

John R. Kasich, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 31, 2019

Dear Superintendent,

Thank you for submitting the Northwood 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:

- This plan support a shared leadership approach utilizing Ohio's framework for school Improvement (OIP). Their action steps of the teams reflect a need to research evidence-based practices to support student growth.

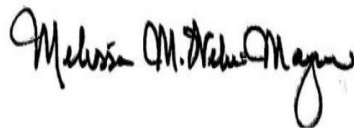
This plan will benefit from:

- This plan could benefit from alignment to Ohio's Plan to Raise Literacy Achievemnet; specifically, the SVR and the language and literacy continuum in order to build a consist and highly effective Tier 1 MTSS.

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: Northwood Local Schools

Northwood Elementary School

DISTRICT IRN: 050716

Building IRN: 027953

DISTRICT ADDRESS: 600 Lemoyne Road Northwood, Ohio 43619

PLAN COMPLETION DATE: December 2018

LEAD WRITERS: Lindsey Krantz

Rev. 11/7/18

CONTENTS

Section 1: District Leadership Team Membership, Development Process and Plan for Monitoring Implementation	3
Section 1, Part A: Leadership Team Membership	3
Section 1, Part B: Developing, monitoring and communicating the reading achievement plan.....	3
Section 2: Alignment Between the Reading Achievement Plan and Overall Improvement Efforts	3
Section 3: Why a Reading Achievement Plan is Needed in our District or Community School	5
SECTION 3 PART A: ANALYSIS OF RELEVANT learner PERFORMANCE DATA	5
SECTION 3 PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT	8
Section 4: Literacy Mission and VISION STATEMENT(s).....	8
Section 5: Measurable learner Performance Goals	9
Section 6: Action PLAN MAP(s).....	10
Section 7: Plan for Monitoring Progress toward the learner performance goal(s)	11
Section 8:	12
Expectations and Supports for learners and Schools	12
SECTION 8 PART A: STRATEGIES TO SUPPORT learners	12
SECTION 8 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES	13
SECTION 8 PART C: PROFESSIONAL DEVELOPMENT PLAN	14
Appendices.....	15

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
Jason Kozina	Superintendent	NLS`	jkozina@northwoodschoools.org
Kelly Modlinski	Director of Student Services	NLS	kmodlinski@northwoodschoools.org
Lindsey Krantz	NES Principal	NES	lkrantz@northwoodschoools.org
Sarah Warring	Strategic Intervention	NLS	swarring@northwoodschoools.org
Andrea Canaday	Kindergarten Teacher	NES	acanaday@northwoodschoools.org
Michele Geerken	Gifted Intervention Specialist	NLS	mgeerken@northwoodschoools.org
Tracey Petteys	Assistant Principal	NLS	tpetteys@northwoodschoools.org
Erin Kaylor	Grade 6 ELA Teacher	NES	ekaylor@northwoodschoools.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 district leadership team formulated the plan below in conjunction with the goals the district is working on through the Ohio Improvement Process and have been for the last several years. The team plans to monitor the effectiveness of the plan through teacher based teams (TBT), building leadership teams (BLT'S) and the data collected on students with regard to our goals and objectives. This information will be shared at our District Leadership Meetings where we will plan professional development to help assist our staff in working with students to reach these goals.

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.

Due to the fact Northwood Schools is also involved in the Ohio Improvement process, our district team worked to mirror the academic goals associated so that it is a joint effort of the district to both work to complete the OIP process and improve upon areas of reading achievement for our students. These plans will of course be in conjunction with our goals and intervention work established for student on state RIMPS as required by annual diagnostic testing for on and off track students each fall.

