017 Report Card) to 70% by 2021. (55% in 2018, 58% in 2019)

## SECTION 6: ACTION PLAN MAP(S)

### Goal #1 Action Plan Map

Goal Statement: Improve Literacy Instruction in Grades K-12

Evidence-Based Practice: Job-Embedded Professional Development that includes intense support (Coaching, Modeling, Practice, Feedback) and monitoring (Walk-throughs, Peer Review) toward Full Implementation with Fidelity

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Every Kindergarten through Third Grade Teacher, 4-6 Reading Teacher, and K-12 Intervention Specialist and Reading Instructional Support Member will participate in Language Essentials for Teachers of Reading and Spelling (LETRS) targeting Phonics	Every K-12 Teacher will participate in teacher based team meetings, analyzing student data, adult implementation data, and adjusting instruction based on student needs.	High-quality implementation of evidence-based phonics curriculum and supporting resources
Timeline	Fall 2018-Spring 2021	Fall 2018-Spring 2021	Fall 2018-Spring 2021
Lead Person(s)	Building Literacy Coaches Regional Early Literacy Specialist	Building Literacy Coaches Regional Early Literacy Specialist Literacy Teams	Building Literacy Coaches Regional Early Literacy Specialist Literacy Teams



	Action Step 1	Action Step 2	Action Step 3
	Literacy Teams		
Resources Needed	Voyagers/Sopris Learning Online Modules; LETRS Manual National Trainer Support Classroom Coaching for Implementation LETRS Classroom Observation Form Principal Walk-through Form	OIP-5 Step Process Student Performance Data Adult Implementation Data Principal Walk-through Data Fidelity Data of Assessment Decision Making Model for Grades K-3 Evidence-Based Instruction Strategies	Foundations (Phonics Curriculum) Heggerty's (Phonemic Awareness Curriculum) LETRS Instructional Strategies Manipulatives
Specifics of Implementation	Application of Concepts: Teacher Observation Form; Weekly Online Sessions; Unit Assessments; Teacher Portfolios; Bridge to Practice for Teachers; Face to Face PD with National Trainers; TBT OIP 5-Step of LETRS Principal Observations	Identify Critical Needs based on data Research and Select Evidence Based Practices Plan for Implementation of Instruction Implement & Monitor Examine, Reflect, Adjust	Instructional Schedules Lesson Plans Grade Level Instructional Plans LETRS Instructional Tools
Measure of Success	Voyager Sopris Online Module completion data LETRS Classroom Observation Form data Principal Walk-through data Student Performance Data	Diagnostic Data Progress Monitoring Data Benchmark Data Principal Walk-through Data	Principal Walk-through Data Student Performance Data LETRS Classroom Observation Form data
Check-In/Review Date	K-3 Complete, May 2018 4-12 Began, August 2018 4-12 On Track, May 2019 Check-in May 2020	May 2020	May 2020



