

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 31, 2019

Dear Superintendent,

Thank you for submitting the Mount Gilead Exempted Village 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:

- Detailed analysis of contributing factors that highlight the absence of a Tier I core reading curriculum, staff turnover, and staff reductions.
- Action Steps that address the data analysis in Section 3. Implementation of the Heggerty curriculum to improve students Phonemic Awareness as well as Foundations for Phonemic Awareness and Phonics.
- The professional development plan is ongoing and job embedded with the utilization of a literacy coach.

This plan will benefit from:

- This plan could benefit from looking deeply into alignment with Ohio's Plan to Raise Literacy Achievement conceptual models such as the Simple View of Reading and how they measure specific skills and support within the Word Recognition component of the Simple View of Reading. The district could then be able to create and support the educational journey along the language and literacy continuum within their district. For example: Example: First sound fluency, blending, knowledge of vowel teams, etc

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. Questions may be sent to Dr. Melissa Weber-Mayrer at readingplans@education.ohio.gov.

Sincerely,



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

READING ACHIEVEMENT PLAN

DISTRICT NAME: Mount Gilead Exempted Village School District

DISTRICT IRN: 045534

DISTRICT ADDRESS: 145 N. Cherry Street, Mount Gilead, Ohio 43338

PLAN COMPLETION DATE: December 21, 2018

LEAD WRITERS: Jeff Thompson, Chris Kamenski, Molly Clapper, Tab Walls, Jon Grega, Deb Clauss, Whitney Swinehart

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Insert a list of all leadership team members, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Chris Kamenski	Elementary Principal	Park Avenue Elementary	ckemenski@mgshools.org
Molly Clapper	Special Education Director/Special Projects Manager	District	mclapper@mgschools.org
Tab Walls	School Psychologist	District	twalls@mgschools.org
Whitney Swinehart	Elementary Intervention Specialist	Park Avenue Elementary	wswinehart@mgschools.org
Jon Grega	Middle School Principal	Mount Gilead Middle School	jgrega@mgschools.org
Deb Clauss	High School Principal	Mount Gilead High School	dclauss@mgschools.org
Jeff Thompson	Superintendent	District	jeffthompson@mgschools.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 RAP team collected and analyzed data on student reading diagnostics and state testing to identify key areas that needed to be addressed to enhance reading instruction. The team will implement the plan through the addition of programs and professional development for staff. The plan will be communicated with all stakeholders through various communication mediums including staff meetings.

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

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

Mount Gilead School District School Improvement Plan, or Ohio Improvement Plan, consists of the following goals:

1. By 2020 100% of students will grow at least 5% annually on state and district testing. Our strategy for this goal is to continuously improve student growth and achievement. Our adult implementation is to have 100% of all classroom teachers k-12 utilize learning targets and formative pre/post assessments within their lessons. Teachers will progress monitor regularly to see if the interventions, curriculums, and strategies being implemented are successful in order to achieve our literacy goal. The student performance indicator is that students will demonstrate one years' worth of growth on state/district assessments. Also, 100% of students will set and meet/exceed individualized learning goals.

This goal aligns with our Reading Achievement Plan that encompasses our need to improve our Literacy programs by increasing our teacher value-added scores, our progress monitoring data, increasing our student achievement levels, and increasing our professional development for teachers.

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

SECTION 3, PART A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA

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

According to our fall 2018 3rd grade reading state assessment data, Mount Gilead had 50% of students score into the proficient range. In fall 2017 our 3rd grade reading state assessment data reflects that students were 58% proficient. Additionally, in spring of 2016 our 3rd grade reading state assessment data reflects 54% proficiency. In Spring 2015 our 3rd grade reading state assessment data reflects that students were 73% proficient. According to the trending data from 2014-2016 the following are the results of our proficiency percentages.

In Grades 4-8 our state reading assessment data is as follows:

- Spring 2015 4th grade 69% proficient, 5th grade 69% proficient, 6th grade 52% proficient, 7th grade 52% proficient, 8th grade 79% proficient.
- Spring 2016 4th grade 32% proficient, 5th grade 59% proficient, 6th grade 42% proficient, 7th grade 31% proficient, 8th grade 49% proficient.

