June 3, 2019

Dear Superintendent,

Thank you for submitting the Huntington 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.
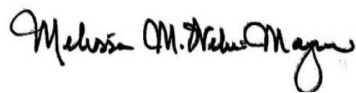
Strengths of the Reading Achievement Plan:
- Use of a needs assessment (RTFI)
- Inclusion of the five big areas of reading.
- Use of OIP framework

This plan will benefit from:
- Consider including PK representation on leadership team.
- Consider including Early Learning Assessment data results
- Consider including a goal for PK if they are also included in plan regarding Heggerty.

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: Huntington Local Schools

DISTRICT IRN: 049502

DISTRICT ADDRESS: 188 Huntsmen Road, Chillicothe, Ohio 45601

PLAN COMPLETION DATE: 12/30/2018

LEAD WRITERS: Heidi Gray, Pam O'Neill

CONTENTS

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
Heidi Gray	Principal	Huntington Elementary	Heidi.gray@huntsmen.org
Pete Ruby	Superintendent	Huntington Local Schools	Pete.Ruby@huntsmen.org
Pamela ONeill	Curriculum Team	Huntington Elementary	Pamela.oneill@huntsmen.org
Angelica Gamon	Kindergarten Teacher	Huntington Elementary	Angelica.gamon@huntsmen.org
Alicia Riley	1st Grade Teacher	Huntington Elementary	Alicia.Riley@Huntsmen.org
Melissa Corey	1st Grade Teacher	Huntington Elementary	Melissa.corey@huntsmen.org
Debbie Mendenhall	2nd Grade Teacher	Huntington Elementary	Debbie.mendenhall@huntsmen.org
Caridi Rinehart	3rd Grade Teacher	Huntington Elementary	Caridi.rinehart@huntsmen.org
Tess Hatmacher	Reading Specialist	Huntington Elementary	Tess.hatmacher@huntsmen.org
Heidi Kellough	Reading Specialist	Huntington Elementary	Heidi.Kellough@Huntsmen.org
Desiree Beekman	3rd Grade Teacher	Huntington Elementary	Desiree.Beekman@huntsmen.org
Tessie Lucas	4th Grade Teacher	Huntington Elementary	Tessie.Lucas@huntsmen.org
Diantha Ford	Kindergarten Teacher	Huntington Elementary	Diantha.Ford@Huntsmen.org

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

Beginning in the 2017-2018 School Year, the District Leadership Team recognized a need for increased focus on the district's Reading Curriculum. A curriculum team was formed in an effort to begin analyzing the district's reading program. Throughout the 2017-2018 school year, the curriculum team with the help of State Support Team personnel, administrators and teachers, analyzed state and district test results, completed a Reading Tiered Fidelity Inventory and worked to identify barriers to student achievement. The R-TFI documented the following areas as needing improvement:

- A School Leadership Team is established to support the implementation of a Tier 1 reading system,
- School-Wide Reading Plan that is well-defined and includes an emphasis on Grade-level Tier 1 instruction.
- Professional learning is purposely selected for supporting the implementation of a School-Wide Reading Model.
- The School Leadership Team uses data to monitor the health of the School-Wide Reading Model.

As we began the 2018-2019 school year, the Curriculum Team and Administration has created a Reading Building Leadership Team which consists of representation from every grade level in the Elementary, Intervention Specialist, and Reading Specialist. This Reading Leadership Team has been given the task to create and implement a School-wide Reading Curriculum that addresses the gaps in our Reading Program so that our students will begin to make gains in their learning.

The Plan will be monitored through the collection of data from NWEA MAPS assessment administered 3 times per year, the Wilson Assessment of Decoding and Encoding (WADE), K-2 Reading Development Data, and bi-weekly TBT Meeting Notes. The plan will be communicated to District Stakeholders via February 2019 Board Meeting Presentation, District Website and Building Level Staff Meetings.

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

By providing professional training to staff to expand foundational reading skills instructional strategies to reflect evidence based practices. We will use all four recommendations in the IES Practice Guide, Foundational Skills to Support Reading for Understanding in Kindergarten Through Third Grade (2016). Those recommendations are:

1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Evidence Level 3)
2. Develop awareness of the segments of sounds in speech and how they link to letters. (Evidence Level 1)
3. Teach students to decode words, analyze word parts, and write and recognize words. (Evidence Level 1)
4. Ensure that each student reads connected text everyday to support reading accuracy, fluency, and comprehension. (Evidence Level 2)

