Ohio | Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 22, 2020

Dear Superintendent,

Thank you for submitting the Willard City 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 identifies contributing factors that include adult implementation data.
- The plan contains an overarching goal and sub-goals that span more than one year. This allows the district to train, implement, and then monitor student achievement and adult implementation.

This plan will benefit from:

- The use of a data system that will allow the district to analyze and intervene where students are struggling. Knowing if it is a phonemic awareness, phonics, fluency, vocabulary or comprehension issue will allow for more targeted instruction in Tier I and intervention groups.
- Identifying specific common classroom assessments to be used to monitor student progress.

In January 2020, the Department published the revised version of *Ohio's Plan to Raise Literacy Achievement*. This plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in all manners of educational settings. We encourage district and school teams to review the state plan and contact the Department or State Support Team for professional learning opportunities aimed at implementing this plan in districts and schools across Ohio.

The district's Reading Achievement Plan and this memo will be posted on the Ohio Department of Education's website. If the district revises the Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the revised plan and this request must be sent to readingplans@education.ohio.gov.

Sincerely,

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

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

(877) 644-6338
For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

READING ACHIEVEMENT PLAN

DISTRICT NAME:	Willard City Schools
DISTRICT IRN:	045096
DISTRICT ADDRESS:	123 W Whisler Willard, OH 44890
PLAN COMPLETION DATE:	12/10/19
LEAD WRITER:	Tracy Stephens

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

Section 1, Part A: Leadership Team Members

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

District Leadership Team

Name	Title/Role	School	E-mail Address
Jeff Ritz	Superintendent	District Office	ritz.jeff@willardschools.org
Jenni Smith	Director of Curriculum	District Office	smith.jenni@willardschools.org
Juanita Megger	Director of Student Services	District	megger.juanita@willardschools.org
Mark White	Director of Technology	District	white.mark@willardschools.org
Tracy Stephens	Elementary Principal	Elementary School	stephens.tracy@willardschools.org
Mike Eicher	MS Principal	Middle School	eicher.mike@willardschools.org
Chris Schaaf	HS Principal	High School	schaaf.chris@willardschools.org
Ryan Mock	School Psychologist	District	mock.ryan@willardschools.org
Steve Vipperman	School Counselor	District	vipperman.steve@willardschools.org
Lenora Gibson	Title I Teacher	Elementary	gibson.lenora@willardschools.org
Tiffany Nuhfer	Agriculture Teacher	High School	nuhfer.tiffany@willardschools.org
Sheryl Eden	Science Teacher	High School	eden.sheryl@willardschools.org
Cindy Light	Language Arts	High School	light.cindy@willardschools.org
Marina Mahl	Science Teacher	Middle School	mahl.marina@willardschools.org
Shannon Wyckoff	Intervention Specialist	Middle School	wyckoff.shannon@willardschools.org
Deb Lucius	Fourth Grade Teacher	Elementary	lucius.deb@willardschools.org

Reading Achievement Plan Development Team

Name	Title/Role	School	E-mail Address
Tracy Stephens	Principal	Willard Elementary	stephens.tracy@willardschools.org
Alanna Bedingfield	Second Grade Teacher	Willard Elementary	bedingfield.alanna@willardschols.org
Brenda Ooten	Title I Teacher	Willard Elementary	ooten.brenda@willardschools.org
Tana Bond	Intervention Specialist	Willard Elementary	bond.tana@willardschools.org
Juanita Megger	Director of Student Services	District	megger.junaita@willardschools.org
Jenni Smith	Director of Curriculum	District Office	smith.jenni@willardschools.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.

The Willard Elementary Reading Achievement Plan Development Team was assembled by the principal and director of curriculum, who are also members on the team. A second grade teacher, K-3 intervention specialist and K-1 Title I teacher, as well as the director of student services are all part of the team. Therefore our team includes seven full-time employees of the district.

During this process, the principal has served as the facilitator and lead writer for the RAP. The team worked through a Google Doc so everyone on the team had editing capabilities and could contribute to the plan. The team met formally for three full days, with numerous hours of data gathering and writing outside of these times. Additionally, we collaborated with our BLT during one of their monthly meetings to do some early data analysis, which was our starting point. Once data was collected and analyzed, we recorded our findings after each data piece in Section 3 and identified those areas by a light bulb symbol for easy location of data analysis summaries. The findings from our data analysis were the basis for the goals, action steps, and overall direction we decided to go with this plan.

Once complete, the RAP will be shared with the Board of Education at our January board meeting and with the staff at our January staff meeting. To avoid conflicting agendas, district leadership decided to wait until after the first of the year to meet formally with DLT members. At this point, we will be outlining the work to be started this spring, but will mostly focus on the work to be done next school year.

We will continue an elementary building newsletter during the 2019-2020 school year. Currently, a district newsletter is produced quarterly. A monthly, paper-copy newsletter will allow us an additional platform for communication with parents about the curricular changes and progress of our goals contained in this plan.

Our BLT, in combination with additional RAP members, will assume responsibility for the monitoring of this plan and our progress toward our goals. Next year, when we rewrite our OIP, we will ensure complete alignment between the building OIP and the RAP. Improvement efforts as a result of this RAP will also allow TBTs to function more efficiently, thus creating a ripple effect of fidelity that will be healthy for our entire system.

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. Districts required to develop improvement

plans or implement improvement strategies, as required by Ohio Revised Code 3303.04 and 3302.10 or any other section of the ORC, must ensure the Reading Achievement Plan is aligned with other improvement efforts.