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.**

Due to our declining test scores in the areas of reading across the district and limited progress in K-3 literacy, our team continues to monitor the data and information including but not limited to state assessments, district diagnostics (STAR) and classroom/common assessments. Our elementary school currently takes part in systematic data days where students who are on Reading improvement plans (RIMPS), those involved in the intervention assistance team (IAT) process, and students on individualized education plans (IEPs) are monitored for growth. This information will be used to fuel discussion as to what tools and interventions our students need to be successful and what our staff needs with regards to professional development to accomplish those goals.

A Reading Achievement Plan is needed in our district due to the percentage of students that are not proficient in the area of reading. Our percentage of students that are not proficient in the area of reading is much higher than the state average of students that scored proficient or higher on various assessments. The data below shows that a strategic intervention is needed in grade K-3, along with the every grade level. Focusing our research based intervention in the early grades and continuing to intervene throughout every grade will assure the majority of our students are getting the basic reading foundation needed and making progress in each grade level to become successful readers who are capable of achieving scores that are proficient or above on various assessments.

KRA:

	15/16 School Year		16/17 School Year		17/18 School Year	
	# of Students	% of Grade Level	# of Students	% of Grade Level	# of Students	% of Grade Level
Demonstrating Readiness	25	42%	26	43%	24	44%
Approaching Readiness	26	43%	26	43%	24	44%
Emerging Readiness	9	15%	8	14%	6	12%

Reading (STAR/RIMPs):

	15/16 School Year		16/17 School Year		17/18 School Year		18/19 School Year	
	On Track	Not on Track	On Track	Not on Track	On Track	Not on Track	On Track	Not on Track
Grade K	90%	10%	70%	30%	67%	33%	77%	23%
Grade 1	97%	3%	77%	23%	66%	34%	87%	13%
Grade 2	70%	30%	71%	29%	65%	35%	55%	45%
Grade 3	63%	37%	63%	37%	66%	34%	65%	35%

State Testing (AIR):

	% Proficient 14-15	% Proficient 15-16	% Proficient 16-17	% Proficient 17-18
Grade 3 ELA	81%	56%	51%	51%
Grade 3 Math	60%	38%	71%*	72%
Grade 4 ELA	66%	46%	68%*	58%
Grade 4 Math	57%	62%	58%	62%
Grade 4 SS	77%	83%	84%*	
Grade 5 ELA	61%	49%	57%	73%
Grade 5 Math	72%	62%	78%*	69%
Grade 5 Sci	66%	76%	77%*	70%
Grade 6 ELA	58%	47%	57%	61%
Grade 6 Math	66%	53%	71%*	58%
Grade 6 SS	49%	61%	76%*	

2017-18 AIR ELA Performance Levels by grade

3rd Grade (Spring)	Above	Near	Below
Reading Informational Text	22	29	18
Reading Literary Text	23	27	19
Writing	17	25	27
4th Grade	Above	Near	Below
Reading Informational Text	24	37	15
Reading Literary Text	24	38	14
Writing	24	33	19
5th Grade	Above	Near	Below
Reading Informational Text	24	37	15
Reading Literary Text	24	38	14
Writing	24	33	19
6th Grade	Above	Near	Below
Reading Informational Text	30	26	21
Reading Literary Text	29	27	21
Writing	18	24	35

2016-17 AIR ELA Performance Levels by grade

	Number of Students:		
3rd Grade (Spring)	Above	At/Near	Below
Reading Informational Text	24	18	23
Reading Literary Text	15	33	17

Writing	20	35	10
4th Grade	Above	At/Near	Below
Reading Informational Text	25	35	14
Reading Literary Text	31	32	11
Writing	25	28	28
5th Grade	Above	At/Near	Below
Reading Informational Text	24	30	23
Reading Literary Text	32	30	15
Writing	30	28	19
6th Grade	Above	At/Near	Below
Reading Informational Text	18	29	21
Reading Literary Text	31	21	16
Writing	26	26	16