Academic growth and gap closure data is routinely reviewed and analyzed at Huntington Elementary School. The State Report Card data indicates that the elementary school has received an average AMO of 55.65% over the past two years. Local formative and summative assessment data, along with NWEA MAP benchmark data (ELA more than 55% of students at each grade level were not proficient or above; Math more than 65% of students at each grade level were not proficient or above), reflect the same measurement. The 2018 State Report Card reflects an achievement gap with all students, as well as the White subgroup in both Math and ELA, with all students with a score of 78.2% in Math and 79% in ELA. The White subgroup scored 78.6% in Math and 79.9% in ELA. In 2017, the Huntington Local School District formed a Strategic Planning Committee in conjunction with the Ohio School Boards Association to begin a process of reevaluating our school improvement efforts and to identify the critical academic needs of our students. Key stakeholders from the staff and community participated, and through the efforts of the committee, goals were established to address low student achievement in math and reading. The HLSD CCIP, which is directly tied to the work of the Strategic Planning Committee, contains growth goals in math and reading. While the data is clear that Huntington Elementary School students are lagging behind expected growth, it is not clear exactly what changes need to take place to effectively address these academic challenges. Regular TBT and BLT meetings are held in the elementary school and have been in place for the past several years. Teachers are collecting data and engaging in analysis; however, the analysis has not yet produced measurable results. Within the Strategic Planning Committee, sub-committees were formed to address identified needs, and a Curricula Committee was formed to tackle the issue of low student achievement. The conclusion of all this collaboration and committee work has been that the analysis of data is not being effectively translated into classroom practices. While we may have many resources available to track student progress, we are not correctly identifying and implementing the instructional strategies that would positively impact student achievement. It has also been evident that student achievement is lagging district wide. Large numbers of students are entering new classes each year lacking the necessary grade appropriate skills to be successful, especially in reading and math. Pretests, diagnostics, and teacher created assessment tools are showing large numbers students who are not at grade level in reading and math at the onset of each school year. Huntington Elementary K-3 staff needs to develop foundational reading skills instruction to better meet student needs and increase achievement. This came through multiple TBT meetings, BLT meetings, Curricula Committee Meetings, and the Reading Achievement Plan. Teachers in the elementary school have assessed students and determined their limited foundational reading skills are a detriment to their success in the classroom and on standardized tests. We believe that increasing the foundational reading skills of students will impact their performance in all content

areas. These two strategies, effective use of data to impact instruction and developing foundational reading skills will be the focus of our school improvement efforts.

By 2020 State test scores in Math for grades K-12 will increase 2.5 percentage points annually with an annual achievement gap decrease of 1.5 percentage points.

By 2020 State test scores in Reading for grades K-12 will increase 2.5 percentage points annually with an annual achievement gap decrease of 1.5 percentage points.

By 2019, HLSD will promote high expectations for all students, as measured by annual increases in student achievement as evidenced by the district report card.

Through the Ohio Improvement Process, our K-4 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 specialist, intervention specialist, curriculum team, and building leadership) analyze diagnostic, benchmark, and formative assessments around Phonological Awareness, Phonics, High-Frequency words, Vocabulary, Fluency, and Comprehension.

The Reading Achievement Plan will be an extension to our District goals and action steps. Our Reading Team will implementa a PK-3 plan that will focus on evidence-based instructional practice to help our students grow and achieve.

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.*

District Data

Due to the extent of poverty in our district, Huntington 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. District data shows that 17.2% of our students have been identified as a student with a disability..

Kindergarten Readiness Assessment Data

2017 – 63.9% Off Track

2018 – 60.3% Off Track

NWEA Reading Assessment Data : No trend data available due to 2018-2019 being the first year of implementation of the NWEA Reading Assessment.

Overall Reading On-Track Percent (Proficient at % and above based on the 2015 national norms)

Fall 2018
Grade 1
Total Students With Valid Growth Test Scores 75
Students At or Above Norm Grade Level Mean RIT 21
Percent Proficient or above: 28%

Grade 2
Total Students With Valid Growth Test Scores 81
Students At or Above Norm Grade Level Mean RIT 24
Percent Proficient or above: 25%%

Grade 3
Total Students With Valid Growth Test Scores 87
Students At or Above Norm Grade Level Mean RIT 39
Percent Proficient or above: 44.8%%

Grade 4
Total Students With Valid Growth Test Scores 104
Students At or Above Norm Grade Level Mean RIT 39
Percent Proficient or above: 37.5%%

ELA Ohio State Test AIR Assessment – Percent Proficient

2016	2017	2018
3rd – 60%	3rd – 47%	3rd – 50%
4th – 44%	4th – 54%	4th – 58%
5th - 35%	5th - 59%	5th - 64%
6th - 33%	6th - 29%	6th - 37%
7th - 51%	7th - 33%	7th - 27%
8th - 26%	8th - 46%	8th - 30%

Analysis of Data

Beginning First grade NWEA data shows that 68% of our students were below average in the area of Foundational Skills, 60% of our students were below average in the area of Language and writing, 58% were below in the area of Literature and informational and 53% of our students were below average in the area of Vocabulary Use and Functions.