- The writing of our district plan will be in alignment upon completion of this RAP. For the purpose of this section, we will be referring to our building OIP.
- One of our district goals on our Building OIP is to increase overall student achievement. The strategy we will use is to align the written, taught and tested curriculum based on Ohio's Learning Standards and ensure consistent delivery across classrooms.This is further developed in the strategies under this goal:
    - Strategy 2a- Implement high yield instructional strategies that benefit all students
    - Strategy 2b- Analyze data to inform instruction and intervention decisions
    - Student Performance Indicator for Strategies 2a and 2b- By May 2019, all students performing at or above grade level on Fall NWEA MAP benchmark will show at least one year's growth in reading. All right students performing below grade level on Fall NWEA MAP benchmark will show more than one year's growth.
- There are several strategies and action steps in our RAP that will be new to our building. The new steps from the RAP that will help us achieve our building/district goals are:
    - implementation of assessments to students identified as "at-risk" to allow for more targeted interventions specific to students' learning needs;
    - implementation of evidence-based instruction in phonological awareness and phonics in an explicit, systematic manner for all students at Tier 1 and Heggerty instruction for all Kindergarten through Second Grade.
    - progress monitoring of student progress on phonological awareness, phonics skills and overall fluency through regular assessment. Progress monitoring will be a critical component for students with RIMPs and will allow for frequent monitoring of the RIMP's success.
- Other action steps on our current plan are solid, but will be enhanced and strengthened by the RAP.
    - One of the action steps on our Building OIP is to implement UDL strategies with all students. The following UDL strategies will be implemented by the end of this school year by all teachers: TIP Charts, Depth of Knowledge, Success Starters, Word Art, Menus/Choices, Centers, Acceleration, and Placemats. We will be implementing both phonics and phonological awareness instruction at Tier 1 through the RAP, both of which have been proven to be a universal strategy that benefits all students.
- Another existing action step is that TBT's will utilize Ohio's 5-Step Process with fidelity. This has been difficult with the lack of a sufficient data system, pacing guides and common assessments across classrooms. The data system revision under this RAP will allow for a true RTI system that will enable us to put the 5-Step Process into action for making data-based instructional and intervention decisions for kids. We will continue to work toward finalizing pacing guides and creating common assessments as part of our Building OIP work next year as well, which is also a critical need in looking at standard-specific data to guide instruction and intervention.

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

Section 3, Part A: Analysis of Relevant Learner Performance Data

Insert an analysis of relevant student performance data from sources that must include, but are not limited to, the English language arts assessment prescribed under ORC 3301.0710 (grades 3-8), the Kindergarten Readiness Assessment, reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee) and benchmark assessments, as applicable.

Kindergarten Readiness Assessment

	2019-2020
Emerging Readiness	**32.3%**
Approaching Readiness	**23.9%**
Demonstrating Readiness	**43.8%**

KRA DATA ANALYSIS FINDINGS: Data analysis reveals student strengths to be social foundations and physical well being and motor development. Areas of weakness included math and language and literacy. According to KRA state reports, our incoming kindergarten students are significantly below the state average in the Demonstrating Readiness category.

RIMP History

*Used MAP Projection Scores for RIMPs

	2017-2018*		2018-2019*		2019-2020	
	On Track	Not on Track	On Track	Not on Track	On Track	Not on Track
Kdg.	60/114 53%	54/114 47%	38/110 35%	72/110 65%	38/93 41%	55/93 59%
Gr. 1	37/102 36%	65/102 63%	45/107 42%	62/107 58%	55/117 47%	62/117 53%
Gr. 2	41/111 37%	70/111 63%	35/107 33%	72/107 67%	30/96 31%	66/96 69%
Gr. 3	54/126 43%	72/126 57%	61/118 52%	57/118 48%	54/104 52%	50/104 48%
Number of 3rd Grade RIMP Deductions	2		N/A		N/A	

*All students who are Not on Track are on a RIMP plan.

RIMP HISTORY DATA ANALYSIS FINDINGS:

Historically, with MAP data, we identify fewer kids at grades 1 & 3 and increasingly more kids at grades K & 2 as Not on Track in Reading. This trend explains, in large part, why our K-3 Literacy grades have been consistently poor. Instead of moving students to On-Track status from grade 1 to grade 2, we have identified more students as Not-on-Track. We attribute this largely to a different testing format between grades 1 and 2. Using the state-approved Cut Scores in grade 3, we have found this strategy proven ineffective at remediating learning deficits. A RIMP alone is not enough to move kids to On-Track Status. This highlights the need to look deeper into the data systems being used to identify and progress monitor students as well as the specific interventions being used to target learning needs.