2017/2018 REPORT CARD DATA

	Overall Grade	Performance Index	Indicators Met	Gap Closing	AMO	Achievement	Progress	Graduation Rate	Improving At Risk K-3 Reader	Overall Value Added	Gifted Value Added	Lowest 20% Value Added	SWD Value Added	Prepared for Success
NES	C	C	F	C	C	D	B	NR	D	A	A	B	C	NR
NHS	D	D	F	F	F	D	D	B	NR	F	D	F	F	F
NLS	F	D	F	F	F	D	F	B	D	D	B	F	D	F

NHS Graduation Rate		4 Year	C	5 Year	A
---------------------	--	--------	---	--------	---

2016/2017 REPORT CARD DATA

	Achievement	Performance Index	Indicators Met	Gap Closing	AMO	K-3 Literacy	K-3 Literacy Improvement	Progress	Overall Value Added	Gifted Value Added	Lowest 20% Value Added	SWD Value Added	Prepared for Success
NES	D	C	F	F	F	D	D	A	A	B	B	B	NR
NHS	D	D	F	F	F	NR	NR	D	F	D	F	F	D
NLS	D	D	F	D	D	D	D	D	F	B	D	C	D

NHS Graduation Rate	B	4 Year	A	5 Year	B
---------------------	---	--------	---	--------	---

2015/2016 REPORT CARD DATA

	Achievement	Performance Index	Indicators Met	Gap Closing	AMO	K-3 Literacy	K-3 Literacy Improvement	Progress	Overall Value Added	Gifted Value Added	Lowest 20% Value Added	SWD Value Added	Prepared for Success
NES	D	D	F	F	F	F	F	B	A	B	C	C	NR
NHS	D	D	F	F	F	NR	NR	D	F	B	D	C	D
NLS	D	D	F	F	F	F	F	D	F	B	D	C	D

NHS Graduation Rate	B	4 Year	B	5 Year	B
---------------------	---	--------	---	--------	---

Analysis of all of the above assessment and report card data indicates our students have made improvements in several areas, however, are still performing below the state average in some areas. As a district, we need to implement research based interventions that are consistent across all grade levels in order to reach a level of proficient or above for the majority of our students in all areas of reading.

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.

The district leadership team looked at relevant factors that are within in our control, not taking into account societal influences that impact all students in every district (transient populations, socioeconomic status etc.) The group understands that while those items also effect students daily, they are not a controllable factor. Therefore our team mentioned items that could contribute to lower reading achievement including:

1. A later cut-off date for incoming kindergarten students. Currently our cutoff date is September 30th, the team wondered if moving this to August would help.
2. Increasing the amount of time in English Language Arts, due to scheduling and intervention, the group needs to look and do a times study to see if the ELA time being provided is truly 90 minutes. How is that time being spent?
3. Create more curriculum mapping across all grade levels to identify gaps– what standards are not being covered as they should be? How can we insure this is happening?
4. Using true –researched based intervention strategies – while many interventions are done, are they being done with fidelity when it comes to truly researched based?

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](#).

Northwood Local Schools literacy mission and vision as formulated by our district leadership team seeks to prepare our students to attain a level of fluency, comprehension and use of informational text that allows them to effectively demonstrate their knowledge while effectively engaging in practice of listening, writing and speaking. Our goal is to provide students with the skills necessary to communicate their own story as well as understand the story of others.

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.

1. Annually increase reading instructional level by one year, measured by diagnostic testing and classroom assessment.
2. Increase the number of students performing at the proficient level systematically through the use of intervention strategies and remediation.
3. Decrease the number of students served on state RIMP's incrementally.