Beginning Second grade NWEA data shows that 70% of our students were below average in the area of Informational Text: Key Ideas and Details, 66% of our students were below average in the area of Informational Text: Language, Craft and Structure, 62% were below in the area of Vocabulary and 60% of our students were below average in the area of Literary Text: Key Ideas and Details and 54% of our students were below average in the area of Literary Text: Language Craft and Structure.

Beginning Third grade NWEA data shows that 48% of our students were below average in the area of Informational Text: Key Ideas and Details, 48% of our students were below average in the area of Informational Text: Language, Craft and Structure, 46% were below in the area of Vocabulary and 49% of our students were below average in the area of Literary Text: Key Ideas and Details and 49% of our students were below average in the area of Literary Text: Language Craft and Structure.

Beginning Fourth grade NWEA data shows that 56% of our students were below average in the area of Informational Text: Key Ideas and Details, 56% of our students were below average in the area of Informational Text: Language, Craft and Structure, 50% were below in the area of Vocabulary and 51% of our students were below average in the area of Literary Text: Key Ideas and Details and 53% of our students were below average in the area of Literary Text: Language Craft and Structure.

English Language Arts state test scores for grades 3-8 are included below.

3rd Grade ELA AIR- 53.1

4th Grade ELA AIR- 47.9

5th Grade ELA AIR-- 63.6

6th Grade AIR--36.7

7th Grade AIR- 27.2

8th Grade AIR- 29.8

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

Insert an analysis of factors believed to contribute to low reading achievement in the school district or community school.

Our district's socioeconomic data from the Census shows that many of our families live below the poverty guideline. According to the 2009 Census the Median income level for our district was $43,846. In our district approximately 100 grandparents reported being the main caregiver to children under the age of 18 years.

Huntington Elementary Staff has been trained in the Wilson Fundations Phonics program. The staff is working to ensure the fidelity of use with this program. We also are working to ensure new staff members receive training that is needed to utilize the program. Another area of improvement needed is to fully train teachers in grades 3 and 4 to utilize the program with their tier 2 and 3 students.

Our Reading Team believes there are many factors contributing to our students' low reading achievement which include a lack of background knowledge and experiences prior to coming to school. Our students come to school already behind in the areas of phonemic awareness, letter recognition, vocabulary, listening and comprehension skills. The classroom teachers has the highest effect on student learning. Below is the analysis of our elementary reading program:

- 90 minute reading block - Grade Levels K-3 now have 90 minutes set aside for reading block. This was not the case prior to 2017-2018 school year. The reading block was broken up in pieces in some grade levels.
- Fundations - All Teachers PK-2 are now using Fundations as their phonic reading program.
- Inconsistent use of materials - There is a lack of consistency K-3 with the resources that are being used with fidelity. Our Building Reading Team is working to align our Reading Curriculum throughout the building.
- Phonemic awareness - Our Building Reading Team has identified a gap in our instruction of Phonemic Awareness. We have ordered Heggerty Phonemic Awareness program for every Reading teacher PK-3 to begin using once trained.
- Fluency checks - The Building Reading Team identified the lack of a structured schedule for fluency checks in each grade level. The team worked to develop a plan to be followed by all reading teachers to track fluency.
- Use of Assessments to guide instruction - TBTs are using MAPS and Mastery Connect data to discuss student achievement and plan instruction to best meet the needs of the students.
- Lack of targeted PD for teachers in the area of reading instruction - The Reading Building Team in conjunction with the District Curriculum Team will work to provide targeted PD in the areas of effective Reading Instruction.

Marzano states that background knowledge is based on 2 factors: The ability of students to process and store information and the regularity of which a student has academically oriented experiences. We know that our students begin their school careers with limited background experiences and knowledge. The analysis of the KRA data shows that 64% of our students were off track beginning their Kindergarten education. The analysis of the NWEA MAPS data also shows a large percentage of our students lack strong vocabulary backgrounds. Christopher Bergland's article, "Tackling the Vocabulary Gap Between Rich and Poor Children" points out that poverty schools will struggle. He states that by age three, it is believed that more children growing up in poor neighborhoods or from lower-income families may hear up to 30 million fewer words than their more privileged counterparts.

