

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 31, 2019

Dear Superintendent,

Thank you for submitting the Old Fort 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:

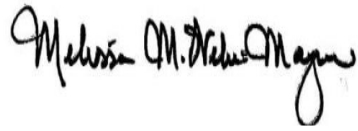
- Detailed and honest analysis of factors that are contributing to low reading achievement.
- Understanding the need for foundational skill instruction in both Phonemic Awareness and Phonics for students and the training that teachers will need in order to support the Simple View of Reading.
- Sub-goals that address the addition of universal screening tools as well as diagnostic assessments that will be used to make data based decisions at the classroom level.

This plan will benefit from:

- A deeper analysis of diagnostic data that targets the foundational skills of Phonemic Awareness and Phonics as well as Fluency, Comprehension, and Vocabulary. This will allow for more targeted instruction to areas of weaknesses. Foundational skills are referenced, but there is no data that reports these specific skill deficits. A reference is made to Phonemic Awareness assessments, but no data is reported.
- Section 8A only includes how Phonics will be supported for students on RIMPs. How are these students being supported in the other foundational skill of Phonemic Awareness?
- Aligning the professional development plan more specifically in relation to the outcomes from the needs assessment and the five components of reading. The professional development plan does not specifically note the strategies proposed in the plan, but instead lists different other trainings not mentioned previously.

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,

A handwritten signature in black ink, appearing to read "Melissa M. Weber-Mayrer". The signature is fluid and cursive, with the first name "Melissa" being the most prominent.

Melissa Weber-Mayrer, Ph.D.

Director, Office of Approaches to Teaching and Professional Learning

READING ACHIEVEMENT PLAN



DISTRICT NAME:	Old Fort Local Schools
DISTRICT IRN:	049726
DISTRICT ADDRESS:	7635 North County Road 51 Tiffin, Ohio 44883
PLAN COMPLETION DATE:	December 21, 2018
LEAD WRITER:	Laura Bryant

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

Section 1, Part A: Leadership Team Members

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

District Leadership Team

Name	Title/Role	School	E-mail Address
Stephen Anway	Superintendent	District Office	sanway@oldfortschools.org
Tom Siloy	Treasurer	District Office	tsiloy@oldfortschools.org
Erica Cobb	JH/HS Principal	Junior High/ High School	ecobb@oldfortschools.org
Laura Bryant	Elementary Principal	Elementary School	lbryant@oldfortschools.org
Steve Adelsperger	JH/HS Health & PE Teacher	Junior High/ High School	stadelsperger@oldfortschools.org
Leigh Ann King	JH/HS Guidance Counselor	Junior High/ High School	lking@oldfortschools.org
Amanda Miklavic	JH/HS Intervention Specialist	Junior High/ High School	amiklavic@oldfortschools.org
Lori Schultze	JH/HS Science Teacher	Junior High/ High School	lschultze@oldfortschools.org
Emily Shaw	Elementary Guidance Counselor	Elementary	eshaw@oldfortschools.org
Sarah Swanagan	First Grade Teacher	Elementary	sswanagan@oldfortschools.org
Kaitlin Turpin	Fifth Grade Teacher	Elementary	kturpin@oldfortschools.org
Tammy Wasserman	Title I Teacher	Elementary	twasserman@oldfortschools.org

Reading Achievement Plan Development Team

Name	Title/Role	School	E-mail Address
Stephen Anway	Superintendent	District Office	sanway@oldfortschools.org
Laura Bryant	Principal	Old Fort Elementary	lbryant@oldfortschools.org
Melissa Reineck	Kindergarten Teacher	Old Fort Elementary	mreineck@oldfortschools.org
Jenny Adelsperger	First Grade Teacher	Old Fort Elementary	jadelsperger@oldfortschools.org
Ann Miller	Second Grade Teacher	Old Fort Elementary	amiller@oldfortschools.org
Janelle Phillips	Third Grade Teacher	Old Fort Elementary	jphillips@oldfortschools.org
Tammy Wasserman	Title I Teacher	Old Fort Elementary	twasserman@oldfortschools.org
Jami Bouillon	Intervention Specialist	Old Fort Elementary	jbouillon@oldfortschools.org
Andrea Hoerig	BGSU Instructor, Inclusive Early Childhood Program and Old Fort Parent, RAP Team Consultant	Bowling Green State University	hoeriga@bgsu.edu

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 Old Fort Reading Achievement Plan Development Team was assembled by the principal and superintendent, who are also members on the team. Teachers on the team represent each grade level from kindergarten through third grade, special education and Title I. Therefore our team includes eight full time employees of the district. Additionally, we have a parent in our district who is an Early Childhood Instructor at Bowling Green State University with an area of expertise in literacy. She, along with our State Support Team Consultant, provided invaluable guidance throughout the development of our plan.

During this process, the principal has served as the facilitator and lead writer for the RAP. The team worked through a Google Doc so everyone on the team had editing capabilities and could contribute to the plan. The team met formally for four full days and three 2-hour work sessions, with numerous hours of data gathering and writing outside of these times. Additionally, we collaborated with our BLT during one of their monthly meetings to do some early data analysis, which was our starting point. Once data was collected and analyzed, we recorded our findings after each data piece in Section 3 and identified those areas by a light bulb symbol for easy location of data analysis summaries. The findings from our data analysis were the basis for the goals, action steps, and overall direction we decided to go with this plan.

Once complete, the RAP will be shared with the Board of Education at our January board meeting and with the staff at our January staff meeting. Our DLT is being restructured this year with new members to ensure equal representation from both buildings and district leadership. We have postponed our fall meeting until this RAP plan is complete, as much of the district level plan will be to support efforts of the RAP. To avoid conflicting agendas, district leadership decided to wait until after the first of the year to meet formally with DLT members. We are scheduled to meet on January 16th to review existing OIP plans and the RAP. From here, the team will rewrite our district level OIP, albeit later than ideal into the school year. At this point, we will be outlining the work to be started this spring, but will mostly focus on the work to be done next school year.

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

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

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

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district. Districts required to develop improvement plans or implement improvement strategies, as required by Ohio Revised Code 3303.04 and 3302.10 or any other section of the ORC, must ensure the Reading Achievement Plan is aligned with other improvement efforts.