SECTION 6: ACTIONPLAN MAP(S)

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

Goal # ____ Action Map

Goal Statement:

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component			
Timeline	Winter 2019	Monthly BLT's throughout next year.	
Lead Person(s)	Principals in conjunction with BLT and TBT teams at NES.	Principals in conjunction with BLT/ TBT of NES Staff.	
Resources Needed	Research Based Intervention Strategies for systematic implementation.	Meeting time, STAR testing data, reading improvement plans (RIMPS), intervention/differentiation, PD	
Specifics of Implementation	BLT/ TBT's will investigate research based intervention strategies for utilization in the classroom.	Through data driven meetings, staff will work to identify students who are in need of additional intervention and provide research based intervention strategies to those in need.	
Measure of Success	Identifying and scheduling PD for said strategies to begin successful implementation	Increases in periodic STAR assessments and classroom assessments	
Check-in/Review Date	Spring 2019	Quarterly/ Trimester	

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.

The BLT and TBT's will work to identify research based intervention strategies and implement them with our students with fidelity. Staff may require additional PD in this area. BLT and TBT's will report out to DLT as to the progress and implementation via monthly meetings.

BLT's will continue to monitor growth of students through diagnostic testing/ IAT process and monthly meetings as well to track the use of interventions once implemented.

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 evidence based strategies that will be used to meet the specific students' needs and improve instruction will be divided in to three areas of focus: curriculum, instruction, and assessment. These strategies are evidence based and have been proven to be successful in supporting students to improve their skills in all areas of reading, as measured by Hattie's ranking of influences on visible learning. Below is a description of how these strategies support students on reading improvement and monitoring plans along with other students who are performing below grade level.

Curriculum:

- The district implements the Journey's ELA curriculum that utilizes research based materials, interventions, and strategies that are aligned with the Ohio learning standards and effective literacy instruction practices.
- The district will use systematic approaches to reading instruction through implementation of a differentiated curriculum.
- The district will implement a multi-tiered system of deliver and support in all grade levels and content areas. This will be done through Universal Design for Learning (UDL) and Response to Intervention (RTI). The following core ideas will be followed:
 - Early intervention
 - The implementation of a multi-tiered delivery system
 - Research based interventions
 - Progress monitoring to inform instruction
 - Data driven decision making and lesson planning

Instruction:

- All students will receive high quality, grade appropriate literacy instruction by having a committed literacy block. During this block, all teachers will utilize the components of effective literacy instruction including phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. All teachers will systematically teach the strategies in all of these areas.
- The district uses a multi-tiered system of supports to address the needs of all learners. These supports are data driven. Data will be collected through formal, informal, formative, and summative assessments.
- Small groups will be utilized for focused interventions. These interventions will be aligned with specific student literacy needs.
- After reviewing district data, the following strategies will be used to improve the different areas of literacy instruction. Timothy Rasinski explains many of the following strategies in his work on Effective Reading Strategies. Marzano's ideas (Teaching Strategies that Work) are also applied and will be utilized.
 - Phonemic Awareness: Phoneme segmentation, word change, discriminating phonemes, oral segmentation word recognitions, and sound boxes. All of these research based strategies can be used to teach our students the relationships between written letters and sounds.
 - Phonics: Writing simple words, syllable analysis, word studies, word sorts, letter/sound matching, choral reading, sound boxes, and read alouds. These research based strategies will help students develop their understanding of phonics skills and its application to reading.
 - Vocabulary: Vocabulary sorts, word meanings, categorizing, synonyms/antonyms creation, word analysis, graphic organizers, note taking, cooperative learning, and nonlinguistic representation. These research based strategies will enrich students understanding of words and what words mean.
 - Fluency: Choral reading, read alouds, paired reading, repeated reading, word speed practice, cooperative learning, and scaffolding. These research based strategies will provide opportunities for students to practice reading and improve their fluency to become better readers.
 - Comprehension: Main idea, story maps, retelling, summarizing, note taking, graphic organizers, sequencing, identifying details, predicting, and questioning. These research based strategies will provide opportunities for practice to improve comprehension skills.

- Writing: Advanced organizers, questioning, nonlinguistic representation, ACE, note taking, graphic organizers, predicting, questioning, and summarizing. These research based strategies will provide specific opportunities for students to improve their writing skills.