Phonemic awareness has shown to be a predictor of later reading achievement. According to Griffith and Olson (1992), phonemic awareness is a better predictor of reading achievement than measures such as IQ or general language proficiency. We must increase our students' knowledge of phonemic awareness from preschool into Kindergarten to better prepare the students for learning to read.

According to Gough's Simple View of Reading, Huntington's reading program appears to be lacking the some essential components needed for whole instruction. The deficits are shown in the NWEA MAPs data.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Describe the district's or community school's literacy mission and/or vision statement. The Department's literacy vision is described in Section 4 of Ohio's Plan to Raise Literacy Achievement*.*

The Huntington Literacy Mission is to create a community in which reading, writing, speaking, and listening serve as the foundation of learning. Our goal is to provide access to high quality language and literacy instruction for all students.   We believe reading is the most fundamental aspect to education and every child must view themselves as a reader and writer. It is our hope that students develop a love and appreciation for reading that will serve them throughout their lives.

We will accomplish this through:

- Systemic, explicit, evidenced-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)
- On-going progress monitoring & assessment that guides core instruction as well as any needed multi-tiered supports
- Provide 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 evidenced-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).

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.

School Performance Goal: Increase percentage of 3rd grade students at or above target from 50% (Spring 2018) to 55% on the spring 2019 AIR assessment and to 60% on the Spring 2020 AIR assessment.

Subgoals

Building Goal

During the 2018-2019 school year the Building Reading Team will design a Phonemic Awareness and Phonics plan that includes screening and progress monitoring.

Kindergarten

Increase percentage of kindergarten students meeting targets for letter sound recognition from .5% to 85% by Spring, 2019.

Increase percentage of kindergarten students meeting targets for letter name recognition from 11% to 85% by Spring, 2019.

First

Increase the percentage of First Grade students meeting or exceeding targets for Foundational Skills from 32% on-track to 50% on-track by spring 2019 as measured by NWEA MAP assessments.

Second

By implementing Marzano's Six Step Process we will increase the percentage of Second Grade students meeting or exceeding targets for Vocabulary from 39% on track to 49% by spring 2019 as measured by NWEA MAP assessments.

Third

By implementing Marzano's Six Step Process we will increase the percentage of Third Grade students meeting or exceeding targets for Vocabulary from 54% on track to 64% by spring 2019 as measured by NWEA MAP assessments.

Fourth

By implementing Marzano's Six Step Process we will increase the percentage of Fourth Grade students meeting or exceeding targets for Vocabulary from 50% on track to 60% as measured by NWEA MAP assessments.

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

Goal # 1 Action Map

Goal Statement: Increase percentage of 3rd grade students at or above target from 50% (Spring 2018) to 55% on the Spring 2019 AIR assessment and to 60% on the Spring 2020 AIR assessment.

Evidence-Based Strategy or Strategies:

1.1 During the 2018-2019 school year the Building Reading Team will design a Phonemic Awareness, Phonics and Vocabulary Instruction plan that includes screening and progress monitoring.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implementation of Fundations Curriculum/ Heggerty Curriculum, UDL Vocabulary and Raz Reading A-Z, Waterford with fidelity as prescribed by grade level.	Restructure of reading block with emphasis on Big 5 Essentials of Reading	Implement the OIP with fidelity
Timeline	January 2018-April 2018	January 2019-April 2019	January 2019-April 2019
Lead Person(s)	Grade Level Teachers Intervention teachers	Grade Level Teachers Administration	Grade Level Teachers Administrators DLT
Resources Needed	-Fundations - Kits -White boards -Letter boards/Magnets -Student Notebooks\ -Phonological Awareness Skills Test (P.A.S.T.) -Heggerty Curriculum -Heggerty Professional Development -Chromebook/Waterford Early Learning Program -Headphones with microphones	-Time to collaborate with colleagues -Schedule in place for reading block -Schedule intervention and pull out to fit with reading block	-Common monitoring tool -Walk through checklist -TBT 5 step form completed