NWEA MAP

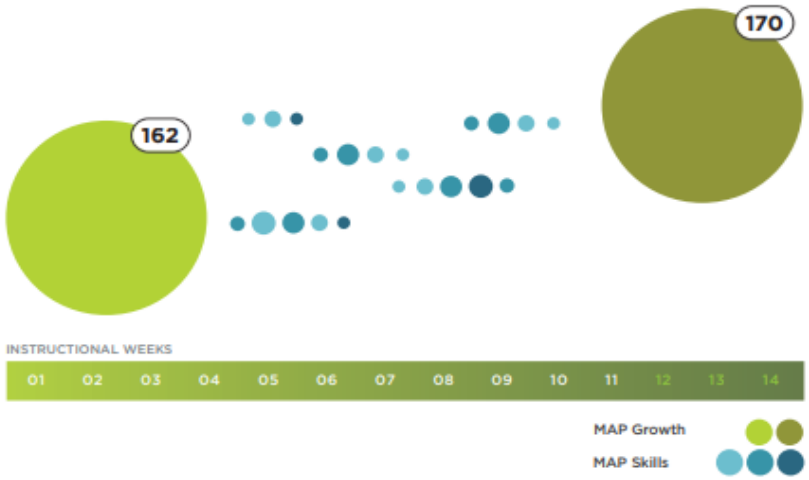
Testing Window	Grade	Lo %ile <21	LoAv %ile 21-40	Av %ile 41-60	HiAv %ile 61-80	Hi %ile >80
Fall 2017	K	9%	51%	21%	17%	2%
Fall 2017	1	44%	18%	19%	11%	8%
Fall 2017	2	52%	16%	15%	8%	9%
Fall 2017	3	36%	21%	21%	13%	9%
Spring 2018	K	24%	32%	23%	14%	6%
Spring 2018	1	26%	23%	19%	15%	17%
Spring 2018	2	28%	18%	21%	23%	10%
Spring 2018	3	34%	18%	26%	16%	6%
Fall 2018	K	25%	41%	22%	10%	3%
Fall 2018	1	32%	26%	20%	17%	6%
Fall 2018	2	41%	26%	19%	5%	9%
Fall 2018	3	29%	19%	22%	19%	10%
Spring 2019	K	27%	24%	15%	19%	14%
Spring 2019	1	23%	27%	25%	11%	14%

Testing Window	Grade	Lo %ile <21	LoAv %ile 21-40	Av %ile 41-60	HiAv %ile 61-80	Hi %ile >80
Spring 2019	2	30%	21%	21%	17%	12%
Spring 2019	3	22%	20%	27%	17%	14%
Fall 2019	K	25%	41%	22%	10%	3%
Fall 2019	1	30%	22%	18%	19%	11%
Fall 2019	2	41%	26%	14%	8%	9%
Fall 2019	3	23%	25%	22%	19%	11%

Percentage of Students at or Above Grade Level Mean (NWEA MAP)					
Grade Level Growth 2018-2019		Fall 2018	Spring 2019	Change	Current Grade
	K	35%	48%	13%	1
	1	43%	50%	7%	2
	2	33%	50%	17%	3
	3	51%	58%	7%	4

Specific skills assessment

MAP Skills builds on MAP Growth results by drilling down to pinpoint specific gaps. Because MAP Skills arranges the skills in logical learning progressions, teachers can clearly see what a student needs to learn next.



Progress monitoring for RTI and MTSS

MAP Skills monitors progress in intervention programs, such as Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS). As a mastery measure, the tool tracks progressing skills mastery that can directly inform instruction and intervention decisions, helping teachers understand why students may not be progressing.

Personalized instruction

Teachers can give the short MAP Skills assessments any time, as often as needed, to help them target instruction for students who need remediation or enrichment.

Student empowerment

MAP Skills has an engaging student dashboard where students can see the skills they're working on and track their progress—encouraging them to be invested in their own learning. This helps teachers have more productive conversations with students and parents.

NWEA MAP DATA ANALYSIS FINDINGS:

We have attempted to look at NWEA MAP data in multiple ways. We started with a disaggregation of data across specific tested areas. This analysis yielded no significant trends. In the above graphs we track student data across time. Again, like our earlier method, there are highs and lows with various populations, but no overall conclusions can be reached with reliability. This tells us, as we have come to believe, that MAP data is not helpful in informing whole group instruction and/or intervention. However, when looking at the individual student progress report small group and individual student interventions can be developed and monitored through this process.

Ohio English Language Proficiency Assessment

	2017 (% proficient)	2018 (% proficient)	2019 (% proficient)
Kindergarten	**0%**	**0%**	**0%**
1st Grade	**0%**	**0%**	**18%**
2nd Grade	**22%**	**13%**	**7%**
3rd Grade	**11%**	**5%**	**0%**
4th Grade	**37%**	**0%**	**29%**
5th Grade	**28%**	**16%**	**17%**

Ohio English Language Proficiency Assessment Findings:

The analysis yielded no significant trends. Due to students moving in and out of the district the tested population changes yearly. Therefore, this is not a data point we use to inform instruction and / or intervention.

English Language Arts Ohio State Test

Percent Proficient*

	Spring 2017	**Spring 2018**	**Spring 2019**
Grade 3	44.4%	31%	53%
Grade 4	48%	59%	50%
Grade 5	50%	49%	70%

*Per Local Report Card Data

Performance on the Grade 3 ELA Test

	Performance Level	Spring 2017	Spring 2018	Spring 2019
Informational Text	Below Proficient	37%	55%	31%
	Near Proficient	35%	30%	53%
	Above Proficient	28%	15%	17%
Literary Text	Below Proficient	30%	40%	35%
	Near Proficient	49%	39%	44%
	Above Proficient	21%	21%	20%
Writing	Below Proficient	42%	73%	33%
	Near Proficient	39%	18%	50%
	Above Proficient	19%	10%	17%

Performance on the Grade 4 ELA Test

	Performance Level	Spring 2017	Spring 2018	Spring 2019
Informational Text	Below Proficient	34%	24%	22%
	Near Proficient	42%	41%	48%
	Above Proficient	24%	35%	30%
Literary Text	Below Proficient	32%	25%	40%
	Near Proficient	38%	42%	34%
	Above Proficient	31%	33%	26%