Assessment:

- Response to Intervention and Universal Design for Learning will be utilized after assessment data has been collected in order to optimize achievement for all of the diverse literacy learners.
- The district provides structures to identify which students need more intensive support, below-on-and above grade level.
- The district provides guidance, support and differentiated professional development on the use of assessments of all types, including formative, summative, informal, formal, and benchmark assessments.
- The district communicates assessment results through TBTs, BLTs, and DLTs. The assessment results will be utilized to determine next steps for intervening to meet the needs of all of the learners.

By implementing all of the research based strategies and plan listed above, the district will effectively improve achievement outcomes in student literacy. Focusing on curriculum, instruction, and assessment will give us the opportunity to meet the needs of our learners and reach higher levels of proficient or above for all of our students in the area of English Language Arts.

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.*

In order to ensure that the research based strategies are being utilized and students are progressing in the area of English Language Arts, the district will do the following:

- Implements a curriculum that utilizes research-based materials, interventions, and strategies aligned with the Ohio learning standards and effective literacy instruction practices.
- Continue implementation of a differentiated curriculum
- Provide a multi-tiered system of delivery (UDL) and support (RTI) in all grade levels and content areas.
- Instruction in the district is evaluated frequently.
- Administrators will evaluate the implementation and fidelity of the use of the research based strategies through walkthroughs, informal observations, formal observations, TBT meetings, lesson plans, and conversations with staff members.
- Hold data days by grade level to determine areas of need and student need in order to develop specific skill based intervention groups.
- Use data driven decision making.
- Communicate assessment results to all stakeholders to reflect the most recent student performance data.
- Work with DLT, BLT, and TBTs to assure students are making progress in the area of reading. If progress is not being made, the teams will convene and determine next steps to assure student progress and growth.

To ensure that the proposed evidence based strategies will be effective and improved upon the strategies utilized during the two prior consecutive school years, the district will:

- Progress monitor using the STAR Early Literacy and STAR Literacy Assessment quarterly for all students.
- Progress monitor using the STAR Early Literacy and STAR Literacy Assessment monthly for all students who are not on track. This will be completed more often than in previous years.
- Review intervention data weekly at TBT meetings across all grade levels. Data will be the discussion weekly. In the past, it has not been the focus of each weekly TBT meeting.
- Create small groups at each grade level based on student needs determined from data analysis at each grade level district wide. The groups will be data driven and more focused than they have been in the past.
- Ensure full implementation of all parts of the Journeys curriculum in all ELA classrooms in grades K-6. Journeys implementation began 2 years ago at varying implementation levels. Full implementation is new for our teachers and we will continue to improve our practices.
- Instruction and strategies using the Journeys curriculum will be modeled and all K-6 teachers will be provided with appropriate support throughout the year.
- Teachers will model teaching the curriculum for their peers. This will provide support we have not had in the past.

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.

In order to assure that the staff is fully supported in the implementation and ongoing training of existing strategies to support our Reading Achievement Plan, the district will do the following:

- Communicate the Reading Achievement Plan to all stakeholders through DLT, BLTs, and TBTs.
- Evaluate all current and new professional development in reading. We will provide differentiated professional development to assure all administrators, teachers, and support personnel are sufficiently trained in the research based intervention strategies.
- Offer parent informational meetings or events to communicate reading strategies to parents to assist with the intervention and growth of our students in the area of reading. (Literacy Night, Fall Festival Literacy Tent, Author's Visit, etc.)
- Administrators will evaluate the implementation and fidelity of the use of the research based strategies through walkthroughs, informal observations, formal observations, TBT meetings, lesson plans, and conversations with staff members.
- DLT, BLT, TBT members will attend training on research based intervention strategies such as Tim Rasinski's Effective Reading Strategies and Marzano's Teaching Strategies that Work.

A book study group may be developed to closely examine the work of the above listed researchers to assist with implementation of research based intervention strategies.

APPENDICES

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