	-Building Academic Vocabulary by Robert Marzano (book) -Professional development in Marzano's Six Step Vocabulary Instructional Framework -Text specific vocabulary -3rd and 4th grade vocabulary list -Wonders Vocabulary -SST 15 Consultant -RAZ Kids/ Reading A-Z -RAZ kids Vocabulary -Time to collaborate with colleagues -NWEA/MAP - Primary Grades -NWEA/MAP -2-5		
Specifics of Implementation	-Teachers will implement the FUNdations program with fidelity -Progress monitoring of adult implementation from TBT and student performance on assessments -TBT will select and implement a common monitoring tool (monthly checksheet) -Explicit phonemic awareness instruction with fidelity -Implement research based instructional strategies introduced through TBT's and Professional Development -Teachers will implement Marzano's Six Step Vocabulary Instructional Framework	-Kindergarten- Second Grade will Follow this every day. 15 min of Heggerty Curriculum 30-45 min of Fundations 30-45 min of core reading instruction 45 min for small group Reading development Kindergarten 20 min of Waterford Early Learning Science and Social Studies will be integrated into Reading 3rd Grade Will follow this everyday 30 min Fundations 75 min ELA/ Reading- Small Group/RAZ Marzano Vocabulary	--TBT 5 step form completed with fidelity -Step 1 and 2 completed before meeting at beginning for a 9 week cycle -Steps 3 and 4 discussed throughout the 9 weeks and used to drive instruction -Step 5 is done at the end of every TBT meeting to set the agenda for next time -Bi-weekly TBT with Administration -Progress monitoring data will be supplied by TBT to BLT to DLT and spiraling among team -Meaningful specific and timely feedback given between each step of OIP, DLT, BLT, TBT

		Social Studies/ Science Integrated with Reading 105 min Math/Science Intervention teacher will work with teachers to provide intervention`	
Measure of Success	-NWEA MAPS State AIR Assessment Progress Monitoring Tools	-Student Data -Walk Throughs -Teacher Survey Reflection	-Completed 5 step TBT form -OIP will drive instructional decisions
Check-in/Review Date	Bi-weekly TBT meetings with Administration NWEA MAPS 3x a year TBT structure Followed Spring State AIR Assessment	Bi-weekly TBT meetings with Administration Observation of schedule in action Walk through	Quarterly DLT/BLT Bi Weekly TBT meeting with Administration

Goal # 2 Action Map

Goal Statement: Increase percentage of kindergarten students meeting targets for letter sound recognition from .5% to 85% by Spring, 2019.

Evidence-Based Strategy or Strategies:

2.1 Develop awareness of the segments of sound in speech and how they link to letters to impact phonological awareness.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	FUNdations	Curriculum by Michael Heggerty	Waterford Early Learning
Timeline	January 2018-April 2018	January 2018-April 2018	January 2018-April 2018
Lead Person(s)	Kindergarten Teachers Title Teacher	Kindergarten Teachers Title Teacher SST Consultants	Kindergarten Teachers
Resources Needed	-FUNdations Level K kits -Time to collaborate with colleagues -Dry-erase boards -Letter boards/Magnetic boards -Student Notebooks	-P.A.S.T. Screeners -Professional Development -Time to collaborate with colleagues -Heggerty Curriculum	-Chromebook/Waterford Early Learning Program -Headphones/microphones -Time to collaborate with colleagues
Specifics of Implementation	-Teachers will implement the FUNdations program with fidelity -Progress monitoring of adult implementation from TBT and student performance on assessments -TBT will select and implement a common monitoring tool (monthly checksheet) -Principal walk throughs	-Explicit phonemic awareness instruction with fidelity - Heggerty -Implement research based instructional strategies introduced through TBT's and Professional Development -Progress monitoring of adult implementation from TBT and student performance on assessments -TBT will select and implement a common monitoring tool (monthly checksheet) -Principal walk throughs	--TBT will review monthly reports for on/off task -Progress monitoring of implementation of student performance -Teachers will implement the Waterford program daily

Measure of Success	FUNdations assessments	-MAP (2019-2020) -P.A.S.T. Screeners	-Waterford growth reports
Check-in/Review Date	-TBT data bi-weekly -MAP (2019-2020)	-TBT data bi-weekly -MAP (2019-2020)	-TBT data bi-weekly -MAP (2019-2020)

Goal # 3 Action Map

Goal Statement: Increase the percentage of First Grade students meeting or exceeding targets for Foundational Skills from 32% on-track to 50% on-track by spring 2019 as measured by NWEA MAP assessments.

Evidence-Based Strategy or Strategies:

3.1 Develop awareness of the segments of sound in speech and how they link to letters to impact phonological awareness.

3.2 Teach students to decode words, analyze word parts and recognize words

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Fundations Curriculum	Phonemic Awareness Curriculum by William Heggerty	Waterford Early Learning
Timeline	January 2019-April 2019	January 2019-April 2019	January 2019-April 2019
Lead Person(s)	First Grade Teachers Intervention Teachers	First Grade Teachers Intervention Teachers SST Consultants	First Grade Teachers
Resources Needed	FUNdations Level 1 Kits Professional Development Time to collaborate with colleagues NWEA/ MAP- Primary grade White boards Student Notebooks Letter boards/ Magnets	Heggerty Curriculum Professional Development Time to collaborate with colleagues NWEA/ MAP- Primary grade P.A.S.T. screeners	Chromebook/Waterford Early Learning program Headphones
Specifics of Implementation	Teachers will implement the FUNdations program with fidelity. Progress monitoring of adult implementation through walk throughs, from TBT meetings, and students performance on assessments. TBT will select and implement a common monitoring too.	Explicit phonemic awareness instruction with fidelity.- Heggerty Implement evidence based instructional strategies introduced through TBT and Professional Development. Progress monitoring of adult implementation through walk throughs, from TBT meetings, and students performance on assessments.	20 minute online program daily