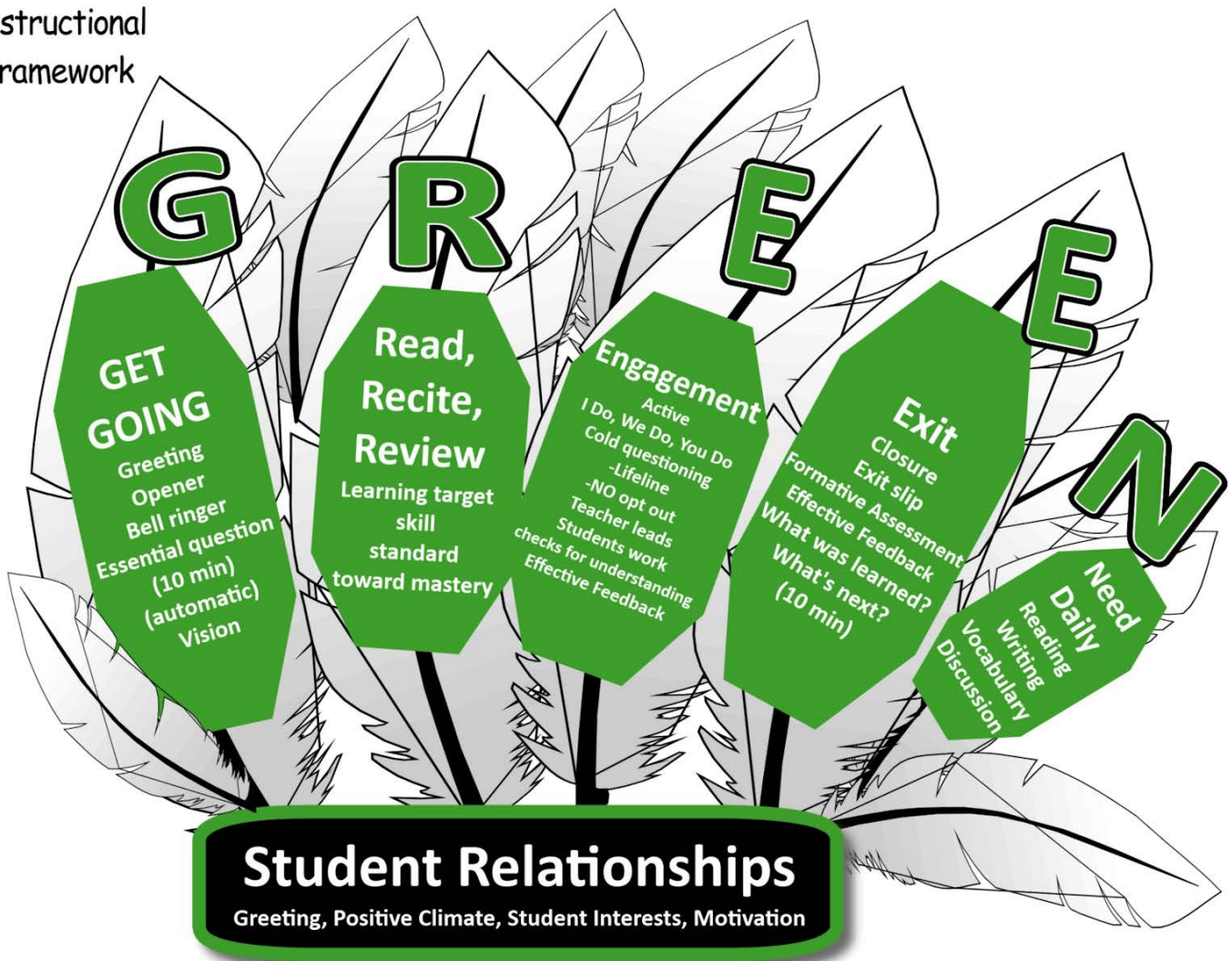
## Goal #2 Action Plan Map

Goal Statement: District-Wide Literacy Instructional Framework (F.L.A.M.E.S.)

Evidence-Based Practice: Formative Assessment, Literacy-Based Instruction, Active Engagement, Teaching to Mastery, Effective Feedback, Student-Teacher Relationships

\*Western is working on a Literacy Pilot with Mel Riddile. As part of the work, the FLAMES acronym has been modified to GREEN to connect to our school colors, elicit greater buy-in, support the collaborative process, and adjust the Framework. The Same Evidence Practices are embedded into the Framework. See Attached Documentation.

Instructional  
Framework



	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Western School District will adopt a District-Wide Instructional Framework comprised of Evidence-Based Practices.	Western School District will provide ongoing, embedded professional development on the District- Wide Instructional Framework and the Evidence-Based Practices.	Western School District will ensure that the District- Wide Instructional Framework is implemented across all grade levels (4-6) and content areas.
Timeline	March 2018 – September 2018	September 2018 –May 2019	September 2018 –May 2020
Lead Person(s)	District Leadership Team	District Leadership Team Building Leadership Team Teacher-Based Teams Professional Development Facilitator	District Leadership Team Building Leadership Teams Teacher-Based Teams Building Principals Instructional Coaches
Resources Needed	Evidenced-Based Practices Support Documentation  Instructional Framework	Professional Development Resources on Evidence Based Practices  Instructional Coaching Resources	Instructional Framework Monitoring Tool/Walk-Through Form  Instructional Coaching Resources
Specifics of Implementation	The District Leadership Team research and analysis of Support for Evidence-Based Practices and Approves Instructional Framework	The District Provides ongoing PD, Coaching, and Modeling of Evidence-Based Practices identified in the Instructional Framework through job-embedded learning communities and coaching support.	The District ensures that Evidence-Based Practices are being implemented through data collected from Walk-throughs and Team Meetings.
Measure of Success	Framework Adopted with Evidence-Based Practices	Professional Development Agendas and Leadership/Teacher Meeting Documentation	Walk-Through Data and Leadership/Teacher Meeting Documentation
Check-In/Review Date	Adopted May 2018 <b>Modified September 2019</b>	May 2020	May 2020