- The writing of our district plan is currently on-hold and is expected to be finalized after the completion of this RAP. For the purpose of this section, we will be referring to our building OIP.
- One of our district goals on our Building OIP is to increase overall student achievement. The strategy we will use is to align the written, taught and tested curriculum based on Ohio's Learning Standards and ensure consistent delivery across classrooms.
- A second district goal on our OIP is to close the achievement gap between student subgroups. This is further developed in the strategies under this goal:
 - Strategy 2a- Implement high yield instructional strategies that benefit all students
 - Strategy 2b- Analyze data to inform instruction and intervention decisions
 - Student Performance Indicator for Strategies 2a and 2b- By May 2019, all students performing at or above grade level on Fall NWEA MAP benchmark will show at least one year's growth in reading. All right students performing below grade level on Fall NWEA MAP benchmark will show more than one year's growth.
- There are several strategies and action steps in our RAP that will be new to our building. The new steps from the RAP that will help us achieve our building/district goals are:
 - Revision to our universal screening and data analysis systems, thus leading to a functional and effective RTI plan;
 - implementation of diagnostic assessments to students identified as "at-risk" to allow for more targeted interventions specific to students' learning needs;
 - implementation of evidence-based instruction in phonological awareness and phonics in an explicit, systematic manner for all students at Tier 1; and
 - progress monitoring of student progress on phonological awareness, phonics skills and overall fluency through regular assessment. Progress monitoring will be a critical component for students with RIMPs and will allow for frequent monitoring of the RIMP's success. We currently do not have an effective progress monitoring system in place.
- Other action steps on our current plan are solid, but will be enhanced and strengthened by the RAP.
 - One of the action steps on our Building OIP is to implement UDL strategies with all students. The following UDL strategies will be implemented by the end of this school year by all teachers: TIP Charts, Depth of Knowledge, Success Starters, Word Art, Menus/Choices, Centers, Acceleration, and Placemats. We will be implementing both phonics and phonological awareness instruction at Tier 1

through the RAP, both of which have been proven to be a universal strategy that benefits all students.

- Another existing action step is that TBT's will utilize Ohio's 5-Step Process with fidelity. This has been difficult with the lack of a sufficient data system, pacing guides and common assessments across classrooms. The data system revision under this RAP will allow for a true RTI system that will enable us to put the 5-Step Process into action for making data-based instructional and intervention decisions for kids. We will continue to work toward finalizing pacing guides and creating common assessments as part of our Building OIP work next year as well, which is also a critical need in looking at standard-specific data to guide instruction and intervention.

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

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

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

Kindergarten Readiness Assessment

	2016-2017	2017-2018	2018-2019
Emerging Readiness	10%	15%	16%
Approaching Readiness	48%	40%	38%
Demonstrating Readiness	42%	45%	47%

Item Analysis of KRA Data:

2016-2017

Data analysis reveals student strengths to be understanding prepositions (positional words), making predictions based on a picture, pointing to the picture that matches the given detail from the story, and identifying nouns in pictures. Areas of weakness included counting/clapping syllables, identifying letter names, and producing letter sounds.

2017-2018

Again, strengths included understanding prepositions (positional words), making predictions based on a picture, pointing to the picture that matches the given detail from the story, and writing/copying a word. Areas of weakness included counting/clapping syllables, identifying letter names, and producing letter sounds.

2018-2019

Strengths this year include understanding prepositions (positional words), making predictions based on a picture, pointing to the picture that matches the given detail from the story, identifying nouns in pictures, and writing/copying a word. Weaknesses include counting/clapping syllables, identifying letter names, producing letter sounds, and retelling story events in sequence.

**KRA DATA ANALYSIS FINDINGS:**

KRA data reveals prevailing trends of incoming students to Old Fort Elementary over the past three school years. Common strengths over the past three years include understanding prepositions (positional words), making predictions based on a picture, and pointing to the picture that matches the given detail from the story. Universal areas of weakness over the past three years include counting/clapping syllables, identifying letter names, and producing letter sounds. Further analysis of these trends shows that our students are coming to kindergarten with strong language skills. They have good command of the English language, understand vocabulary (nouns) and positional words (prepositions), and have strong receptive and expressive language skills. Weaknesses upon entry to kindergarten are phonological awareness (clapping/counting syllables) and phonics skills (identifying letter names and producing letter sounds).

RIMP History

*Used MAP Projection Scores for RIMPs

	2016-2017*		2017-2018*		2018-2019	
	On Track	Not on Track	On Track	Not on Track	On Track	Not on Track
Kdg.	35/38 92%	3/38 8% On RIMPs 8/38 21%	36/37 97%	1/37 3% On RIMPs 23/37 62%	40/45 89%	5/45 11% On RIMPs 5/45 11%
Gr. 1	28/30 93%	2/30 7% On RIMPs 8/30 27%	40/44 91%	4/44 9% On RIMPs 23/44 52%	32/38 84%	6/38 16% On RIMPs 6/38 16%
Gr. 2	13/31 42%	18/31 58% On RIMPs 19/31 61%	35/37 95%	2/37 5% On RIMPs 16/37 43%	28/45 62%	17/45 38% On RIMPs 17/45 16%
Gr. 3	38/50 76%	12/50 24% On RIMPs 18/50 36%	22/35 63%	13/35 37% On RIMPs 18/35 51%	31/41 76%	10/41 24% On RIMPs 30/41 73%
Number of 3rd Grade RIMP Deductions	8		0		N/A	



RIMP HISTORY DATA ANALYSIS FINDINGS:

Historically, with MAP data, we identify fewer kids at lower grades (K & 1) and increasingly more kids at higher grades (2 & 3) as Not on Track in Reading.

This trend explains, in large part, why our K-3 Literacy grades have been consistently poor. Instead of moving students to On-Track status from one year

to the next, we have identified more students as Not-on-Track, which is moving in the opposite direction than we want to be going. Although we put more students on RIMPs than needed the past two years (using Projection Scores rather than state-approved Cut Scores), this strategy has proven ineffective at remediating learning deficits. A RIMP alone is not enough to move kids to On-Track Status. This highlights the need to look deeper into the data systems being used to identify and progress monitor kids as well as the specific interventions being used to target learning needs.