		TBT will select and implement a common monitoring tool.	
Measure of Success	Fundations assessments NWEA/MAP	P.A.S.T screeners NWEA/MAP	NWEA/MAP
Check-in/Review Date	TBT data bi-weekly NWEA/MAP 3x yearly	P.A.S.T screeners TBT data bi-weekly NWEA/MAP 3x yearly	TBT data bi-weekly NWEA/MAP 3x yearly

Goal #4 Action Map

Goal Statement: We will increase the percentage of Second Grade students meeting or exceeding targets for Vocabulary from 39% on track to 49% by spring 2019 as measured by NWEA MAP assessments.

Evidence-Based Strategy or Strategies:

4.1 - Teach students academic language skills, including the use of inferential and narrative language, and vocabulary

4.2 - Teach students to decode words, analyze word parts and recognize words.

4.3 - Develop awareness of the segments of sound in speech and how they link to letters to impact phonological awareness.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Fundations	Phonemic Awareness Curriculum by Michael Heggerty	Vocabulary
Timeline	January 2019 - April 2019	January 2019 - April 2019	January 2019 -April 2019
Lead Person(s)	Second Grade Teachers Intervention Specialists	Second Grade Teachers Intervention Specialists SST 15 Consultant	Second Grade Teachers Intervention Specialists SST 15 Consultant
Resources Needed	Fundations - Level 2 Kits Professional Development Time to collaborate with colleagues NWEA/MAP - Primary Grades White boards Letter boards/Magnets	Professional Development Time to collaborate with colleagues NWEA/MAP -2-5 Heggerty Curriculum	Professional development in Marzano's Six Step Vocabulary Instructional Framework Time to collaborate with colleagues Wonders Vocabulary RAZ Kids vocabulary Time to collaborate with Colleagues NWEA/MAP - 2-5
Specifics of Implementation	Teachers will implement the FUNdations program with fidelity Progress monitor of adult implementation from walk throughs, TBT meetings,, and student performance on assessments	Explicit phonemic awareness instruction with fidelity. - Heggerty Implement evidence based instructional strategies introduced through TBT and Professional Development.	Teachers will implement Marzano's Six Step Vocabulary Instructional Framework Progress monitor of adult implementation from walk throughs,TBT meetings, student performance on assessments

		Progress monitoring of adult implementation through walk throughs, from TBT meetings, and students performance on assessments. TBT will select and implement a common monitoring tool.	Implement evidence based instructional strategies introduced through TBTs, professional development , and RAZ kids, and Wonders curriculum.
Measure of Success	Fundations assessments NWEA/MAP - 2-5	Fundations Assessments NWEA/MAP 2-5	NWEA/MAP
Check-in/Review Date	TBT data monthly MAP 3X yearly	TBT data monthly Map 3X yearly	TBT data Monthly MAP 3X yearly

Goal # 5 Action Map

Goal Statement: We will increase the percentage of Third Grade students meeting or exceeding targets for Vocabulary from 54% on track to 64% by spring 2019 as measured by NWEA MAP assessments.

Evidence-Based Strategy or Strategies:

5.1 - Teach students academic language skills, including the use of inferential and narrative language, and vocabulary

5.2 - Teach students to decode words, analyze word parts and recognize words.

5.3 - Develop awareness of the segments of sound in speech and how they link to letters to impact phonological awareness. (Tier 3)

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Fundations	Raz Kids/Reading A-Z	Vocabulary
Timeline	January 2019- April 2019	January 2019- April 2019	January 2019- April 2019
Lead Person(s)	Intervention Specialist Grade Level Classroom Teacher	Intervention Specialist Grade Level Classroom Teacher	Intervention Specialist Grade Level Classroom Teacher
Resources Needed	-FUNdations level 2 kits -Professional development time to collaborate with colleagues -NWEA/MAP -White Boards -Letter boards/magnets	- Raz kids/Reading A-Z -Professional development -Time to collaborate with colleagues -NWEA/MAP	-Professional Development in Marzano's Six Step Vocabulary Instructional Framework -Time to collaborate with colleagues -NWEA/MAP- Primary grade - Building Academic Vocabulary by Robert Marzano (book) - Text specific vocabulary - 3rd grade vocabulary list -SST 15 consultant
Specifics of Implementation	-Teachers will implement the FUNdations program with fidelity -Progress monitoring of adult implementation through walk	-Explicit vocabulary instruction with fidelity -implement evidence based instructional strategies introduced through TBTs,	-Teachers will implement the Marzano Six Step Vocabulary Instructional Framework -Progress monitoring of adult implementation from TBT and

