

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 31, 2019

Dear Superintendent,

Thank you for submitting the Ridgedale Local Schools Reading Achievement Plan. The submitted plan is compliant with Ohio Administrative Code 3301-56-02. The Ohio Department of Education is committed to working with districts to raise student achievement in reading. Please find below feedback associated with the district's submitted Reading Achievement Plan.

Strengths of the Reading Achievement Plan:

- Use of additional foundational skills assesment from Literacy Resources Inc. to determine specific areas of weakness.
- Identified contributing factors to low reading achievement.
- Development and implementation of a Google shared file to be used by all teachers to record data and interventions for students on RIMPs.

This plan will benefit from:

- Specified time for all grade level team meetings for analyzing progress monitoring data that will allow teachers to adjust instruction if data does not show improvement.
- Defining "sight word" recognition versus "high frequency" word recognition. Sight words are any words a student recognizes on sight. This would be different for each child. High frequency words are words that occur frequently. Will the goal for "sight word" recognition mean that each child would have their own bank of words?
- In Section 8A there needs to be a more specific strategies that will be used to support students who struggle as well as student who are on RIMPs.

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

Sincerely,



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

Reading Achievement Plan

Ridgedale Local Schools

48439

3103 Hillman Ford Rd., Morral, OH 43337

Plan Completion Date

Dec. 21, 2018

Lead Writer: Rubiana Berridge

Contents

Section 1: District Leadership Team Membership, Development Process and Plan for Monitoring Implementation

Section 1, Part A: Leadership Team Membership

Section 1, Part B: Developing, Monitoring and Communicating the Reading Achievement Plan

Section 2: Alignment Between the Reading Achievement Plan and Overall Improvement Efforts

Section 3: Why a Reading Achievement Plan is Needed in Our District

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

Section 3, Part B: Analysis of Factors Contributing to Low Reading Achievement

Section 4: Literacy Mission and Vision Statement(s)

Section 5: Measurable Learner Performance Goals

Section 6: Action Plan Map(s)

Section 7: Plan for monitoring Progress Toward the Learner Performance Goal(s)

Section 8: Expectations and Supports for Learners and Schools

Section 8, Part A: Strategies to Support Learners

Section 8, Part B: Ensuring Effectiveness and Improving Upon Strategies

Section 8, Part C: Professional Development Plan

Appendices

Section 1: District Leadership Team Membership, Development Process and Plan for Monitoring Implementation

Section 1, Part A: Leadership Team Membership

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Section 1 Part B: Developing, Monitoring and Communicating the Reading Achievement Plan

Last year, Ridgedale Elementary had to write a Reading Achievement Plan for the first time. The team this year consists of many of those same members. We lost one member from last year and added a new member. Therefore, the team was very familiar with the process. We started by reviewing the data from the previous RAP and then analyzing any new data we

had received since last December. The RAP from last year was fully implemented in September 2018 so we did not see much change in our data.

The team then discussed the changes that have already been made in reading instruction. After considering the data, the team determined that a sub goal regarding sight words was needed to help our students meet the overall goal of being proficient on the Third Grade English Language Arts test

Once the goals were determined, the team worked out action steps and a professional development plan.

The plan will continue to be monitored through data collections on drive that are accessible by all staff. These results will also be communicated to the staff during staff meetings and through emails.

Section 2 Alignment Between the Reading Achievement Plan and Overall Improvement Efforts

Ridgedale Local Schools has a current Ohio Improvement Plan with an academic goal: By the end of the 2018-2019 school year, 100% of the students in grades 3-10 will see a year's growth in English/Language Arts and math.

Some strategies within that goal that correspond with the Reading Achievement Plan are:

1.4 Address priorities for schools not making Adequate Yearly Progress.

Ridgedale District Leadership and Building Leadership teams will review data from the Ohio state assessment results for areas of concern. They will make sure curricular alignment is met with the state standards in reading, math and writing. All staff will be involved with reading instructional skills, math problem solving skills, and writing skills. Data will be used to plan instruction, including BAS at the K-5 level and MAP at the K-10 level. All staff will utilize the data and plan instruction according to that data.

1.7 Implement research-based reading/math/writing instructional strategies.

Implement district K-12 identified research-based reading process instructional strategies, math strategies for problem solving and reasoning skills that support number and number sense, and writing instruction strategies across the content areas.

1.7.1 Professional development focused on changing instructional practice.

Provide ongoing, job embedded, high quality professional development at the school site for administrators, teachers, and other instructional staff to focus on changing instructional practice with emphasis on the reading process, math for applied problem solving and reasoning skills to support number and number sense, and writing across the content areas.