	Performance Level	Spring 2017	Spring 2018	Spring 2019
Writing	Below Proficient	32%	24%	19%
	Near Proficient	47%	41%	41%
	Above Proficient	22%	35%	40%

Performance on the Grade 5 ELA Test

	Performance Level	Spring 2017	Spring 2018	Spring 2019
Informational Text	Below Proficient	35%	26%	30%
	Near Proficient	41%	46%	32%
	Above Proficient	24%	28%	37%
Literary Text	Below Proficient	29%	35%	16%
	Near Proficient	32%	35%	26%
	Above Proficient	39%	30%	58%
Writing	Below Proficient	39%	46%	12%
	Near Proficient	37%	39%	25%
	Above Proficient	23%	14%	64%

ELA OHIO STATE TEST DATA ANALYSIS FINDINGS:

In following the same group of students, overall test scores (students scoring Proficient) has increased significantly over the past three years for two groups with one group showing a marginal increase in scores. Large gains were made despite high numbers of students with disabilities and students with EL status. Further analysis of the data showed gains in Literary Text and significant gains in Writing by tracking groups of students from grades 3 - 5. Each grade level has experienced different areas of strength over the past three years. One statistically significant finding links overall test scores to writing scores. This clearly illustrates that our grade levels scoring lowest in writing are also the ones with the lowest overall passage rates, thus highlighting the importance of writing skills as a necessary foundational skill for proficiency on the ELA Ohio State Test.

School Building Local Report Card Data

2016-2017

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

2017-2018

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

2018-2019

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

Local Report Card Data Analysis Findings:

Over a three year span, our weakest areas have been Indicators Met and Achievement. Second to that, K-3 Literacy and K-3 Literacy Improvement have been relative weaknesses on the last two report cards as well. Our strengths have been Progress and Students in the Lowest 20%. This tells us that our students in tested grades are making progress from year to year, however, they are not having enough growth to get us to the passage rate of 80% across subject areas to receive credit for most indicators. Additionally, we have made significant growth in Gap Closing, AMO, and Overall Value Added in the past year.

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.

The Willard City School district has undergone changes in the past five years. Upon further analysis of our recent history, there are several factors believed to have contributed to our low reading achievement scores.

- We have a seasonal migrant population, the majority of whom are here in the fall but leave our district within a couple of months. Many of these students have been academically impacted by the transiency their family regularly experiences for vocational purposes. Many, therefore, score below grade level on our fall reading diagnostic assessment and have RIMPs in place before they leave, which are reported to ODE.
- The team also identified the lack of pacing guides and use of a common reading curriculum with fidelity for K-5 as a contributing factor. Literacy scores will likely improve when our teachers begin utilizing the reading curriculum with fidelity in each grade, and there is a building-wide pacing guide commitment that supports students as they transition from grade to grade.
- As a district, our teachers are in continual need of specific professional development on evidence-based strategies to better equip them with the right tools for literacy instruction.
- The team has identified an inconsistent use of the phonics program as a contributing factor to low reading achievement.
- Willard Elementary has a high population of students with disabilities, EL students, and economically disadvantaged students.
- As a district, our incoming Kindergarten students are performing the lowest in Huron County.
- The RTI process has been inconsistent due to a high turnover of school psychologists. Over the past five years we have not had a consistent RTI process or progress monitoring system to identify specific areas of concerns for at-risk learners. Although we have screeners in place, we are not collecting consistent diagnostic data that is helpful and specific enough to inform instruction and intervention. As we work to move students to an “on-track” status, both streamlined data systems and progress monitoring protocol will be vital to move students from “off-track” to “on-track”.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

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

The literacy mission of Willard City Schools is to provide every student with the knowledge and skills needed to successfully pursue life goals and to become contributing members of society.

Our vision for literacy is to provide literacy instruction that teaches children to effectively read, write, listen and speak. Through the use of multiple strategies, we hope to help our students develop into lifelong learners both academically and socially. We will achieve this by using the following best practices:

- Promoting a literacy-rich environment that represents diverse cultures
- Providing extensive time for purposeful reading, writing, speaking and listening experiences in all content areas
- Using ongoing assessment tools to differentiate instruction for a diverse learning community
- Utilizing technology to enhance literacy instruction
- Fostering independence by encouraging student choice
- Engaging all children by providing reading and writing opportunities that incorporate students’ interests.

Our vision for students in early phases of literacy development, as addressed in this plan, is that all students develop competency in phonological awareness and phonics skills enabling them to become fluent readers, thus leading to reading comprehension.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Describe the measurable learner performance goals addressing learners' needs (Section 3) that the Reading Achievement Plan is designed to support progress toward. The plan may have an overarching goal, as well as subgoals such as grade-level goals. Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

Overarching Goal:

Increase the percentage of students meeting or exceeding Third Grade reading proficiency standards from 53% to 68% in the spring of 2021 and increase to at least 75% proficiency in the spring of 2022 as measured by the Ohio State Reading Assessment.

Subgoals:

1. 90% of students in grades K-2 will demonstrate on-grade level phonological awareness skills as measured by the Heggerty assessments by May 2021.
2. 95% of students in Kindergarten will master letter identification/sound production by May 2021 as measured by a common classroom assessment. 95% of students in grades 1 and 2 will demonstrate average or above grade level phonics and decoding skills as measured by Foundational Skills score on the NWEA Maps May 2021.
3. 90% of students in grades 2 and 3 will score at the 41st percentile or above on Informational Text: Key Ideas and Details and Vocabulary as measured by NWEA Maps.