	throughs, from TBT meetings, and students performance on assessments -TBT sill select and implement a common monitoring tool.	professional development, and RAZ/Reading A-Z -TBT will select and implement a common monitoring tool	student performance on assessments -TBT will select and implement a common monitoring
Measure of Success	NWEA/MAPs	NWEA/MAPs	NWEA/MAPs
Check-in/Review Date	TBT data monthly MAP 3x yearly	TBT data monthly MAP 3x yearly	TBT data monthly MAP 3x yearly

Goal # 6 Action Map

Goal Statement: We will increase the percentage of Fourth Grade students meeting or exceeding targets for Vocabulary from 50% on track to 60% as measured by NWEA MAP assessments.

Evidence-Based Strategy or Strategies:

6.1 - Teach students academic language skills, including the use of inferential and narrative language, and vocabulary

5.2 - Teach students to decode words, analyze word parts and recognize words.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Flocabulary	Raz Kids/Reading A-Z	Vocabulary Instruction Framework
Timeline	January 2019-April 2019	January 2019-April 2019	January 2019-April 2019
Lead Person(s)	Grade Level Teachers Intervention Specialist	Grade Level Teachers Intervention Specialist	Grade Level Teachers Intervention Specialist
Resources Needed	-Access to website	- Raz kids/Reading A-Z -Professional development -Time to collaborate with colleagues	-Professional Development in Marzano's Six Step Vocabulary Instructional Framework -Time to collaborate with colleagues -NWEA/MAP- Primary grade - Building Academic Vocabulary by Robert Marzano (book) - Text specific vocabulary - 4th grade vocabulary list -SST 15 Consultant
Specifics of Implementation	-Teachers will implement the use of Flocabulary with fidelity --Progress monitoring of adult implementation through walk throughs, from TBT meetings, and students performance on assessments	-Explicit vocabulary instruction with fidelity -implement research based instructional strategies introduced through TBTs, professional development, and RAZ/Reading A-Z	-Teachers will implement the Marzano Six Step Vocabulary Instructional Framework -Progress monitoring of adult implementation from TBT and student performance on assessments

	-TBT sill select and implement a common monitoring tool.	-TBT will select and implement a common monitoring tool	-TBT will select and implement a common monitoring
Measure of Success	NWEA MAP	NWEA MAP	NWEA MAP
Check-in/Review Date	TBT data monthly MAP testing diagnostic 3 times yearly	TBT data monthly MAP testing diagnostic 3 times yearly	TBT data monthly MAP testing diagnostic 3 times yearly

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

Implementation and progress monitoring of the RAP plan will we be determined through ongoing formative assessment of adult implementation and student achievement using the following monitoring tools:
- 5 Step Process Form/ Tier 1,2,3
- Classroom Observation
- Walk Through
- Teacher schedule for dedicated 90 min block and scheduling of small groups for classroom and additional tier 2 and tier 3 intervention pull-out.
- Monitor Lesson Plans
- NWEA MAPS
- State AIR Assessments
- Checklists and Formative Assessments
- Report at bi-weekly TBT and quarterly BLT/DLT
- Reported on OTES (DIfferentiation, Assessment and Professional Responsibility)

The District Leadership Team will meet quarterly to review implementation of Reading Plan.

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.

The focus of our plan is to provide professional training to staff to expand foundational reading skills instructional strategies to reflect evidence based practices. We will use all four recommendations in the IES Practice Guide, Foundational Skills to Support Reading for Understanding in Kindergarten Through Third Grade (2016). Those recommendations are:
1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Evidence Level 3)
2. Develop awareness of the segments of sounds in speech and how they link to letters. (Evidence Level 1)
3. Teach students to decode words, analyze word parts, and write and recognize words. (Evidence Level 1)
4. Ensure that each student reads connected text everyday to support reading accuracy, fluency, and comprehension. (Evidence Level 2)

These evidence based strategies will provide students on Reading Improvement Monitoring Plans (RIMPs) explicit reading instruction needed to improve reading achievement and move students off of Reading Improvement Plans.