1.7.3 Provide professional development for differentiated instruction

Provide PD on models for immediate and on-going intervention (differentiated instruction) for ALL students K-12.

1.7.8 Provide ongoing job embedded high quality professional development focused on implementation of Ohio's Learning Standards.

All teachers will continue to receive HQPD on Ohio's Learning Standards and extended standards.

1.7.9 Title 1 Parent Support with reading

Provide opportunities, using a variety of delivery systems, to support parents in helping their children learn reading, including family literacy events and providing supplies.

1.8 Identify a structure of interventions that align with scientifically-based researched curriculum with emphasis on Student With Disabilities and Economically Disadvantaged Students.

Identify a structure of interventions that align with scientifically-based research curriculum, instruction and assessments and with state academic content standards that target students not meeting district-wide benchmarks, with emphasis upon Students With Disabilities and Economically Disadvantaged Students.

1.8.1 Use quality benchmark assessments per grade level focused on reading, math and writing instruction.

Use NWEA/MAP/MPG to monitor, direct and drive instruction and monitor student progress.

Section 3: Why a Reading Achievement Plan is Needed in our District

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

The team analyzed the Spring 2016, 2017 and 2018 Ohio Computer Based Assessments (OCBA) in English Language Arts (ELA) for grades three through eight.

Grade Level	2016% Proficient	2017 Proficient	2018 Proficient
3	49	38	46
4	40	53	58
5	42	47	65
6	38	48	50
7	27	43	43
8	43	33	38

The chart below shows the percentage of students at or near proficient in informational text.

Grade Level	2016	2017	2018
3	55	58	65
4	59	80	80
5	45	71	85
6	62	59	76
7	52	78	80
8	68	57	65

The chart below shows the percentage of students at or near proficient in literary text.

Grade Level	2016	2017	2018
3	41	65	73
4	56	72	74
5	67	67	74
6	51	72	74

7	52	78	79
8	72	59	68

The chart below shows the percentage of students at or near proficient in writing.

Grade Level	2016	2017	2018
3	71	73	53
4	58	68	82
5	49	59	82
6	33	68	59
7	42	55	34
8	65	37	36

6

The above data shows that proficiency at all grade levels except seventh grade increased, with a substantial increase at fifth grade. Grades four through seven performed slightly better on informational text in 2018, while third and eighth grade did better on literary text. The writing subscore for third and seventh grade decreased by 20% while fourth and fifth grade increased by 14% and 23%. A concern the team noted was the difference between the percent of students at or near proficient compared to the overall percent of students that scored proficient or higher. Further investigation revealed that many of our students only need to between one and three more points to earn a proficient score.

The next data set was the Kindergarten Readiness Assessment (KRA). In 2016, 44% of our kindergarteners scored below 263 on the Literacy and Language portion, which is considered Not On Track for the Third Grade Reading guarantee (TGRG). In 2017, 37% scored below 263. In 2018, 46% scored below 263. An items analysis of the scores show our students start school with the following strengths: using prepositions, beginning sounds, using a book cover to make predictions, answering questions about story detail, retelling a text in sequence, nouns, verbs, writing a word and their own name and expressing thoughts, feelings and ideas. Weaknesses are determining word meaning, segmenting syllables in words, naming letters, and making letter sounds. Our kindergarten students are starting school with weaknesses in phonological awareness.

We use NWEA's Measures of Academic Progress (MAP) reading tests as a diagnostic for the TGRG for grades one through three. In 2016 MAP scores indicated that 67 students in grades one through three were Not On Track, while 2017 scores indicated 65 students in grade one through three were Not On Track. In 2018, 53 students were determined to be Not On Track in grades one through three. This data shows a trend toward improvement.

The first report the team analyzed was the Student Growth Summary Reports from Fall to Fall to better observe how much growth the students made and were able to retain over the summer break.

On the Fall 2015 to Fall 2016 report, no grade level met the projected growth. The Fall 2016 to Fall 2017 report shows third and fourth grade meeting the expected growth and Fall 2017 to Fall 2018 indicates that fourth and fifth grade met the projected growth.

The chart below shows the percentage of students that met the expected growth on MAP.

Grade Levels	Fall 2015-2016	Fall 2016-2017	Fall 2017-2018
First to Second	47%	45%	47%
Second to Third	45%	48%	37%
Third to Fourth	39%	60%	62%

The above chart indicates the slightly less than half our students are making and retaining the projected growth in reading skills evaluated on the MAP test.