SECTION 6: ACTION PLAN MAPS(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.

Action Map Subgoal 1: 90% of students in grades K-2 will demonstrate on-grade level phonological awareness skills as measured by the Heggerty assessments by May 2021.

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Component	Training for PK-2 teachers and 3 - 5 Intervention Specialists in Heggerty Phonemic Awareness Curriculum	Teachers will implement Heggerty Phonemic Awareness Curriculum with fidelity	Training for relevant staff members to administer and analyze the Heggerty assessment	Analyze the effectiveness of the Heggerty Phonemic Awareness Program through Heggerty data
Timeline	Spring 2020	Ongoing starting in 2020	Spring/Fall 2020 TBTs	Fall 2020-Spring 2021
Lead Person(s)	Cheryl Byrne (SST7)	PK-2 teachers, K-5 interventionists and Title I staff	Title 1 Reading Teachers	PK-2 teachers Interventionists Title I staff
Resources Needed	Heggerty Materials PD Time (Feb. 26, 8:15 - 10:15 a.m.)	Heggerty Manuals Letter Cards	Heggerty materials	Heggerty data Recording forms.

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Specifics of Implementation	Have a PD dedicated to training.	Schedules for PK-2 classes will be intentionally designed to allow for 10-15 minutes daily. Lesson plans will reflect implementation.	Teacher training in TBTs.	PK-2 teachers will analyze the data during TBT meetings. Based on the data, teachers will plan future instruction.
Measure of Success	100% of PK-2 teachers, interventionists and TItle I staff trained	Diagnostic data Progress Monitoring data Walkthroughs	100% of PK-2 teachers, interventionists and TItle I staff trained	The Heggerty Assessment.
Check-in/Review Date	February 2020	Weekly TBTs	September 2020	Ongoing

Action Map Subgoal 2: 95% of students in Kindergarten will master letter identification/sound production by May 2021 as measured by a common classroom assessment. 95% of students in grades 1 and 2 will demonstrate average or above grade level phonics and decoding skills as measured by Foundational Skills score on the NWEA Maps May 2021.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Develop a scope and sequence for pacing guides per grade level	Teachers will implement Wonders program with fidelity.	Professional Development on evidence based instructional strategies
Timeline	By August of 2020	Ongoing starting in August 2020	TBT meeting
Lead Person(s)	Principal	K-3 Teachers Interventionists Title I staff	Lead Teacher
Resources Needed	Program materials	Classroom set of materials, course manual, lesson plans, pacing guides	Hattie Strategies
Specifics of Implementation	Recommendations from Wonders guide will help inform pacing.	Teachers will plan and implement 90 minutes daily of literacy including whole group and small group instruction. Ongoing support through collaboration in TBTs	Teachers will incorporate evidence based instructional strategies
Measure of Success	Pacing Guide	Implementation status - walkthroughs and observations	Walkthrough and observation data
Check-in/Review Data	September TBT	Mid year and end of year	September 2021

Action Map Subgoal 3: 90% of students in grades 2 and 3 will score at the 41st percentile or above on Informational Text: Key Ideas and Details and Vocabulary as measured by NWEA Maps.

	Action Step 1	Action Step 2	Action Step 3	Action Step 4	Action Step 5
Implementation Component	Identify and develop common assessments K-3	Administer universal screener and diagnostic assessments (as appropriate) at designated benchmark times	Hold data meetings 4 times per year to analyze data and inform intervention decisions	Following a data-based flowchart, begin RTI process for students moving through Tier 3	Evaluate effectiveness of RTI plan, revise plan as needed, and formalize plan into written document for staff fidelity
Timeline	Starting in August/ September 2020	Fall (Aug./Sept.), Winter (Dec.), Spring (April) Benchmarks	September, January, April	As needed	April-June, 2021
Lead Person(s)	K-3 Teachers	Principal Title I Teacher District Test Coordinator	Principal Title I Teacher	Principal Psychologist	Principal
Resources Needed	Curriculum Materials, Common Assessments	Testing Schedule	Appropriate Data	Flowchart RTI Referral Paperwork Formal RTI Process in Writing for Staff Clarity	Collaboration with Teachers and Psychologist Time for formalization of written plan Student Data Samples All Pertinent forms
Specifics of Implementation	Persons being trained: PreK-3 teachers, Title I staff, Interventionists	Fall NWEA Maps administered to all K-3 students, Heggerty phonological awareness assessment given to all K-2 students three times a year.	Principal will discuss roles and share appropriate data at meeting Principal takes lead in data meetings, training Title I teacher as lead in the future	Staff will need training on RTI referral process and overall RTI process.	Formal documentation of RTI plan can start in spring/summer 2020. Plan will need revised yearly based on changes and lessons learned. New staff will be trained on RTI process upon hire.
Measure of Success	100% attendance at training	100% of students complete the district adopted universal screener 100% of K-2 students complete the Heggerty assessments.	Outcome of data meetings	Survey/Staff assessment of RTI process and suggestions for improvement	Formal RTI Plan List of changes/lessons learned after year 1
Check-in/Review Date	August/September 2020	Data Meetings: September, January, April/May	Data Meetings: September, January, April/May	May 2021	Spring/Summer 2021