**\*UPDATE: The Progress of the Implementation of the Instructional Framework has occurred at a slower rate, yet at a much deeper level than originally anticipated. The district has adopted the F.L.A.M.E.S. Instructional Framework and has introduced the 6 Components through a 2-Day Summer Workshop. We have spent this year focusing on Formative Assessment. We have worked to align formative assessment questions to Ohio’s Standards and District Pacing Charts. We have worked to ensure that questions reveal student thinking and engage student thought to the right depth. We have also worked to create a compilation of different types of formative assessments, so that there can be flexibility and diversity questioning formats. This has included training on using instructional technology tools to assist in collecting, organizing, and charting formative assessment results. We have made connections to the other 5 Instructional Framework Components, especially Effective**

**Feedback.** Much of this work happens through our OIP Process, which takes time. We are preparing to begin more in depth work on Literacy in the Content Areas, beginning in 2019.

**\*Modified September 2019**

### Goal #3 Action Plan Map

Goal Statement: District-Wide System of Tiered Reading Intervention

Evidence-Based Practice: Response to Intervention, Direct Instruction, Effective Feedback

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Western School District will adopt a District-Wide Evidenced-Based System of Tiered Reading Intervention that includes screener, schedules, and routines.	Western School District will provide ongoing, job-embedded professional development in Evidenced-Based Instruction and Intervention Practices in Tiered Reading Interventions.	Western School District will provide evidence-based intervention curriculum, tools, resources and services to support the system of Tiered Reading Intervention.
Timeline	March 2018 – September 2018	September 2018 –May 2019	September 2018 –May 2020
Lead Person(s)	District Leadership Team	District Leadership Team Building Leadership Team Teacher-Based Teams School Improvement Facilitator	District Leadership Team Building Leadership Teams Teacher-Based Teams Building Principals
Resources Needed	Evidenced-Based Systems of Intervention, Screeners, Schedules	Professional Development on Evidence-Based Reading Intervention Practices	Evidenced-Based Curriculum, Tools, Resources, and Services
Specifics of Implementation	The District Leadership Team will research and select Evidence-Based Intervention Systems, Screeners, and Practices	The District Provides ongoing PD, Coaching, and Modeling of Evidence-Based Intervention Strategies through job-embedded coaching and support	The District ensures that Evidence-Based Curriculum, Tools, and Resources are being implemented.
Measure of Success	Evidenced Based System Adopted	Professional Development Agendas and Leadership/Teacher Meeting Documentation	Intervention Curriculum, Tools, Resources, and Services Leadership/Teacher Meeting Documentation
Check-In/Review Date	Adopted, May 2018	May 2020	May 2020

**\*UPDATE: The Implementation of the Tiered System of Reading Intervention has been a complicated and tedious process. Because we are receiving training as we attempt to implement, there have been many corrections made mid-process. Some of our initial plans were not the best practices. For example, because of the stress of End of Course Exams, we discovered our Reading Intervention Teacher was being pressured to provide Content Intervention, instead of Reading Intervention. We worked to revise schedules so that content teachers provided the content intervention, freeing up our Reading Intervention teacher to implement the Language Live Reading Intervention. Also because our Literacy teachers are receiving both LETRS training and Language Live training in conjunction, much of the year has focused on teacher learning and implementation of the system has lagged. The system is in place and students are now receiving Language Live Intervention, but the overload of work and overhaul of practices has created much stress. However, the ultimate goal of improving Literacy has kept the leadership and faculty moving forward.**

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

Because of the critical deficit in Word Recognition, Phonics, and Vocabulary, the Overarching Goal and Grade Level Sub goals were established to address these gaps. We feel that these goals, though substantial, are also attainable through targeted instruction, professional supports, stakeholder partnerships, progress monitoring, and effective feedback at every level.