Another report available from NWEA MAP is the grade report, which breaks down student scores into Goal Areas. The team analyzed the most recent data from the Fall 2018 report.

7

The first grade has four Goal Areas: Vocabulary Use and Function, Foundational Skills, Language and Writing, and Literature and Informational Text. The overall mean RIT for this grade was 157.7 compared to the norm mean of 160.7. Vocabulary Use and Function was a strength with a mean RIT of 159, although 48% of the students scored below the 40th percentile. The Literature and Informational Text mean score was 160. The Foundational Skills score was 157 and Language and Writing was 155. Fifty-nine percent of the students scored below the 40th percentile in Foundational Skills. This is a major concern for the team.

Fall 2018 Grade Level Reports from MAP Reading

Grade	Mean Norm	Overall Mean	Literature: Key Ideas and Details	Literature: Language, Craft and Structure	Informational Text: Key Ideas and Details	Informational Text: Language, Craft and Structure	Vocabulary
2	175	173	177	172	172	173	172
3	188	183	184	184	183	182	183
4	198	195	195	193	193	194	197
5	206	206	207	207	206	205	207

From the chart above the team was able to determine that the overall mean scores were close to the norm mean, with the class most below the norm being third grade. Looking at the Goal Area scores there were no discernible strengths or weaknesses in these grade levels.

We use Fountas and Pinnell's Benchmark Assessment System (BAS) three times a year to monitor student reading. This assessment evaluates accuracy, fluency and comprehension. The table below shows the percentage of students reading below the expected level in the Fall of 2017 and 2018.

8

Grade Level	Fall 2017	Fall 2018
1	37%	48%
2	38%	36%
3	29%	44%
4	41%	61%
5	51%	52%

Based on determinations made during the writing of our Reading Achievement Plan last year, the elementary staff was retrained on how to correctly use the BAS system to assess and analyze student reading in Jan. 2018. This re-energized focus on correctly assessing students is one reason for the increase in students reading below grade level. In the past the teachers had sometimes been overly generous with their scoring. This data shows that almost half of our students are reading below grade level expectations.

In implementing our 2017-2018 Reading Achievement Plan, the school adopted the Literacy Resources Inc. Phonemic Awareness curriculum. This curriculum has assessments for grades kindergarten and first with a screener for second and third. The teachers in grades K-1 assessed all students and the second and third grade teachers used this assessment with their students who were determined to be Not On Track.

More than half of the incoming kindergarteners were unable to identify upper and lowercase letters correctly. Over 90% of the students have a significant weakness in letter sounds and identifying final sounds in words. In first grade, the significant weaknesses were the areas of identifying long and short vowels, rhyming, and deleting and substituting phonemes.

In second grade the RIMP students struggled with sound identification, rhyme production, identifying medial sounds, and substituting phonemes. In third grade the areas of concern are identifying medial sounds, blending phonemes and rhyme production.

One last piece of data was the focus areas the teachers chose for individual student Reading Improvement and Monitoring Plans (RIMP). The following chart summarizes the data:

Grade	# of RIMPs	Phonological Awareness	Phonics	Fluency	Vocabulary	Comprehension
K	24	24				
1	13	11	2	1		
2	21	15	5			1
3	30	2	15	3		10

Section 3 Part B: Analysis of Factors Contributing to Low Reading Achievement

Ridgedale Local Schools is a small rural district in Central Ohio. During the 2017-2018 school year, the district averaged 698 students in grades K-12. Fifty percent of the student population are economically disadvantaged. Eleven percent of the student population are Students with Disabilities. There is no preschool, private or public within the district boundaries.

One factor the team considered was student attendance. For both the 2016-2017 and 2017-2018 school year, the building's attendance rate was 94%. Attendance, in general, does not seem to be a contributing factor to our reading weakness, however, the team recognized that on an individual basis, attendance can be a huge factor for some of our at-risk readers.

Half of the kindergarten through third grade teachers have fewer than 5 years teaching experience. New teachers are assigned mentors, but due to requirements of the Resident Educator program, the mentor does not always teach within the same grade band and may not have experience at the primary level.

Section 4: Literacy Mission and Vision Statement(s)

Ridgedale Local Schools Mission Statement:

Ridgedale Local Schools exists to empower youth to meet their fullest potential through individualized, student-focused education to best prepare them as productive citizens in the community.