Mount Gilead district level diagnostic assessments in reading data in the fall of 2018 the following percentages were on Reading Improvement Monitoring Plans (RIMPs):

- Kindergarten for KRA 52% on RIMPs
- Grade 1 for i-ready 46% on RIMPs
- Grade 2 for i-ready 44% on RIMPs
- Grade 3 for i-ready 50% on RIMPs

Mount Gilead district level diagnostic assessments in reading data in fall of 2016 the following percentages were on Reading Improvement Monitoring Plans (RIMPs):

- In kindergarten for KRA 28% on RIMPs
- Grades 1 for MAP (Measures of Academic Progress) 44% on RIMPs
- Grade 2 MAP 33% on RIMPs
- Grade 3 for MAP 41% on RIMPs

Mount Gilead district level diagnostic assessments in reading data in the fall of 2015 the following percentages were on Reading Improvement Monitoring Plans (RIMPs):

-In kindergarten for KRA 47% on RIMPs

-Grade 1 for MAP 53% on RIMPs

-Grade 2 MAP 40% on RIMPs

-Grade 3 for MAP 41% on RIMPs

-Grade 4 for MAP 40% on RIMPs

-Grade 5 for MAPS 41% on RIMPs

With the i-ready diagnostic district assessment given in fall of 2018 students are scored below level in the following areas:

-Grade 1 Comprehension/Informational Text 83%, Comprehension/Literature 88%, Vocabulary 91%, High-Frequency Words 45%, Phonics 73%, Phonological Awareness 26%, Overall Reading Level 95%

-Grade 2 Comprehension/Informational Text 68%, Comprehension/Literature 78%, Vocabulary 71%, High-Frequency Words 87%, Phonics 90%, Phonological Awareness 87%, Overall Reading Level 73%

-Grade 3 Comprehension/Informational Text 60%, Comprehension/Literature 59%, Vocabulary 65%, High-Frequency Words 12%, Phonics 60%, Phonological Awareness 0%, Overall Reading Level 62%

-Grade 4 Comprehension/Informational Text 68%, Comprehension/Literature 64%, Vocabulary 74%, High-Frequency Words 4%, Phonics 34%, Phonological Awareness 0%, Overall Reading Level 70%

-Grade 5 Comprehension/Informational Text 76%, Comprehension/Literature 63%, Vocabulary 76%, High-Frequency Words 2%, Phonics 21%, Phonological Awareness 0%, Overall Reading Level 78%

With the i-ready diagnostic district assessment given in fall of 2017 students scores were below in the following areas:

-Grade 1 Comprehension/Informational Text 86%, Comprehension/Literature Text 88%, Vocabulary 88%, High-Frequency Words 79%, Phonics 88%, Phonological Awareness 88%

-Grade 2 Comprehension/Informational Text 80%, Comprehension/Literature Text 73%, Vocabulary 79%, High-Frequency Words 44%, Phonics 77%, Phonological Awareness 22%

-Grade 3 Comprehension/Informational Text 61%, Comprehension/Literature Text 58%, Vocabulary 63%, High-Frequency Words 10%, Phonics 53%, Phonological Awareness 2%

-Grade 4 Comprehension/Informational Text 78%, Comprehension/Literature Text 78%, Vocabulary 80%, High-Frequency Words 3%, Phonics 37%, Phonological Awareness 0%

-Grade 5 Comprehension/Informational Text 71%, Comprehension/Literature Text 68%, Vocabulary 79%, High-Frequency Words 2%, Phonics 16%, Phonological Awareness 0%.

Summary Statement: In Mt. Gilead EVSD the data indicates that approximately half of the students entering kindergarten have skills below the state's expectations. The data presented above demonstrates a varied of results including improvements, no improvement and regression in all grade levels, within all areas of foundational reading skills.

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.

According to our current data over the last three years, we are performing well below average in our reading achievement scores. As a team we have collectively discussed the factors that we believe are contributing to our low achievement rates.

I. We do not have a common reading curriculum in place K-5. Our teachers are teaching different curricular programs that they deem necessary for their classroom instruction. This creates inconsistency in foundational reading instruction. There are many different reading curricular programs and methods of instruction, however, as a school we should be able to move students through the grade levels with a continuation of reading knowledge that progresses through the grade levels.

II. As a district our teachers require more professional development to equip them with the right tools and instruction for our literacy programs. Literacy scores will likely improve when our teachers are utilizing the same reading curriculum. Our data indicates that our low achievement scores are a result of ineffective tier one reading instruction. Although, tier two and three interventions are important, data suggests that we focus our attention on core instruction.