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

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

Goals	Evidence Monitoring	Plans to Address
Goal 1: 90% of students in grades K-2 will demonstrate on-grade level phonological awareness skills as measured by Heggerty phonemic awareness assessment by May 2021.	PK-2 teachers will be using the Heggerty Phonemic Awareness curriculum. The effectiveness of the students' understanding of phonological awareness will be measured through the Heggerty assessments.	Teachers will analyze data during TBT meetings to plan future instruction and interventions.
Goal 2: 95% of students in Kindergarten will master letter identification/sound production by May 2021 as measured by a common classroom assessment. 95% of students in grades 1 and 2 will demonstrate average or above grade level phonics and decoding skills as measured by Foundational Skills score on the NWEA Maps May 2021.	By administering K common classroom assessment and NWEA Map Growth to students three times per year, we will develop a data-driven RTI plan.	The results of the fall assessment will be used to pinpoint skills to be addressed on RIMPs, as well as classroom instruction.
Goal 3: 90% of students in grades 2 and 3 will score at the 41st percentile or above on Informational Text: Key Ideas and Details and Vocabulary as measured by NWEA Maps.	By administering NWEA Map Growth Benchmark Assessment to students three times per year, we will develop a data-driven RTI plan. Progress monitoring will be ongoing measuring student growth.	Teachers will use the data from the assessments to make data-based decisions to address students' specific learning needs.

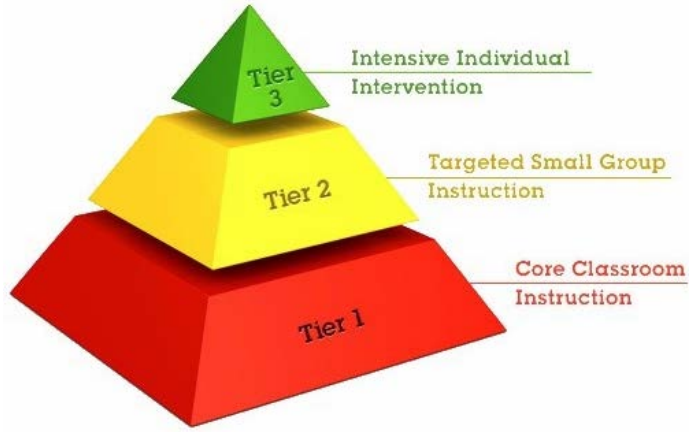
SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

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.

Data-based Response to Intervention Model

The RTI Action Network (2018) defines Response to Intervention (RTI) as a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education setting, typically three times per school year. The general screening process may be followed-up with the administration of more diagnostic assessments to identify specific skill deficits of at-risk students. After intense analysis of assessment data, struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Progress is closely monitored to assess both the learning rate and level of performance of individual students, and students can be moved between tiers of intervention based on how they are "responding to the provided interventions." RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student outcome data (www.rtinetwork.org).



According to the RTI Action Network, for RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

- **High-quality, scientifically-based classroom instruction:** All students receive high-quality, research-based instruction in the general education classroom provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction.
- **Ongoing student assessment:** Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and compared to normed groups of students. Throughout the process, student progress is closely monitored so that decisions regarding students' instructional needs are based on multiple data points taken in context over time.
- **Tiered instruction:** A multi-tier approach is used to efficiently differentiate instruction and specifically target all students' learning needs based on corresponding research-based interventions.
- **Parent involvement:** Schools implementing RTI make parents a key part of the process, informing them about their child's progress, the instruction and interventions used, the goals for the child, staff who are delivering the instruction and the overall progress of their child toward their goals (www.rtinetwork.org).

Currently, we use the NWEA MAP assessment as our universal screener. We are streamlining our RTI system, so we can adequately provide students with the required Multi-tiered System of Support they need. Our universal screening data is utilized to provide information about students' specific learning difficulties.

At Willard Elementary, we have established an RTI process to streamline universal screeners, further diagnostic assessments for students identified as “at-risk” (on RIMPs), data team meetings, individual student tracking forms, progress monitoring schedules, and a data-based framework for making instructional decisions.

Phonological Awareness Instruction

The lack of phonological awareness is the most powerful determinant of the likelihood of failure to read (Adams, 1990). In fact, phonological awareness has been shown to be more of a predictor of success in learning to read than tests of general intelligence, reading readiness, and listening comprehension (Stanovich, 1986, 1994). These statements force us to recognize the power of phonological awareness instruction and the necessity of this instruction daily.

One of the strongest predictors of later success in reading is a child’s ability to recite nursery rhymes upon entry to kindergarten (Cunningham and Hall, 1999). MacLean, Bryant, and Bradley (1987) agreed, supported by their finding that there is a strong link between the nursery rhyme knowledge of pre-k children and their future success in reading and spelling.

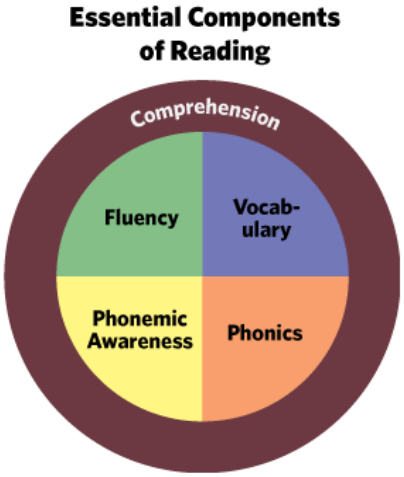
The Heggerty Phonemic Awareness Curriculum that we will implement will target a wide range of phonological awareness skills. Investing in phonological awareness training will build a strong foundation for later success with phonics, both with decoding and encoding, for all children, including children on RIMPs.