NWEA MAP

Testing Window	Grade	Lo %ile <21	LoAv %ile 21-40	Av %ile 41-60	HiAv %ile 61-80	Hi %ile >80
Fall 2017	K	21%	16%	22%	24%	11%
Fall 2017	1	7%	25%	30%	14%	25%
Spring 2018	K	5%	11%	14%	22%	49%
Spring 2018	1	7%	23%	16%	16%	39%
Fall 2018	K	33%	27%	24%	9%	7%
Fall 2018	1	11%	21%	26%	21%	21%

Percentage of Students At or Above Grade Level Mean (NWEA MAP)					
Grade Level Growth 2017-2018		Fall 2017	Spring 2018	Change	Current Grade
	K	53%	42%	-11%	1
	1	34%	57%	23%	2
	2	62%	42%	-20%	3
	3	65%	62%	3%	4
	4	73%	71%	2%	5
	5	76%	45%	-31%	6
	6	65%	74%	9%	7

**NWEA MAP DATA ANALYSIS FINDINGS:**

We have attempted to look at NWEA MAP data in multiple ways. We started with a disaggregation of data across specific tested areas. This analysis yielded no significant trends. In the above graphs we track student data across time. Again, like our earlier method, there are highs and lows with various populations, but no overall conclusions can be reached with reliability. This tells us, as we have come to believe, that MAP data is not helpful in informing instruction and/or intervention. Perhaps it is a skill deficit on our part or a lack of understanding of the data system. We acknowledge that this could be playing a part. However, we feel, to a larger extent, that the data system is just difficult to use efficiently.

Renaissance STAR Reading Assessment

*Note: Groups coded by the same color represent the same group of students over time.

Fall STAR Reading Data*	0-24th percentile	25-49th percentile	50-74th percentile	75-99th percentile
2018 2nd Graders	30%	18%	18%	34%
2018 3rd Grade	20%	28%	30%	23%
2017 2nd Graders	43%	13%	30%	13%
2018 4th Graders	30%	22%	27%	22%
2017 3rd Graders	43%	13%	30%	13%
2016 2nd Graders	60%	12%	16%	12%
2018 5th Graders	26%	28%	38%	8%
2017 4th Graders	22%	36%	24%	17%
2016 3rd Graders	42%	26%	26%	6%
2015 2nd Graders	26%	28%	26%	21%
2018 6th Graders	36%	21%	33%	10%
2017 5th Graders	28%	40%	12%	19%
2016 4th Graders	27%	27%	25%	21%
2015 3rd Graders	32%	20%	32%	16%
2014 2nd Graders	7%	43%	37%	13%



RENAISSANCE STAR DATA ANALYSIS FINDINGS:

Statistically, these categories are broken down by quartiles to represent students in four groups of 25 percentile points each. If our students are typical of students represented nationally in the norming process, we would expect that our data would also disaggregate into 4 relatively equal quartiles of

achievement scores. However, this is not true of our data. Of the 15 reporting times above, 12/15 have more than 25% of students scoring in 0-24th percentile and only 1/15 shows at least 25% scoring in the 75-99th percentile. This infers that our students are scoring more heavily in the lowest reporting category of the 0-24th percentile and are under-represented in the highest quartile of 75-99th percentile. Overall, our students are performing far below the national norms would suggest. Additionally, this trend has been sustained over time, and we are not moving students into higher percentiles despite our efforts.

English Language Arts Ohio State Test

Percent Proficient*

	Spring 2016	Spring 2017	Spring 2018
Grade 3	64.6%	53.1%	45.5%
Grade 4	49%	58.8%	63.6%
Grade 5	70.8%	81.6%	66.1%
Grade 6	72.9%	51.0%	50.9%

*Per Local Report Card Data

Performance on the Grade 3 ELA Test

	Performance Level	Spring 2016	Spring 2017	Spring 2018
Informational Text	Below Proficient	37%	30%	38%
	Near Proficient	37%	36%	41%
	Above Proficient	27%	34%	21%
Literary Text	Below Proficient	27%	24%	41%
	Near Proficient	47%	44%	24%
	Above Proficient	27%	32%	35%
Writing	Below Proficient	14%	36%	53%
	Near Proficient	84%	48%	29%
	Above Proficient	2%	16%	18%

Performance on the Grade 4 ELA Test

	Performance Level	Spring 2016	Spring 2017	Spring 2018
Informational Text	Below Proficient	25%	28%	17%
	Near Proficient	53%	49%	56%
	Above Proficient	22%	23%	27%
Literary Text	Below Proficient	39%	26%	20%
	Near Proficient	39%	43%	47%
	Above Proficient	22%	30%	32%
Writing	Below Proficient	22%	40%	14%
	Near Proficient	39%	36%	46%
	Above Proficient	39%	25%	41%

Performance on the Grade 5 ELA Test

	Performance Level	Spring 2016	Spring 2017	Spring 2018
Informational Text	Below Proficient	20%	16%	25%
	Near Proficient	35%	31%	31%
	Above Proficient	45%	53%	44%
Literary Text	Below Proficient	20%	18%	22%
	Near Proficient	49%	24%	47%
	Above Proficient	31%	59%	31%
Writing	Below Proficient	12%	25%	25%
	Near Proficient	76%	27%	27%
	Above Proficient	12%	47%	48%

Performance on the Grade 6 ELA Test

	Performance Level	Spring 2016	Spring 2017	Spring 2018
Informational Text	Below Proficient	29%	27%	28%
	Near Proficient	22%	47%	39%
	Above Proficient	49%	27%	33%
Literary Text	Below Proficient	16%	37%	18%
	Near Proficient	22%	41%	53%
	Above Proficient	61%	22%	30%
Writing	Below Proficient	37%	39%	33%
	Near Proficient	31%	45%	40%
	Above Proficient	33%	16%	26%

**ELA OHIO STATE TEST DATA ANALYSIS FINDINGS:**

Overall test scores (students scoring Proficient) has consistently decreased over the past three years in grade 3, while grade 4 has shown a steady increase in scores. Fifth grade showed a dip last year, however both third and fifth grades had a high percentage of students with disabilities last year. Sixth grade has consistently been low for the past two years. Further analysis of Informational Text, Literary Text and Writing shows no trend for areas of strength. Each grade level has experienced different areas of strength over the past three years, with the exception of grade 4 who showed writing to be a relative strength for two out of the past three years. The only statistically significant finding links overall test scores to writing scores. There is a correlation between low writing scores and overall lower passage rates in both grades 3 and 6. Students Near or Above Proficient in grade 3 writing over the past three years has decreased from 86% to 64% to 47%, while the overall passage (Proficiency) rate has decreased from 64.6% to 53.1% to 45.5%. Students Near or Above Proficient in grade 6 writing over the past three years has held relatively consistent (but on the lower end) at 64%, 61% and 66% while overall passage (Proficiency) rates have decreased from 72.9% to 51% to 50.9%. Three year averages of students scoring Near or Above Proficient in writing are 66% for grade 3, 75% for grade 4, 79% for grade 5 and 64% for grade 6. This clearly illustrates that our grade levels scoring lowest in writing are also the ones with the lowest overall passage rates, thus highlighting the importance of writing skill as a necessary foundational skill for proficiency on the ELA Ohio State Test.