We will monitor student and grade level growth using a universal screener, or established system of screeners and progress monitoring tools (Aimswab, iREADY, and Language Live).

Progress Monitoring decisions are determined by the Teacher-Based Teams based upon the results of Fall benchmark assessments. Students who fall in Tier 1 (Green) are meeting the expectations and continue with solid core instruction and assessment without additional Progress Monitoring. Students who fall in Tier 2 (yellow) and Tier 3 (red) receive additional interventions and progress monitoring every 5-10 school days. In addition, all students are given Benchmark Assessments in the Fall, Winter, and Spring. The students receiving the Progress Monitoring is adjusted based upon the results of the benchmark, as students who have reached Tier 1 (Green) are now meeting the grade level expectation for that skill and no longer require progress monitoring in that area.

Results and appropriate feedback from these measurements will be provided to the stakeholders in the means appropriate for the audience. Immediate and effective feedback will be provided to the teacher for instructional planning, student growth, and communication with parents. Data from targeted students, or groups, will be shared with the grade-level teacher based teams for collaborative planning for future instructions, supports, and interventions. Grade level data will be combined and presented to Building Level Teams for analysis through the OIP 5 Step Process Framework. The building level analysis will be communicated to the District Level Teams for review, discussion, and system level analysis.

## SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

### SECTION 8 PART A: STRATEGIES TO SUPPORT LEARNERS

Western District will implement evidenced-based strategies that are embedded into our instructional plans, instructional framework, Reading Improvement Monitoring Plans and intervention systems.

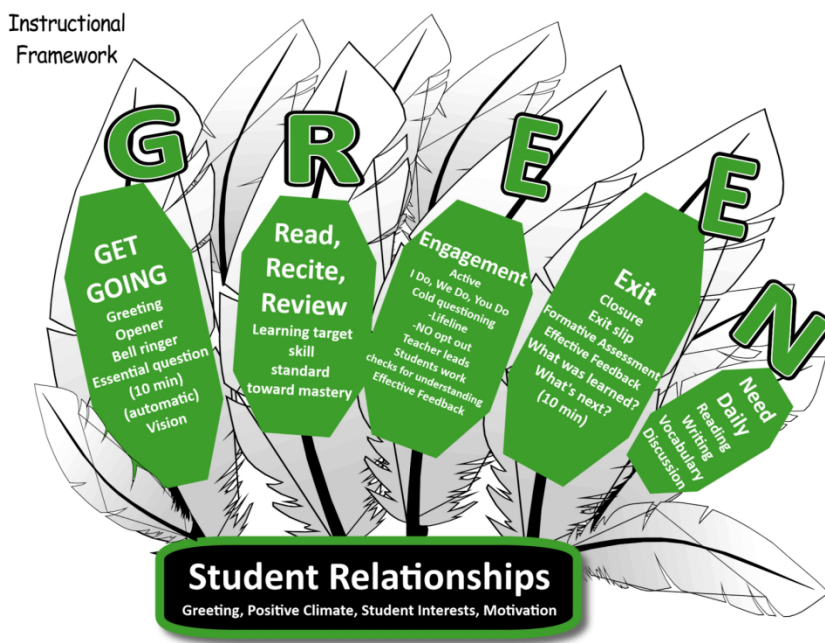
Following the Evidence-Based Research on Educational Systems and Practices, Western Professional Development, Instructional Frameworks and Interventions will include the following evidenced-based strategies implemented through a multi-tiered system of support to address specific student literacy needs and improve instruction:

1. We will teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. Through the LETRS trainings, Professional Development Sessions, and TBT conversations, Western is providing training, coaching, support, and monitoring of the teaching of Reading Comprehension Skills through a variety of evidenced based strategies. These strategies include: engaging students in conversations that support the use and comprehension,



developing students' narrative language skills, and teaching academic vocabulary through reading activities.