Further, the National Reading Panel findings show that teaching children to manipulate the sounds in language through phonological awareness instruction helps them learn to read both real and pseudowords, indicating that it helps children decode unknown words as well as remember how to read familiar words. Phonological awareness instruction, the Panel expands, does not need to consume long periods of time. “Acquiring phonological awareness skills is a means rather than an end” (*National Reading Panel: Teaching Children to Read an Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction, 2000*). Additionally, the National Reading Panel proposes that phonological awareness instruction helps all types of children improve their reading, including normally developing readers, children at-risk of future reading problems (students on RIMPs), disabled readers, preschoolers, kindergartners, 1st graders, children in 2nd through 6th grades (most of whom were disabled readers), children across various SES levels and children learning to read in English as well as other languages.

David Kilpatrick, leading literacy expert, proposes that “every point in a child’s development of word-level reading is substantially affected by phonological awareness skills, from learning letter names all the way up to efficiently adding new, multisyllabic words to the sight vocabulary” (2015). Because of this strong correlation of phonological awareness skills and later reading success, it is critical to start with our youngest learners. If a child leaves first grade as a poor reader, they have an 88% chance of remaining a poor reader at the end of fourth grade. Similarly, a child leaving first grade as an average reader has an 87% likelihood of still being an average reader at the end of fourth grade. In other words, there is only a 12% chance of turning a poor early reader (end of first grade) into a successful older reader (end of fourth grade) (Juel, 1988). This finding highlights the need for early intervention. Our plan to implement the Heggerty Phonological Awareness Curriculum covers students in preschool through 2nd grade, phasing this tier 1 instruction to a tier 2 intervention in the second half of 2nd grade. This is a 10-15 minute per day instructional time that will yield tremendous results for all children, based on the above research.

Systematic Phonics Instruction

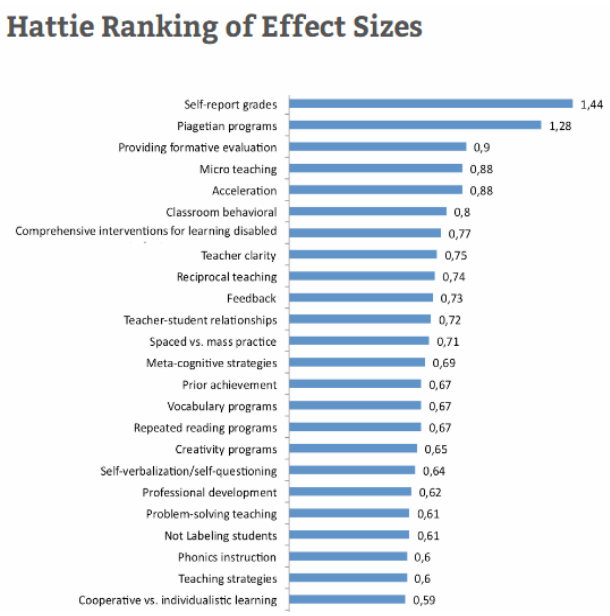
Phonemic awareness, one of the five major components of reading, is a subskill to phonological awareness. Phonemic awareness skills lead to success with phonics, and ultimately comprehension, our end goal for students to be proficient readers.



Intense attention to both phonological awareness and phonics instruction for our students at Willard Elementary will support better decoding skills leading to better reading comprehension. Increased reading comprehension will help us attain our overall RAP goal of increasing student proficiency on the Third Grade Ohio State Reading Assessment.

In 2009 John Hattie published a book on research-based instruction and interventions for many in education. In *Visible Learning*, Hattie released his findings after performing a meta-analysis of over 800 research projects synthesizing the impacts of various effects on student learning. His findings were quantified into an understandable methodology by ranking the influences by effect size from greatest to least. Since that time, Hattie has increased his study to include over 1200 meta-analysis and 252 influences. Hattie found that the average effect size of all the interventions he studied was 0.40. He used this number as a "hinge point" to find what works best in education. In other words, any influences with an effect size greater than 0.40 were found to have a more positive effect on student learning.

Hattie proposes that most well-intentioned teachers can do enough to make students grow from the beginning of the year to the end. However, growth, in and of itself, is not enough when it has no standard to be compared against. Hattie's work highlights the fact that not all interventions have the same outcome. What this implies is that there are things that have MORE effect or LESS effect on student learning than others. (*TEDxNorrkoping*, 2013).



Hattie illustrates that phonics instruction was found to have an effect size of 0.70, ranking 31 out of 252 influences. This is 75% more effective than the average intervention on student learning. Implementing an explicit phonics program is a step we propose to take in the coming year, and is well-supported by research.

Correlating with the research on phonological awareness instruction, the National Reading Panel found that phonics instruction taught early proved much more effective than phonics instruction introduced after first grade. It had an effect size of 0.58 for at-risk kindergartners and 0.74 for at-risk first graders, which parallels effect sizes of 0.56 and 0.54 for kindergarten and first grade students with typically developing skills, respectively. The effect size was much less for students in grades 2-6, both for at-risk and average students. We plan to implement phonics instruction in grades K-3 starting next year. Grades 2-3 will focus on more advanced phonics skills, such as digraphs, blends, diphthongs, vowel teams, and using syllabication strategies to decode multisyllabic words. Phonics instruction will also be a key intervention for at-risk 2nd and 3rd graders with RIMPs as well. We will evaluate the effectiveness of whole group phonics instruction in grade 3, in particular, at the end of year 1 to determine if explicit phonics instruction will remain a tier 1 instructional strategy at that grade level or becomes a tier 2 intervention for at-risk (RIMP) students only, or a combination of the two.