School Building Local Report Card Data
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2015-2016

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

2016-2017

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

2017-2018

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

**Local Report Card Data Analysis Findings:**

Over a three year span, our weakest areas have been Indicators Met, Gap Closing, and AMO. Second to that, K-3 Literacy and K-3 Literacy Improvement have been relative weaknesses on the last two report cards as well.

Our strengths have been Progress, Overall Value Added, and Value Added for Students With Disabilities (SWD). This tells us that our students in tested grades are making good progress from year to year, however, they are not having enough growth to get us to the passage rate of 80% across subject areas to receive credit for most indicators. Additionally, with very little diversity in our school, our AMO subgroup data tends to be rather similar between student groups. Therefore, we tend to meet the Annual Measurable Objective for all groups or for no groups, thus polarizing our AMO data to one extreme or the other.

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

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

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

- Old Fort Local Schools is a district of 647 students, 33% of whom are open-enrolled from neighboring districts. While our team does not feel this is a negative factor, it is a factor unique to our district.
- Old Fort Local School District absorbed the Bettsville Local School District during the summer of 2014, just prior to the 2014-2015 school year. Staff, students, families, and communities from these two districts have attempted to mesh standards, expectations, curriculum and instructional practices, although this has not been without expected challenges.
- Our district has endured inconsistent leadership, particularly at the elementary level. Since the 2014-2015 school year, we have had five different school psychologists, four different educational consultants, and two different elementary principals (our current principal being in her first year at our school, although coming with prior administrative experience). We have lacked consistent vision, direction and accountability over the course of this time with so many different people in leadership. The High School has had four principal changes since the merger, as well, but this is not a contributing factor to our K-3 Literacy scores here at the elementary. Overall, however, Old Fort has had difficulty attracting and keeping strong instructional leaders in the principal roles.
- Another factor contributing to low reading achievement has been the shifting of staff to various grade levels due to the merger and changing enrollment. The merger of the two districts displaced many teachers to new grade levels and content areas that they were unfamiliar with. Since this time, teacher shifts have occurred each year due to fluctuating enrollment at particular grade levels and other personnel factors. Therefore, staff is constantly needing to re-learn curriculum, preventing them from reaching mastery with the content they are required to teach. For example, the team identified that the 2018-2019 school year is the first year since the merger that both the kindergarten and first grade teams have remained consistent for two consecutive school years.
- We have a seasonal migrant population, the majority of whom are here in the fall but leave our district within a couple of months. Many of these students have been academically impacted by the transiency their family regularly experiences for vocational

purposes. Many, therefore, score below grade level on our fall reading diagnostic assessment and have RIMPs in place before they leave, which are reported to ODE. Old Fort will absorb the Summer Migrant Programs from Fremont City Schools and Woodmore Local Schools in 2019, making us one of only 5 districts left in the state of Ohio with Summer Migrant Programs.

- Over the past 5 years, we have had 5 different intervention specialists in 3 teaching positions. All 5 of these teachers were first year teachers upon being hired.
- The team also identified the lack of pacing guides and use of a common reading curriculum for K-6 as a contributing factor. Our teachers are implementing different curricular programs that they view as necessary for their individual classroom instruction. This creates inconsistency in foundational reading instruction for all kids across grade levels, both horizontally and vertically from year to year. Literacy scores will likely improve when our teachers begin utilizing the same reading curriculum in each grade, and there is a building-wide curriculum commitment that supports students as they transition from grade to grade.
- As a district, our teachers are in need of specific professional development to better equip them with the right tools for literacy instruction. Teachers have attended trainings in many areas, but we have not had a focus on best practices. Every grade level teacher is doing something different, albeit doing it with the best of intentions. This scattered approach is exacerbated by the fact that teachers from two districts merged together several years ago, bringing with them varied background experiences and professional trainings. We have no common vision or direction that unites us and brings instructional priorities into focus. This plan will be a start to making that happen.
- The team has identified a lack of an explicit, systematic phonics program as a contributing factor to low reading achievement. We are currently covering phonics standards through our basal series, however we feel this is not intense enough.
- Similarly, we are covering phonological awareness through activities suggested in our basal series, however we have come to realize we need to do more. With phonological awareness being such a small part of the basal series' scope and sequence, we feel we have underestimated the vital importance of phonological awareness to overall literacy development.
- Since the merger in 2014-2015, we have not had a consistent RTI process or progress monitoring system to identify specific areas of concerns for at-risk learners. Our data systems are not sufficient to meet our needs. Although we have screeners in place, we are not collecting diagnostic data that is helpful and specific enough to inform instruction and intervention. As we work to move students to an "on-track" status, both streamlined

data systems and a progress monitoring protocol will be vital to move students from “off-track” to “on-track”.

- Concerns have been raised about our reading diagnostic assessment, in that MAP is developmentally inappropriate for young children, asking them to answer between 40-50 questions electronically. In addition to the test being extremely lengthy, it requires both sustained attention and adequate technology skills in order to be a reliable data source, even at the kindergarten level. We are unsure about the validity of the results.
- Although we have presented a significant amount of rationale that speaks to the contributing factors of our low reading achievement, we would be remiss not to acknowledge the rich asset of our teaching staff, which is an endearing quality of Old Fort Elementary. The potential capacity for growth and performance of our teachers has no limit. Nearly all of the above factors we presented stem from larger systems problems that were factors beyond teachers' control. However, when all of that is stripped away, what is left is a teaching staff with a passion and commitment to kids that is unrivaled. We are one of the lowest paying districts in Seneca County, yet we have nearly no teacher turnover from year to year. Staff at Old Fort Elementary have a vested interest in our kids, and despite some of our test scores, work at a high quality level each day.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

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

The mission of Old Fort Local Schools is to provide every student with the knowledge and skills needed to successfully pursue life goals.

Our vision for literacy is to create *lifelong learners and readers* by delivering *high-quality instruction* provided by skilled staff to all learners in *all phases of literacy development* regardless of age, grade, or ability level.

- *All phases of literacy development* - Emergent Literacy, Early Literacy, Conventional Literacy, and Adolescent Literacy.
- *High-Quality Instruction* - is not stagnant because staff participates in sustained, targeted training, and professional learning in evidenced-based strategies and resources.
- *Lifelong Learners and Readers* - Literacy is far more than learning to read and write - it includes transmitting that knowledge to the real world and promotes social participation.

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

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

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

Overarching Goal:

Increase the percentage of students meeting or exceeding Third Grade reading proficiency standards from 45.5% to 65% in the spring of 2020 and maintain at least 65% proficiency in the spring of 2021 as measured by the Ohio State Reading Assessment.