2. We will help students develop awareness of the segments of sound in speech and how they link to letters. We teach students to recognize and manipulate segments of sound in speech through Heggerty's Phonemic Awareness Curriculum (The Skills They Need To Help Them Succeed). We teach students letter–sound relations through LETRS Instructional Strategies. We use word-building and other activities to link students' knowledge of letter–sound relationships with phonemic awareness.
3. We will teach students to decode words, analyze word parts, and write and recognize words. Through direct, explicit, systematic instruction using Wilson-Fundations, we teach students to blend letter sounds and sound–spelling patterns, instruct students in common sound–spelling patterns, teach students to recognize common word parts, have students read decodable words in isolation and in text, teach regular and irregular high-frequency words so that students can recognize them efficiently, and introduce non-decodable words that are essential to the meaning of the text.
4. We will ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. We use read aloud, decodable books, think aloud, prompting, and tiered reading groups to model strategies, scaffold, and provide feedback to support accurate and efficient word identification. These strategies are used to teach students to self-monitor their understanding of the text and to self-correct word-reading errors. They provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.
5. We will adopt and implement in every class, and for every lesson, an Instructional Framework that consists of only evidenced-based instructional strategies and practices. Each of these six Instructional Strategies have well supported documentation and research that categorize them as Tier 1 Strategies (see Appendices and attached Documentation of Supporting Evidences). These Strategies were selected by the leadership team because of the strong evidence-based for each individually, and the growing research and support for their impact when used in conjunction (The work of Mel Riddile and Jim Knight, specifically address the need for Instructional Frameworks that embed some form of these Instructional Strategies). This Evidenced-Based Practice addresses the needs 1, 3, and 4 identified in Section 3: Part B – Contributing Factors and supports the learning needs of all students through daily assessing the students understanding, providing student-specific feedback leading toward standard mastery, all in an environment that is engaging, positive, and literacy rich.
  - a. Formative Assessment (daily checks for understanding)
  - b. Literacy Rich Content (purposeful reading, writing, vocabulary and discussion)
  - c. Active Engagement (planning for active instruction around student interests)
  - d. Mastery-Based Teaching (teaching to student mastery)
  - e. Effective Feedback (timely, effective feedback to student over chunked material)
  - f. Student-Teacher Relationships (positive engagement and encouragement)



- We will adopt and Implement a system of Tiered Reading Intervention that includes consistent universal screeners, scheduled Tiered Intervention Times, Professional Development in Intervention for Teachers, and Evidenced Based Routines and Resources to for Intervention. There is a strong evidence base for the use of Response to Intervention (See the appendices and attached documentation of supporting evidences). We have developed and implemented a strong RtI system for our K-3, however our 4-12 interventions systems were weak or non-existent (see RTFI findings). This Evidenced-Based Practice addresses the needs 1 and 2 identified in Section 3: Part B – Contributing Factors and supports struggling students by providing targeted and tiered interventions

## SECTION 8 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)

The District is committed to the Evidenced Based Strategies and ensures that they are implemented and supported systemically. We will ensure the effectiveness through monitoring the progress of adult implementation. We will use the following measures to monitor effective implementation:

- Instructional Frameworks and Individual Teacher Lesson Plans in all content Areas

Instructional Plans are designed in alignment with the Instructional Framework to ensure that identified targets are being adequately addressed. Teacher Lesson Plans are submitted weekly and monitored by the building principal with feedback pertaining to the literacy instruction, ensuring accessibility to all learners and addressing any learning needs and academic barriers (UDL Principles). K-3 Lesson plans must address Phonemic Awareness and Phonics deficits. 4-12 Lesson plans must address all components of the Instructional Framework (Formative Assessment, Literacy Rich, Active Engagement, Mastery-Based Teaching, Effective Feedback, and Teacher-Student Relationships). Through the job embedded PD, addressed in Section 8: Part C, coaching will continue to address individual teacher needs around these strategies, leading towards ongoing teacher professional growth.

- Classroom Observations and Principal Walk-Through Forms

The building principal conducts regular observations and walk-throughs to observe, gather, and analyze classroom instructional practices. Written feedback from the observations and walk-through is shared with the observed teacher and used as a discussion prompt in follow-up conversations. The combined data (for grade levels and buildings) is tallied and analyzed for grade level/ building level trends and to guide the building/district focus and actions using the OIP framework. The K-3 Walk-Through data includes monitoring the non-negotiable literacy expectations, which are recorded on the Walk-Through Form. As part of our



literacy monitoring, building leaders ensure that the following non-negotiable items are followed. Observation and Walk-Through data will be used to drive discussions, coaching, and professional development, leading toward ongoing teacher and school building improvement.