III. The kindergarten teachers now have a progress monitoring tool using the i-Ready reading system, as well as all kindergarten students are being assessed using CTOPP.

IV. Since 2010 the MGEVSD has had seven different school psychologists. Turnover of this magnitude has a detrimental impact on the consistency of intervention and identification processes. Over the past five years the district's elementary has had four different building principals. Additionally, the elementary has undergone numerous staff changes including staff reassignments, retirements and dismissals.

V. Each year over the course of the last four years, there has been a reduction in the number of staff servicing the elementary. These reductions have been in response to the declining enrollment, as well as reductions in state and federal funding.

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 mission of the Mount Gilead Schools is to develop a learning environment that fosters individual growth, positive self-worth and a desire for lifelong learning. The Literacy mission of Mount Gilead Schools is to develop a learning environment that establishes the fundamental reading and writing skills, comprehension skills and literary analysis skills necessary for students to engage in and learn from a variety of literary mediums.

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.

The Mount Gilead EVSD Reading Achievement Plan has been designed to support progress towards increased reading proficiency as measured by state and local assessments.

Goal 1: During the 2018-2019 school year Mount Gilead EVSD students in grades 3 through 5 will demonstrate a 20% increase in the number of proficient readers as measured by state assessments.

Goal 2: During the 2018-2019 school year Mount Gilead EVSD students in grades K through 2 will demonstrate a 20% increase in the number of on track readers as measured by district diagnostic assessments.

SECTION 6: ACTION PLAN MAP(S)

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

Goal # _1_ Action Map

Goal Statement: During the 2017-2018 school year Mount Gilead EVSD students in grades 3 through 5 will demonstrate a 20% increase in the number of proficient readers as measured by state assessments.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Reading/Writing workshop implementation based on the Lucy Calkins model.	Professional Development	Tutoring for students not meeting 3rd grade reading guarantee
Timeline	2018-2019	2018-2019	2018-2019
Lead Person(s)	Chris Kamenski, Molly Clapper	Chris Kamenski, Molly Clapper	Chris Kamenski, Molly Clapper
Resources Needed	Readers/Writers workshop materials for teachers and students.	Finance to pay for Professional development opportunities.	Finances to pay for tutors.
Specifics of Implementation	Create the structure of the reading workshop model based on our schedule. This is being done with the departmentalization of core subjects. Literacy/Writing will be a focus for a minimum of 90 minutes per day, per subject.	Professional development pertaining to reading workshop model ie Lucy Caulkins lesson guidance.	40 minutes 3 times a week by licensed teachers.
Measure of Success	Teacher evaluations, principal walk-through. 100% of staff grades 3-5 implementing and utilizing the reading/writing workshop instruction model.	Exit survey following development opportunities.	Inventory of number of students participating in tutoring outside of the school day. I-Ready Diagnostic and AimsWeb Progress monitoring.
Check-in/Review Date	Spring/2019 Fall/2019	Spring/2019 Fall/2019	Spring/2019 Fall/2019

Goal # 2 Action Map

Goal Statement: During the 2017-2018 school year Mount Gilead EVSD students in grades 3 through 5 will demonstrate a 20% increase in the number of proficient readers as measured by state assessments.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Orton Gillingham Training for selected K-2 staff	Implementation of direct, explicit phonics based instruction K-2	Phonemic Awareness Instruction
Timeline	2018-2019	2018-2019	2018-2019
Lead Person(s)	Chris Kamenski, Molly Clapper, Tab Walls	Chris Kamenski, Molly Clapper, Tab Walls	Chris Kamenski, Molly Clapper, Tab Walls, SST7 Coach
Resources Needed	iCALP	Foundations curriculum	Phonemic Awareness Teaching Materials such as Haggerty
Specifics of Implementation	Kara Lee, iCALP will provide professional development in Multi-Sensory Structured Language Education.	Materials purchased and training provided for the teachers K-2.	Implementation of a Phonemic Awareness curriculum using Haggerty in PK, KG and 1st grades.
Measure of Success	Inventory of the number of teachers trained.	Walk-through, progress monitoring data, teacher feedback.	Walk-through, progress monitoring data, teacher feedback.
Check-in/Review Date	Spring/2019 Fall/2019	Spring/2019 Fall/2019	Spring/2019 Fall/2019

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.

Progress towards goals will be monitored through data collection and analysis on two fronts; Teacher Implementation and Student Growth.