Subgoals:

1. Utilize a universal screening tool, along with further diagnostic assessments and progress monitoring, to implement an RTI plan with fidelity in order to make data-based instructional decisions by May 2020.
2. 90% of students in grades K-2 will demonstrate on-grade level phonological awareness skills as measured by the PAST assessment by May 2020.
3. 85% of students in Kindergarten will demonstrate average or above average grade level phonics skills as measured by AIMSweb Letter Sound Fluency spring benchmark assessment in May 2020. 85% of students in grades 1-3 will demonstrate average or above grade level phonics and decoding skills as measured by AIMSweb Reading Curriculum Based Fluency Measure spring benchmark assessment in May 2020.

SECTION 6: ACTION PLAN MAPS(S)

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

Action Map Subgoal 1: Utilize a universal screening tool, along with further diagnostic assessments and progress monitoring, to implement an RTI plan with fidelity in order to make data-based instructional decisions by May 2020.

	Action Step 1	Action Step 2	Action Step 3	Action Step 4	Action Step 5
Implementation Component	Train staff on AIMSweb assessment administration	Administer universal screener and diagnostic assessments (as appropriate) at designated benchmark times	Hold data meetings 4 times per year to analyze data and inform intervention decisions	Following a data-based flowchart, begin IAT process for students moving through Tier 3	Evaluate effectiveness of RTI plan, revise plan as needed, and formalize plan into written document for staff fidelity
Timeline	August 2019	Fall (Aug./Sept.), Winter (Dec.), Spring (April) Benchmarks	September, November, January, April/May	As needed	April-June, 2020
Lead Person(s)	-Principal -AIMSweb Trainer	-Principal -Title I Teacher -District Test Coordinator	-Principal -Title I Teacher	-Principal -Psychologist	-Principal
Resources Needed	-AIMSweb Trainer -Online Access -Laptops	-Login Information -Probes -Testing Schedule -Sub Coverage	-Data Tracking Forms -Appropriate Data -Sub Coverage	-Flowchart -IAT Referral Paperwork -Formal IAT Process in Writing for Staff Clarity	-Collaboration with Teachers and Psychologist -Time (25-40 hours) for formalization of written plan -Student Data Samples -All Pertinent forms
Specifics of Implementation	Persons being trained: K-6 teachers, Title I staff, Interventionists	-Create an assessment team and schedule where teachers do not proctor their own class -Fall AIMSweb Benchmark administered to all K-6 students -Phonics First diagnostic assessment (administered to K-3 below and well below average	-Principal will discuss roles and share appropriate data at meeting -Principal takes lead in data meetings, training Title I teacher as lead in the future -Subs will be secured and 1-2 hour time slots will be scheduled per grade level	-We can revisit IAT Process forms from previous years as a starting point. -Staff will need training on IAT referral process and overall IAT process.	-Formal documentation of RTI plan can start in spring/summer 2020. -Plan will need revised yearly based on changes and lessons learned. -New staff will be trained on RTI process upon hire. -Documented

		students -PAST phonological awareness assessment given to all K and new gr. 1-2 students, as well as 1st and 2nd grade students not yet at mastery			process will bring fidelity and longevity to the plan.
Measure of Success	100% attendance at training	-100% of students complete universal screener -100% of students below and well-below average complete Phonics First diagnostic assessment -100% of K-2 students complete PAST test as needed	-Outcome of data meetings	-Survey/Staff assessment of IAT process and suggestions for improvement	-Formal RTI Plan -list of changes/lessons learned after year 1
Check-in/Review Date	August/September 2019	Data Meetings: September, November, January, April/May	Data Meetings: September, November, January, April/May	May 2020	Spring/Summer 2020

Action Map Subgoal 2: 90% of students in grades K-2 will demonstrate on-grade-level phonological awareness skills as measured by the PAST assessment by May 2020.

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Component	Training for K-2 teachers in Heggerty Phonemic Awareness Curriculum	Teachers will implement Heggerty Phonemic Awareness Curriculum with fidelity	Training for relevant staff members to administer and analyze the PAST	Analyze the effectiveness of the Heggerty Phonemic Awareness Program through PAST data
Timeline	January 2019	Ongoing starting in January 2019	Spring/Fall 2019 TBTs	Fall 2019-Spring 2020
Lead Person(s)	-Cheryl Byrne (SST7)	-PK-2 teachers, interventionists and Title I staff	-Title 1 Reading Teacher -Andrea Hoerig (BGSU Instructor, Inclusive Early Childhood Program)	-PK-2 teachers -Interventionists -Title I staff
Resources Needed	-Heggerty Materials -PD Time (Jan. 4th, 12:00-3:00 p.m.)	-Time (10-15 min. daily) -Heggerty Manuals -Letter Cards	-Time -PAST Materials	-PAST data -Recording forms.
Specifics of Implementation	-Have a PD dedicated to training. -Teachers will be paid stipend per negotiated contract since this afternoon is not work time.	-Schedules for PK-2 classes will be intentionally designed to allow for 10-15 minutes daily. -Lesson plans will reflect implementation.	-Teacher training in TBTs.	-PK-2 teachers will analyze the data during TBT meetings. -Based on the data, teachers will plan future instruction.
Measure of Success	100% of PK-2 teachers, interventionists and Title I staff trained	-Diagnostic data -Progress Monitoring data -Coaching walkthroughs	100% of PK-2 teachers, interventionists and Title I staff trained	PAST
Check-in/Review Date	January 2019	Weekly TBTs	September 2019	Ongoing

Action Map Subgoal 3: 85% of students in Kindergarten will demonstrate average or above average grade level phonics skills as measured by AIMSweb Letter Sound Fluency spring benchmark assessment in May 2020. 85% of students in grades 1-3 will demonstrate average or above grade level phonics and decoding skills as measured by AIMSweb Reading Curriculum Based Fluency Measure spring benchmark assessment in May 2020.