- 90 minutes/day of uninterrupted ELA time
- 10 minutes/day of Phonological Awareness (Heggerty)
- 30 minutes Phonics (Foundations)
- Strategies to Practice (Bridge to Practice)
- Assessment Plans (Formative and Monitoring Plans)
- 30 minutes of Ready (iReady Curriculum)
- Alignment with Grade Level Instructional Plans
- Differentiation embedded into daily routines in both small and whole group instruction

The 4-12 Walkthrough Forms will concentrate on implementation of the adopted Instructional Framework, with a specific focus, determined by Building Leadership Teams in cooperation with the District Leadership Team. Formative Assessment is the current Instruction Strategy.

### 3. Teacher-Based and Building Level Teams

As part of a professional learning community, each teacher is a valued member of our collaborative teacher-based teams (TBT). The function of the TBT is to improve instruction, promote teacher professional growth, and to establish procedure for the effective implementation of evidenced-based strategies to address student learning needs. This occurs in deliberate conversations around teaching and learning and the analysis of data through the lens of the five-step improvement process. The addition of Literacy Coaches and the LETRS framework have provided the Literacy Base for productive and effective TBTs. The work of our TBTs guides, supports, and monitors the adult implementation of the identified strategies.

### 4. District and Regional Coaches

The additions of a Regional Early Literacy Supervisor and a District Literacy Coach have provided an important coaching and monitoring component for our district. They train, equip, coach, and monitor teachers and paraprofessionals in the implementation of the selected reading strategies and the grade level instructional plans.

### 5. Reading Improvement and Monitoring Plans (RIMP)

Teachers, following the District RIMP Flowchart (attached), create and adjust student RIMPs in the Fall, Winter, and Spring based upon student benchmark data. The updated RIMPs are submitted electronically and communicated to the students' families. Building leaders and coaches help provide guidance and support for RIMP developments and adjustments. Progress is reported with the regular updates. The Reading Improvement and Monitoring Plans are more defined and effective as a result of the discovery of curriculum gaps and students' need for explicit instruction and practice in phonics and phonemic awareness.

### 6. Intervention System Review

The Building and District Leadership Teams in coordination with building leadership and instructional coaches will review the Tiered Reading Intervention System through daily monitoring of intervention lesson plans, ongoing walkthroughs and observations, and data reports provided to the District Leadership Teams. The data collected from monitoring intervention systems will be used for ongoing improvements in intervention routines, policies, and practices related to providing targeted services to at-risk students.

## SECTION 8 PART C: PROFESSIONAL DEVELOPMENT PLAN

After reviewing the Framework for Addressing Practice and Supports by McIntoch and Goodman's (2016), educational practices in Early Literacy Instruction within the classroom was not a target/focus of our Professional Development Plan. District Level Professional Development has been too generalized to address broader needs and does not sufficiently address the specific Professional Development needs in Literacy.

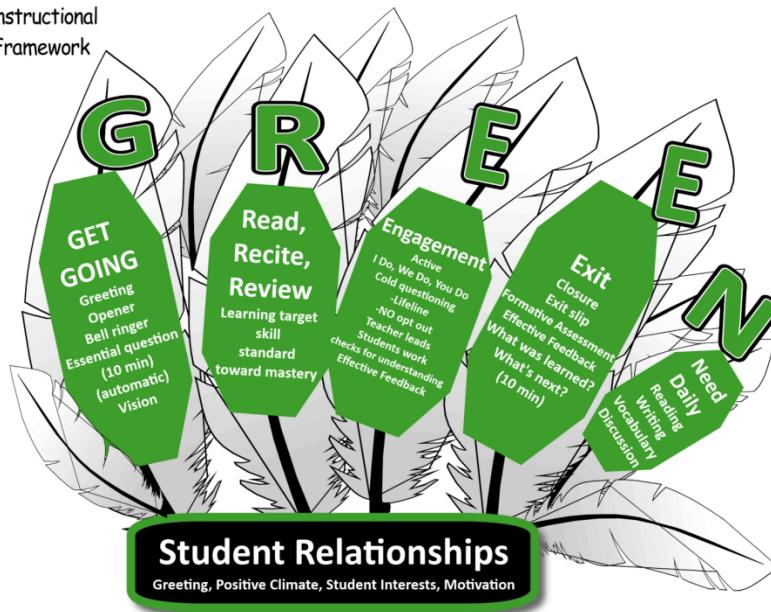
Our Revised Plan, includes Professional learning that increases educator knowledge, and effective implementation of research-based practices in the 5 Big Reading Components. The plan ensures that all materials, programs, screenings, diagnostic assessments, progress measures, and instructional strategies utilized are evidenced-based and implemented with fidelity. This plan also addresses the need for developing building leaders into strong literacy-instructional leaders that support research-based systems and methods of literacy instruction.