Huntington Local School District has adopted Wilson Fundations Curriculum for grades K-3 that will be used K-3 Tier 1 instruction in phonemic awareness and phonics. Fundations will be used in a daily 45 minute reading development period as targeted support for Tier 2 and Tier 3 instructional needs in grades K-2. In 3rd grade Fundations Tier 2 and Tier 3 targeted instructional support will be provided by 2 intervention teachers. All teachers in grades K-2 will use the Heggerty Curriculum daily with all students. Intervention teachers in 3rd grade will use Heggerty as targeted support. Heggerty will provide explicit and instruction in phonemic awareness. Classroom teachers develop and follow a curriculum aligned to Ohio Learning Standards and integrate resources to help them deliver instruction the 5 key components of reading to ensure a balanced program for all students. Evidence based instructional strategies are the foundation of the tier 1 reading program, to ensure student growth and achievement in foundational kills, vocabulary, word analysis and comprehension.

Students in grades K-2 will receive a 90 minute uninterrupted grade level Tier 1 balanced literacy instruction in the 5 essential components of reading. Additionally students will receive 45 minutes of small group Tier 2 and Tier 3 targeted support or additional

reading instruction/enrichment daily based on each students individual needs. Students in Grade 3 will receive 105 minutes of uninterrupted grade level Tier 1 balanced literacy instruction in the 5 essential components of reading. Two intervention teachers will work with classroom teachers to provide Tier 2 and Tier 3 support.

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 district will be implementing Wilson's Fundations, in grades K-3 with fidelity, as a Tier 1 approach and targeted Tier 2 instruction. Last year the district provided training in the Fundations Program for all teachers in grades K-3. Using Fundations with daily with all students will insure that they receive a systematic instruction to master phonics.

The district will also implement the Heggerty Phonemic Awareness Curriculum. Daily instruction for all students in grades k-2 and as a targeted tier 2 support in grade 3 will provide students with needed phonemic awareness instruction that is essential to reading. The district will provide at least 90 min of daily reading instruction focused on the 5 components of reading for all students. Targeted tier 2 support will also be provided.

In the previous 2 years the above mentioned approaches were not provided with consistency. Fundations was being used by some teachers but not systematically as prescribed as Tier 1 and Tier 2 instruction. Phonemic awareness instruction was provided through core instruction and Fundations but was not complete enough to meet the need of our students. A daily 90 minute block was available but not monitored to ensure fidelity. The focus of our plan is to provide professional training to staff to expand foundational reading skills instructional strategies to reflect evidence based practices. We will use all four recommendations in the IES Practice Guide, Foundational Skills to Support Reading for Understanding in Kindergarten Through Third Grade (2016). Those recommendations are:

5. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Evidence Level 3)
6. Develop awareness of the segments of sounds in speech and how they link to letters. (Evidence Level 1)
7. Teach students to decode words, analyze word parts, and write and recognize words. (Evidence Level 1)
8. Ensure that each student reads connected text everyday to support reading accuracy, fluency, and comprehension. (Evidence Level 2)

The district will use NWEA MAPS and common progress monitoring tools to measure student achievement. TBT meetings will focus on reviewing data to adjust instruction to meet students needs. The BLT will monitor the TBT providing feedback and direction. The DLT will ensure that progress towards district goals is on track. Moving forward, the use and monitoring of tools and strategies will provide a systematic plan to improve student achievement in reading. To aide in the monitoring and implementation of this plan a reading specialist and curriculum team member will attend instructional coaching training with the State Support Team. These two team members will observe instruction, provide constructive feedback on the instruction to the teachers and lead teacher team meetings to facilitate discussion and improved instruction.

\SECTION 8 PART C: PROFESSIONAL DEVELOPMENT PLAN

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Districts may choose to use the professional development template developed for the Striving Readers Comprehensive Literacy Grant.

This plan includes professional development for our teachers that support the 5 Big Essential Components of Reading. Professional development will be provided to our teachers through release time and in TBT meetings.

Fundations training was provided in the 2017-2018 school year. Supplies for all teachers have been purchased for the program. TBT meetings will provide on-going job embedded professional development.

Heggerty Phonological Awareness Training will be provided to teachers through the state support team in 2019. The curriculum has been purchased for the teachers.

APPENDICES

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

Glossary/Acronyms:

OIP - Ohio Improvement Process

CCIP - Comprehensive Continuous Improvement Plan

R-TFI - Reaching Tiered Fidelity Inventory

DLT - District Leadership Team

BLT - Building Leadership Team

TBT - Teacher Based Team

NWEA Maps - District chosen assessment for On-Track/Off-Track Reading Scores

Fundations - The prevention/early intervention from Wilson Language publisher that is used for grades PK-3. The focus of this program is phonics and decoding. This program will be used for Tier 1 and Tier 2 instruction.

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