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Component	Train staff in systematic Phonics First Program	Develop a scope and sequence for pacing guides per grade level	Teachers will implement Phonics First program with fidelity.	Training on administration of Phonics First diagnostic assessment and interpretation of data
Timeline	June 2019	By August of 2019	Ongoing starting in August 2019	Starting in August/ September 2019
Lead Person(s)	-Phonics First Trainer -Elementary Principal	-Principal	-K-3 Teachers -Interventionists -Title I staff	-K-3 Teachers -Principal
Resources Needed	\$25,550-\$30,000	Program materials and training in Phonics First	Alphabet posters, classroom set of materials from training, course manual from training, lesson plans, pacing guides	Phonics First Diagnostic Assessments
Specifics of Implementation	-K-3 teachers, intervention specialists, and Title I staff will attend training at NCOESC on June 10th-12th.	-Recommendations from Phonics First trainer will help inform pacing. -Collaboration time to put together a scope and sequence before or at beginning of year. -Layers of Phonics First instruction will be divided appropriately between grade levels.	-Teachers will plan and implement 30 minutes daily of uninterrupted direct systematic Phonics First instruction -Replace existing classroom alphabets with Phonics First letter cards with pictures -Ongoing support through collaboration in TBTs	-Teachers will learn how to administer the diagnostic to tier 2 and 3 students. -Teachers will analyze data and use results to drive instruction.
Measure of Success	100% of staff trained in the Phonics First Program	Cross-check during TBTs	Walkthroughs, observations, AIMSweb Curriculum Based Fluency Measure; progress monitoring, lesson plans	Diagnostic and progress monitoring data
Check-in/Review Data	August 2019	Quarterly	Mid year and end of year	September 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.

Goals	Evidence Monitoring	Plans to Address
Goal 1: Utilize a universal screening tool, along with further diagnostic assessments and progress monitoring, to implement an RTI plan with fidelity in order to make data-based instructional decisions by May 2020.	By administering AIMSweb to students three times per year, we will develop a data-driven RTI plan.	The results of the fall assessment will be used to pinpoint skills to be addressed on RIMPs, as well as classroom instruction.
Goal 2: 90% of students in grades K-2 will demonstrate on-grade-level phonological awareness skills as measured by the PAST assessment by May 2020.	PK-2 teachers will be using the Heggerty Phonemic Awareness curriculum. The effectiveness of the students' understanding of phonological awareness will be measured through the PAST.	Teachers will analyze data during TBT meetings to plan future instruction and interventions.
Goal 3: 85% of students in Kindergarten will demonstrate average or above average grade level phonics skills as measured by AIMSweb Letter Sound Fluency spring benchmark assessment in May 2020. 85% of students in grades 1-3 will demonstrate average or above grade level phonics and decoding skills as measured by AIMSweb Reading Curriculum Based Fluency Measure spring benchmark assessment in May 2020.	By implementing Phonics First curriculum we will see growth in curriculum-based measures, both in screeners and in progress monitoring data.	Teachers will use the data from the assessments to make data-based decisions to address students' specific learning needs.

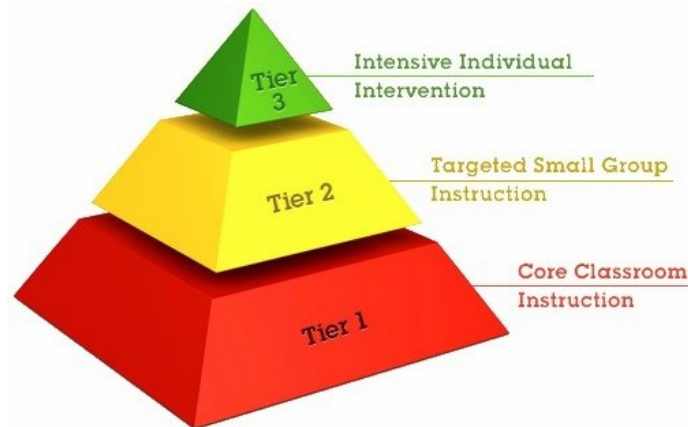
SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

SECTION 8, PART A: STRATEGIES TO SUPPORT LEARNERS

Describe the evidence-based strategies identified in Section 6 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans.

Data-based Response to Intervention Model

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



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

- **High-quality, scientifically-based classroom instruction:** All students receive high-quality, research-based instruction in the general education classroom provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction.
- **Ongoing student assessment:** Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and compared to normed groups of students. Throughout the process, student progress is closely monitored so that decisions regarding

students' instructional needs are based on multiple data points taken in context over time.

- **Tiered instruction:** A multi-tier approach is used to efficiently differentiate instruction and specifically target all students' learning needs based on corresponding research-based interventions.
- **Parent involvement:** Schools implementing RTI make parents a key part of the process, informing them about their child's progress, the instruction and interventions used, the goals for the child, staff who are delivering the instruction and the overall progress of their child toward their goals (www.rtinetwork.org).

Currently, we use the NWEA MAP assessment as our universal screener, however we will be moving away from this system next year and will be adopting *AIMSweb Plus*, a Curriculum Based Measure. We currently have no RTI system in place, so we are not adequately providing students with the required Multi-tiered System of Support they need. Although we conduct universal screeners, this is merely from a compliance standpoint. We are not implementing interventions based on this data, mainly because we do not have a layered assessment system in place to account for needed diagnostic data. Our universal screening data is not sufficient in providing information about students' specific learning difficulties. Although the MAP test is on ODE's list of Vendor Approved Assessments as a diagnostic reading assessment, we have found it to be a screener much more than a diagnostic assessment. We will be moving toward an assessment system based on a CBM measure that allows for both screening and efficient progress monitoring. A key difference will be that, with *AIMSweb Plus*, we can chart student progress over time, comparing aim lines to trend lines for data-informed decision making, per our flowchart (see Appendix A).

With curriculum-based measure, teachers and schools can assess individual responsiveness to instruction. When a student proves unresponsive to the instructional program, curriculum-based measure signals the team to revise the program. Curriculum-based measure is a distinctive form of curriculum-based assessment because of three additional properties: (1) Each curriculum-based measure test is an alternate form of equivalent difficulty; (2) Curriculum-based measures are overall indicators of competence in the target curriculum; and (3) Curriculum-based measure is standardized, with its reliability and validity well documented. These properties allow teachers and schools to look at student growth over time (Center on Response to Intervention) (Third Grade Reading Guarantee Guidance Manual, Ohio Department of Education, 2018, p. 10).