#### Professional Development Plan Literacy Component:

\*Western Primary Building and School District has committed to participate in the Ohio Early Literacy Pilot. This is a 5 year district commitment which includes 2 years of intense LETRS Professional Development and 3 Years of Supported Implementation. New K-3 hires will be required to participate in LETRS orientation and training, as well as commit to the ongoing literacy components.

1. All K-3 teachers and support staff will participate in Language Essentials for Teachers of Reading and Spelling (LETRS).
2. All K-3 teachers and support staff will be trained in administering the Reading Tiered Fidelity Inventory Elementary Level-Edition;
3. All K-3 teachers and support staff will complete Voyagers/Sopris Learning Online Modules;
4. All K-3 teachers and support staff will participate in Connections with National Trainers (Face to Face PD with National Trainers)
5. All K-3 teachers and support staff will participate in Bridge to Practice for Teachers;
6. All K-3 teachers and support staff will participate in job-embedded coaching to address the differentiated teacher needs.
7. All K-3 teachers and support staff will participate in TBT OIP 5-Step using data from Literacy Assessments.
8. All K-3 teachers and support staff will participate in PD on MTSS Decision Rules Flowchart for determining students' response to intervention supports in Tiers 2 & 3.
9. Building Literacy Leaders (Principal, Literacy Coach, Mentors) will participate in Weekly Leadership Meetings with RELS Support.
10. 4-8 Literacy and Intervention Teachers will participate in Language Essentials for Teachers of Reading and Spelling (LETRS).
11. All teachers and support staff will participate in Ongoing, Job-embedded, Professional Development in each of the evidence-based components of our Instructional Framework:
  - a. Formative Assessment
  - b. Literacy Rich Content
  - c. Active Engagement
  - d. Mastery-Based Instruction
  - e. Effective Feedback
  - f. Student-Teacher Relationships

Instructional  
Framework



12. All Reading and Intervention Teachers and Support Staff will be trained in each of the evidenced-bases practices of our Tiered-Reading Interventions System:
- IES/WWC Recommendation 1. Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students who are at elevated risk for developing reading disabilities.
  - IES/WWC Recommendation 2. Provide differentiated reading instruction for all students based on assessments of students' current reading levels (tier 1).
  - IES/WWC Recommendation 3. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20 to 40 minutes (tier 2). \*Very Strong Evidence-Base
  - IES/WWC Recommendation 4. Monitor the progress of tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those students still making insufficient progress, school-wide teams should design a tier 3 intervention plan.
  - IES/WWC Recommendation 5. Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).

## Professional Development Plan: Part A

**Western Local School District**

**IRN or ODE/ODJFS License Number: 049155**

**Peter Dunn**

**School Improvement Facilitator**

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**Goal 1:**

All teachers and support staff will participate in Ongoing, Job-embedded, Professional Development in each of the evidence-based components of our Instructional Framework.

**Evidence-Based Practice or Intervention:**

Formative Assessment, Literacy Rich Content, Active Engagement, Mastery-Based Teaching, Effective Feedback, Student-Teacher Relationships.