Adult Implementation will be monitored via administration walk-throughs, teacher and student surveys, PD inventories and PD formative assessments. Adult Implementation will be reported through Board reports, Administrator Bulletins, staff meeting presentations and team meeting discussions.

Student Growth will be monitored through quarterly diagnostics, progress monitoring and our MTSS process in which all at risk students are evaluated and assigned various forms of intervention and supports. Student Growth will be reported through numerous communication mediums to all stakeholders.

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.

Teachers within the MGEVSD will implement a 90-minute balanced literacy block with tiered instructional supports as described through the Multi-Tiered System of Supports model. A variety of evidence-based strategies will be utilized to ensure success for our students struggling in reading as identified on Reading Improvement and Monitoring Plans (RIMPs). According to our data (specifically referenced in section three of our RAP) approximately 50% of our students' kindergarten through third grade are on RIMPs. In order to improve our students' proficiency in reading we have outlined a professional development plan to accomplish our goal.

Teachers will be trained in Orton Gillingham, a multisensory structured language reading intervention program that teaches the connection between phonological awareness, phonics/alphabetic principle and reading fluency. This instructional methodology will be utilized as part of our instruction within our special education, Title1 and general education classes.

-Grades PK-1 will utilize a daily phonemic awareness curriculum from Literacy Resources Incorporated (LRI), via Haggerty, to ensure a strong foundation in the students ability to isolate, manipulate, blend and segment the sounds into spoken language.

-Grades K-2 will utilize the Foundations Language Program which is a recognized leader in multisensory, structured language program. This will bring a systematic and explicit approach to reading instruction within the critical foundational areas; phonological awareness, phonics/alphabetic principle, fluency, vocabulary and comprehension. This program also helps to reinforce spelling generalizations and handwriting practices. Through guided reading and tiered-intervention groups, grades K-2 will utilize decodable texts and the Reading A-Z materials to support a direct, explicit, systematic approach to teaching reading skills, to learn incrementally.

-During tiered-intervention groups, grades 3-5 will utilize the Leveled Literacy Intervention (LLI) curriculum which is a powerful, short-term, intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching.

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

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

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

The State Support Team Region 7 will partner with our district to provide professional development and ongoing training for the implementation of Haggerty.

MGEVSD will utilize a literacy coach for grades pk-5 to instruct our teachers on the importance of direct/explicit instruction in the five components of literacy; phonological awareness, phonics/alphabetic principle, fluency, vocabulary, and comprehension. The literacy coach will support and monitor teachers providing the strategies to insure fidelity, as well as appropriately using provided materials.

MGEVSD will utilize an Instructor of Certified Academic Language Practitioner (ICALP) to provide ongoing professional development for tier 1 and tier 2 instruction following the Response to Intervention (RTI) model.

MGEVSD will utilize an Foundations consultant to provide professional development and observe teachers to ensure efficacy in the implementation of the Foundations program.

The programs/materials that we will utilize to progress monitor our students within a balanced literacy program include the following:

I-Ready Diagnostic

AimsWeb fluency assessment

PAST Phonological Awareness Screening Test

CORE Assessment

State and District Achievement Assessments

We at MGEVSD believe that this professional development plan and progress monitoring tools will improve our literacy proficiency now and in the future. The previous two years' strategies did not align with the MTSS model with fidelity and efficiency. Unlike the previous two years, our proposed comprehensive literacy program will ensure the use of evidence-based strategies that address the identified needs of our students. Furthermore, our proposed plan will guarantee the use of rigorous instruction is being used with fidelity, and that our students are making progress within the MTSS model. We will ensure ongoing progress monitoring tools (listed above) to guide direct instructional practices.

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.

Teachers will be trained to implement the various programs and instructional strategies by trainers from the companies the programs are purchased through as well as by Consultants from SST7. Implementation will be monitored through the building principal, district special projects manager and school psychologist. Through evaluation the leadership team will identify staff that is struggling and establish additional PD time and greater support from the curriculum coach in the planning stages. In addition, struggling teachers will be provided with opportunities to visit other classrooms where teachers are having greater success.

In the fall of 2018 our second grade team of teachers will be attending the first Professional Development, as a part of a series of PD over the course of 2 years called Closing the Gap. This PD is provided by State Support Team 7.

In the fall of 2018 first grade teachers will receive Professional Development in a year-long series provided by State Support Team 7 entitled Partnering with Families to Support Early Literacy.

APPENDICES

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