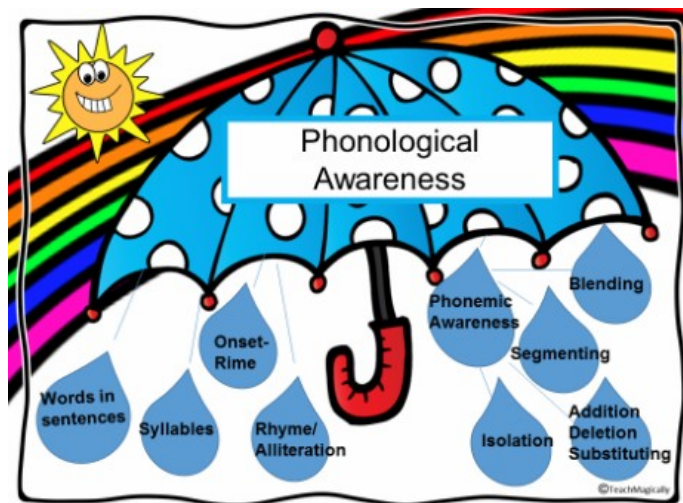
At Old Fort Elementary, we will establish an RTI process to include universal screeners, further diagnostic assessments for students identified as "at-risk" (on RIMPs), data team meetings, individual student tracking forms, progress monitoring schedules, and a data-based framework for making instructional decisions. The current principal has experience running a well-developed RTI plan at her former school and will transfer that knowledge to our new data platform to establish an RTI plan for Old Fort. This plan will benefit all students, but will most directly improve the identification of and instruction for at-risk learners, including students with RIMPs.

Phonological Awareness Instruction

The lack of phonological awareness is the most powerful determinant of the likelihood of failure to read (Adams, 1990). In fact, phonological awareness has been shown to be more of a predictor of success in learning to read than tests of general intelligence, reading readiness, and listening comprehension (Stanovich, 1986, 1994). These are compelling and sobering statements! They force us to admit that, in general, most educators have underestimated the power of phonological awareness instruction and have not given it the attention it deserves in a child's daily literacy diet.

Mother Goose knew what she was doing, and this has been confirmed by leading literacy experts ever since! One of the strongest predictors of later success in reading is a child's ability to recite nursery rhymes upon entry to kindergarten (Cunningham and Hall, 1999). MacLean, Bryant, and Bradley (1987) agreed, supported by their finding that there is a strong link between the nursery rhyme knowledge of pre-k children and their future success in reading and spelling.

As teachers, we concur with the above research on nursery rhymes because a child who understands rhyming understands that words can be changed and manipulated to create new, but similar-sounding, words. These children are much further along in their development and readiness for phonics skills than a child who is not yet hearing rhyming. The Heggerty Phonemic Awareness Curriculum that we will implement will target a wide range of phonological awareness skills and will expose children to nursery rhymes as well. Investing in phonological awareness training will build a strong foundation for later success with phonics, both with decoding and encoding, for all children, including children on RIMPs.



Further, the National Reading Panel findings show that teaching children to manipulate the sounds in language through phonological awareness instruction helps them learn to read both real and pseudowords, indicating that it helps children decode unknown words as well as remember how to read familiar words. Phonological awareness instruction, the Panel expands, does not need to consume long periods of time. "Acquiring phonological awareness skills is a means rather than an end" (*National Reading Panel: Teaching Children to Read an Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction, 2000*). Additionally, the National Reading Panel proposes

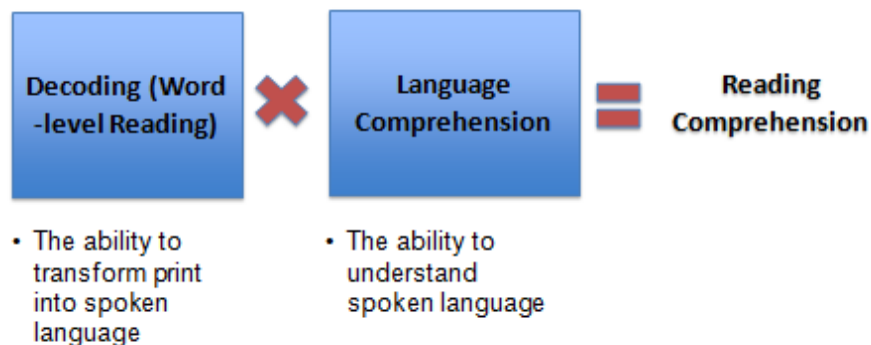
that phonological awareness instruction helps all types of children improve their reading, including normally developing readers, children at-risk of future reading problems (students on RIMPs), disabled readers, preschoolers, kindergartners, 1st graders, children in 2nd through 6th grades (most of whom were disabled readers), children across various SES levels and children learning to read in English as well as other languages.

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

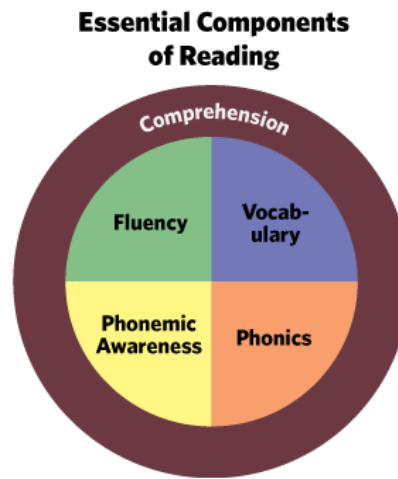
Systematic Phonics Instruction

The Simple View of Reading (Gough, 1986) proposes that there is a multiplicative relationship between decoding (word-level reading) and language comprehension toward the ultimate goal of reading comprehension, as illustrated below.

Simple View of Reading



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



Intense attention to both phonological awareness and phonics instruction for our students at Old Fort will support better decoding skills, as outlined in the *Simple View of Reading*, leading to better reading comprehension. Increased reading comprehension will help us attain our overall RAP goal of increasing student proficiency on the Third Grade Ohio State Reading Assessment.

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

Hattie himself has said, “There’s not much we do to kids that harm them. 95-98% of things we do to enhance achievement do enhance achievement.” Hattie proposes that most well-intentioned teachers can do enough to make students grow from the beginning of the year to the end. However, growth, in and of itself, is not enough when it has no standard to be compared against. Hattie’s work highlights the fact that not all interventions have the same outcome. What this implies is that there are things that have MORE effect or LESS effect on student learning than others. (*TEDxNorrkoping*, 2013).

Hattie Ranking of Effect Sizes



This is the genius of Hattie's work! He has performed the tedious task of researching these effects and publishing them for educators to replicate. Phonics Instruction was found to have an effect size of 0.70, ranking 31 out of 252 influences. This is 75% more effective than the average intervention on student learning. Implementing an explicit phonics program is a step we propose to take in the coming year, and is well-supported by research.

Currently, we use our basal series, Journeys, as a guide to teach phonics. This is not, however, an explicit, systematic phonics program. The National Reading Panel has drawn the conclusion that "specific systematic phonics programs are all significantly more effective than non-phonics programs," although they found little significant variance between phonics programs studied (National Reading Panel, 2000). "Students taught phonics systematically outperformed students who were taught a variety of non-systematic or non-phonics programs, including basal programs, whole language approaches, and whole-word programs."