Regardless, the above data supports the idea that explicit phonics instruction will be beneficial to all students, including those with Reading Improvement Monitoring Plans. Not only did systematic phonics instruction provide substantial reading growth for this population of learners, according to the National Reading Panel, but it also helped to remediate difficulties in students identified with disabilities.

Lastly, phonics instruction proved to be beneficial to all students regardless of their socio-economic level. Growth in reading comprehension was also boosted by systematic phonics instruction, both for younger students and reading disabled students, according to the National Reading Panel. Reading comprehension, and the ability to effectively apply what one has read, is our ultimate goal for students, both in the immediate and later in life.

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

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

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

The entire staff will receive training in Heggerty instruction, administering Heggerty Assessments and interpreting data from Heggerty assessments. K-2 teachers will be trained and involved in this administration up to two times a year. The district will continue to use NWEA Maps as the universal screener administered three times a year.

Individual tracking sheets will be developed for our “at risk” students to document interventions and progress monitoring data.

Tier 2 instruction will continue to be provided to students on RIMPs, with an emphasis on progress monitoring in phonological awareness and phonics. Skills in comprehension, fluency and vocabulary will also be monitored as needed.

In prior years, classroom teachers have used Ohio’s Learning Standards and a standard reading series as their curriculum, but have also used many different resources to supplement instruction. Often grade-level teams share ideas but there was a lack of consistency and continuity which has led to gaps in reading skills. Some of the resources do not match standards they are supposed to be teaching. They are often not evidence- or research-based. The K - 2 staff will be trained in the Heggerty Phonemic Awareness Curriculum. Heggerty will start to bring consistency to our primary classrooms. Additionally, ELA pacing will be rewritten next year to include these components.

The K - 2 teachers will implement explicit and systematic phonemic awareness programs during the classroom literacy block. This will help ensure that tier 1 instruction is meeting the students’ educational needs.

Additional professional development times have been designated for the 2020-2021 school year to allow for training.

Members of the RAP committee will join the BLT in monitoring and evaluating this plan three times per year.

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.

Overarching Goal:

Increase the percentage of students meeting or exceeding Third Grade reading proficiency standards from 53% to 68% in the spring of 2021 and increase to at least 75% proficiency in the spring of 2022 as measured by the Ohio State Reading Assessment.

Subgoal 1: 90% of students in grades K-2 will demonstrate on-grade level phonological awareness skills as measured by the Heggerty assessments by May 2021.

Subgoal 2: 95% of students in Kindergarten will master letter identification/sound production by May 2021 as measured by a common classroom assessment. 95% of students in grades 1 and 2 will demonstrate average or above grade level phonics and decoding skills as measured by Foundational Skills score on the NWEA Maps May 2021.

Subgoal 3: 90% of students in grades 2 and 3 will score at the 41st percentile or above on Informational Text: Key Ideas and Details and Vocabulary as measured by NWEA Maps.

Evidence-Based Practice or Intervention: Phonological Awareness Instruction

PD Description	**Begin/End Date**	**Sustained**	**Intensive**	**Collaborative**	**Job-Embedded**	**Data-Driven**	**Classroom-Focused**
	(Check all that apply for each activity)						
1. Training for PK-2 teachers in Heggerty Phonemic Awareness Program	Spring 2020-Continuing	X	X	X	X		X
2. Training for relevant staff members to administer and analyze the Heggerty Assessment	Spring/ Fall 2020 TBTs	X	X	X	X	X	

Resources Required	**Outcomes/Evaluation**
Heggerty Materials	1.100% of PK-2 teachers, interventionists, and Title 1 staff will be qualified to implement Heggerty Phonemic Awareness curriculum and assessments.

Provide a brief description of how the <u>overall</u> 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.

Walk-throughs, peer-to-peer observations, TBT collaborations will be an integral part of professional development in the Heggerty Phonemic Awareness curriculum and assessment administration.

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

Each of the PD components will focus on one specific program. Professional development will continue through 2020 to allow for gradual implementation of the entire RAP.

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.

The outcomes of all of our PD days include training for 100% of the primary grade level staff. This training will take place within the context of professional learning communities of teachers.

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.

All of the PD training will result in the direct use of programs in individual classrooms. Explicit instruction in phonological awareness and phonics should result in noticeable growth in reading achievement of our primary students. Much of the ongoing collaborative learning will take place in context of TBT's.

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

Regular data meetings will keep teachers apprised of a student's growth or lack thereof. The success of the

phonological awareness and phonics programs in tier I instruction can be monitored throughout the year via benchmarking data. The RIMP students' response to interventions can also be closely monitored and instruction can be adjusted as needed. Data-based decisions will be made per the flowchart in Appendix A.

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

The teachers will be involved in the screening of individual students with the help of an assessment team.

All of the primary teachers will be expected to replace the phonics elements of the basal series with Phonics First Curriculum. All kindergarten, first and second grade teachers will be expected to include Heggerty Phonemic Awareness into their classroom literacy blocks. Data meetings will also yield classroom-embedded interventions for teachers to implement.

Initiation Process