<b>PD Description</b>	<b>Begin/End Dates</b>	<b>Sustained</b>	<b>Intensive</b>	<b>Collaborative</b>	<b>Job-Embedded</b>	<b>Data-Driven</b>	<b>Classroom-Focused</b>
Formative Assessment	8/2018 Ongoing	✓	✓	✓	✓	✓	✓
Literacy Rich Content	8/2018 Ongoing	✓	✓	✓	✓	✓	✓
Active Engagement	8/2018 Ongoing	✓	✓	✓	✓	✓	✓
Mastery-Based Instruction	8/2018 Ongoing	✓	✓	✓	✓	✓	✓
Effective Feedback	8/2018 Ongoing	✓	✓	✓	✓	✓	✓
Student-Teacher Relationships	8/2018 Ongoing	✓	✓	✓	✓	✓	✓
<b>Resources Required</b>	<b>Outcomes/Evaluation</b>						
<b>Instructional Coach</b>	<b>All Teachers Implementing Instructional Framework with all 6 components</b>						
<b>Professional Development Resources</b>	<b>All Teachers participating in ongoing Professional Development in all 6 evidence-based Components</b>						



## Western Professional Development Plan Part B

**Western’s plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.**

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

PD is embedded into OIP Process occurring in Professional Learning Communities through weekly Teacher-Based teams.

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

PD is focused on teacher needs and is delivered through specific instruction and coaching through the OIP Process, rather than corporately to entire group. Though Introductions of concepts may be given corporately, coaching is intensive and specific through individuals and grade level teams.

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

By using the OIP Process and working through TBTs, collaboration and collective efficacy is possible.

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

PD is job-embedded through the TBT process, with follow up coaching and support for teachers individually. This coaching includes observation, follow-up, and modeling in real time and real classroom experiences.

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

Walk-Throughs, Observations, and Discussions will provide relevant data and feedback, allowing for customized PD.

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

PD is targeted to 6 Evidenced-Based Instructional Strategies as part of an Instructional Framework that includes Formative Assessment, Literacy Rich Environments, Active Engagement, Mastery-Based Teaching, Effective Feedback, and Student-Teacher Relationships.

# Professional Development Plan: Part A

Western Local School District

IRN or ODE/ODJFS License Number: 049155

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## Goal 2:

All Reading and Intervention Teachers and Support Staff will be trained in each of the evidenced-bases practices of our Tiered-Reading Interventions System.

### Evidence-Based Practice or Intervention:

Formative Assessment, Literacy Rich Content, Active Engagement, Mastery-Based Teaching, Effective Feedback, Student-Teacher Relationships.

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
Universal Screener	8/2018 Ongoing	✓	✓	✓	✓	✓	✓
Differentiated Instruction (Tier 1)	8/2018 Ongoing	✓	✓	✓	✓	✓	✓
Targeted Reading Intervention (Tier 2)	8/2018 Ongoing	✓	✓	✓	✓	✓	✓
Intensive Reading Instruction (Tier 3)	8/2018 Ongoing	✓	✓	✓	✓	✓	✓
Progress Monitoring	8/2018 Ongoing	✓	✓	✓	✓	✓	✓

<b>Resources Required</b>	<b>Outcomes/Evaluation</b>
<b>Instructional Coach</b>	<b>Teachers Implementing Intervention System with Fidelity including evidence of all three Tiers, screenings, and progress monitoring</b>
<b>Professional Development Resources</b>	<b>All Teachers participating in ongoing Professional Development in System of Tiered Reading Interventions.</b>



## Western Professional Development Plan Part B

**Western's plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.**

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

PD is embedded into OIP Process occurring in Professional Learning Communities through weekly Teacher-Based teams.

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

PD is focused on teacher needs and is delivered through specific instruction and coaching through the OIP Process, rather than corporately to entire group. Though Introductions of concepts may be given corporately, coaching is intensive and specific through individuals and grade level teams.

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

By using the OIP Process and working through TBTs, collaboration and collective efficacy is possible.

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

PD is job-embedded through the TBT process, with follow up coaching and support for teachers individually. This coaching includes observation, follow-up, and modeling in real time and real classroom experiences.

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

Walk-Throughs, Observations, and Discussions will provide relevant data and feedback, allowing for customized PD.

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

PD is targeted to Evidenced-Based System of Tiered Interventions, including Screening, Monitoring, and Tiers of Instruction and Intervention.

## APPENDICES

Additional documentation, resources, references, glossaries, and programs are also available.

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