Additionally, the Panel found little variance between the type of delivery models in which a systematic phonics program was delivered, supporting the fact that one-on-one, small group and whole group models are all effective ways to provide this instruction. All three of these methods will eventually be used with students in our school, although our primary focus next year will be implementing systematic phonics instruction in tier 1 for grades K-3.

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

determine if explicit phonics instruction will remain a tier 1 instructional strategy at that grade level or becomes a tier 2 intervention for at-risk (RIMP) students only, or a combination of the two.

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

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

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

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

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

The entire staff will be trained in the administration and interpretation of data as we adopt *AIMSweb Plus* as a universal screening measure. An assessment team will be trained and involved in this administration three times a year, leading to the development of an RTI Plan.

During quarterly data meetings, the staff will be trained in a new RTI process developed by the principal. There has not been an RTI plan in place for the past several years.

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

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

In prior years, classroom teachers have used Ohio's Learning Standards and a standard basal reading series as their curriculum, but have also used many different resources to supplement instruction. Often grade-level teams share ideas but there was a lack of consistency and continuity which has led to gaps in reading skills. Some of the resources do not match

standards they are supposed to be teaching. They are often not evidence- or research-based. The K - 2 staff will be trained in the Heggerty Phonemic Awareness Curriculum as well as the Phonics First phonics program. These new curricular pieces will start to bring consistency to our primary classrooms. Additionally, ELA pacing will be rewritten next year to include these components.

The K - 1 teachers will implement explicit and systematic phonemic awareness programs during the classroom literacy block. They will be required to document phonemic awareness and phonics instruction that are being used in the classroom. This will help ensure that tier 1 instruction is meeting the students' educational needs.

The school board and administration have shown their support of this RAP and initiatives by providing financial resources to purchase materials and trainings.

Additional professional development days have been added to the 2019-2020 school year to allow for trainings.

A building newsletter will be started next year.

Members of the RAP committee will join the BLT in monitoring and evaluating this plan quarterly.

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.

Subgoal 1: Utilize a universal screening tool, along with further diagnostic assessments and progress monitoring, to implement an RTI plan with fidelity in order to make data-based instructional decisions by May 2020.

Evidence-Based Practice or Intervention: Phonological Awareness Instruction

PD Description	Begin/End Date	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
	(Check all that apply for each activity)						
1. AIMSweb Administration Training	August 2018		X	X	X		
2. Training on RTI Plan at Data Meetings	4 times per year	X	X	X	X	X	X
3. AIMSweb Training on Data Usage	-Fall 2018 -Data Mtgs.	X	X	X	X	X	
Resources Required	Outcomes/Evaluation						
1. Training materials, computers	1. 100% of the staff will be trained in administering the AIMSweb screening assessment with fidelity.						
2. Individual and grade level data (AIMSweb, diagnostic assessments), substitute teachers, individual tracking	2. Grade-level staff will review data, complete individual tracking sheets, and make intervention and progress monitoring decisions for at-risk students (students on RIMPs).						

sheets	
3. Training materials, computers	3. 100% of the staff will be trained in analyzing the AIMSweb data and using this data to inform instruction and intervention.

Subgoal 2: 90% of students in grades K-2 will demonstrate on-grade level phonological awareness skills as measured by the PAST assessment by May 2020.

Evidence-Based Practice or Intervention: Phonological Awareness Instruction

PD Description	Begin/End Date	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
	(Check all that apply for each activity)						
1. Training for PK-2 teachers in Heggerty Phonemic Awareness Program	January 2019-Continuing	X	X	X	X		X
2. Training for relevant staff members to administer and analyze the PAST	Spring/Fall 2019 TBTs	X	X	X	X	X	
Resources Required	Outcomes/Evaluation						
1. Heggerty Materials	1.100% of PK-2 teachers, interventionists, and Title 1 staff will be qualified to implement Heggerty Phonemic Awareness curriculum.						
2. PAST Materials	2.100% of PK-2 teachers, interventionists, and Title 1 staff will be qualified to administer the PAST and analyze the data in TBT meetings throughout the year.						

Subgoal 3: 85% of students in Kindergarten will demonstrate average or above average grade level phonics skills as measured by AIMSweb Letter Sound Fluency spring benchmark assessment in May 2020. 85% of students in grades 1-3 will demonstrate average or above grade level phonics and decoding skills as measured by AIMSweb Reading Curriculum Based Fluency Measure spring benchmark assessment in May 2020.

Evidence-Based Practice or Intervention: Systematic Phonics Instruction

PD Description	Begin/End Date	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
	(Check all that apply for each activity)						
1. Phonics First Training	June 10th-June 12th, 2018		X	X		X	X
2. Training on administration of Phonics First diagnostic assessment and interpretation of data	September 2019-Continuing	X	X	X	X	X	X
3. Peer-to-peer observations and collaboration at TBT's	Fall 2019-Continuing	X	X	X	X		X
Resources Required	Outcomes/Evaluation						
1. Phonics First Materials	1. 100% of K-3 teachers, interventionists, and Title 1 staff will be trained to implement Phonics First curriculum.						
2. Phonics First Diagnostic	2. 100% of K-3 teachers, interventionists, and Title 1 staff will be qualified to administer the Phonics First Diagnostic and analyze the data in TBT meetings throughout the year for tier 2 and 3 students.						
3. Substitute or in house coverage, common planning time	3. 100% of K-3 teachers, interventionists, and Title 1 staff will collaborate in TBT's, observe peers to allow for consistency from one classroom to another, and participate in vertical and horizontal alignment of the Phonics First curriculum.						

Provide a brief description of how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.

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

The staff will be trained on an RTI plan during data meetings throughout the year. Walk-throughs, peer-to-peer observations, TBT collaborations will be an integral part of professional development in the Heggerty Phonemic Awareness and Phonics First programs. Adult learning will continue to be refined over the next couple of years as we work toward a higher quality level of implementation with all programs.

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

Each of the PD components will focus on one specific program. Professional development will be staggered through 2019 to allow for gradual implementation of the entire RAP.

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

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

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

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

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

Regular data meetings will keep teachers apprised of a student's growth or lack thereof. The success of the phonological awareness and phonics programs in tier I instruction can be monitored throughout the year via benchmarking data. The RIMP students' response to interventions can also be closely monitored and instruction can be adjusted as needed. Data-based decisions will be made per the flowchart in Appendix A.

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

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

Appendix A

Benchmarking Decision Making Flowchart