Ridgedale Elementary School's Literacy Mission Statement:

At Ridgedale Elementary school we believe in providing a positive learning environment where all students realize their full potential by mastering the five components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension), leading to a love of reading and the comprehension and communication skills that will open the doors to their future.

The Vision:

Administrators will:

- Provide resources and professional development as needed
- Give teachers time to collaborate on best practices in reading instruction
- Commit to the changes that need to be made
- Encourage parents and students to participate in school sponsored literacy activities and events

Teachers will:

- Assess all 5 areas of reading
- Use assessment results to direct instruction
- Integrate the 5 components of reading
- Make connections between what is taught and how it will be used in the future
- Progress monitor to ensure what we are doing is working
- Commit to the changes that need to be made
- Encourage parents and students to participate in school sponsored literacy activities and events

Students and Parents will:

- Be actively engaged in the reading process
- Attend school sponsored literacy activities and events

Section 5: Measurable Learner Performance Goals

The following goals are for all students, including sub-groups, such as students with disabilities, economically disadvantaged and gifted students.

Goal #1

Overall Student Performance Goal: Increase the percentage of students meeting or exceeding Third Grade proficiency standards from 46% to 60% in the spring of 2019 and to 80% by spring 2020 as measured by the Ohio State Assessment.

Goal #2

By Spring of 2019, 90% of kindergarten and first grade students will be developing or meeting the phonemic awareness expectations according to the LRI Phonemic Awareness assessment.

Goal #3

By Spring of 2020, 80% of kindergarten through third grade students will demonstrate orally and in writing proficiency or mastery of the Phonics First grade level spelling pattern assessment.

Goal #4

By Spring of 2019, 85% of second and third grade students will be on track in Vocabulary Acquisition and Use according to MAP.

Goal #5

By Spring 2020, all kindergarten through third grade students will meet the following sight word goals:

	Kindergarten	First Grade	Second Grade	Third Grade
Kindergarten sight words	Read 85%	Read 100% Spell 85%	Read 100% Spell 100%	
First grade sight words		Read 85% Spell 75%	Read 100% Spell 85%	Read 100% Spell 100%
Second grade sight words			Read 85% Spell 75%	Read 100% Spell 100%
Third grade sight words				Read 85% Spell 75%

Section 6: Action Plan Map

Goal #2 Action Map

Goal Statement: By Spring of 2019, 90% of kindergarten and first grade students will be developing or meeting the phonemic awareness expectations according to the LRI Phonemic Awareness assessment.

Tier 1 Evidence –based Strategy: Phonemic Awareness

	Action Step 1	Action Step 2	Action Step 3	Action Step 4	Action Step 5
Implementation Component	PD on analyzing data of the phonemic awareness	PD on instructional tools that can be used based on LRI data	Analyzing the effectiveness and implementation of the assessment and instruction of phonemic awareness	Continued implementation of Phonemic Awareness curriculum for K-1 and as an intervention for 2-3	Analyzing the effectiveness and implementation of the assessment and instruction of phonemic awareness
Timeline	Sept. 15, 2018	Sept. 30, 2018	Jan. 31, 2019	Ongoing	May 1, 2019
Lead Person(s)	RAP Team	RAP Team	Grade band teams, kindergarten, first and second grade, Title 1 teacher, intervention specialist	Grade band teams, kindergarten, first and second grade, Title 1 teacher, intervention specialist	Grade band teams, kindergarten, first and second grade, Title 1 teacher, intervention specialist
Resources Needed	LRI data for each K-1 reading teacher	PD time, instructional tools, progress monitoring assessments LRI analyzed data	PD time, progress monitoring data, instructional strategies used	LRI Phonemic Awareness curriculum, progress monitoring data	PD time, progress monitoring data, instructional strategies
Specifics of Implementation	PD dedicated to analyzing	K-1 teachers will use analyzed data to plan	K-2 teachers will meet as a team to determine	K-2 teachers will meet as a team to determine	K-2 teachers will meet as a team to determine whether the implementation

	student LRI data	for the instruction and interventions . They will also be trained on progress monitoring assessments and frequency of use.	whether the implementation of the instruction and progress monitoring has been successful, or if changes need to be made. K-2 teachers will meet as a team to determine whether the implementation of the instruction and progress monitoring has been successful, or if changes need to be made.	whether the implementation of the instruction and progress monitoring has been successful, or if changes need to be made.	of the instruction and progress monitoring has been successful, or if changes need to be made.
Measure of Success	All K-1 reading teachers have analyzed data and completed a data summary sheet	K-1 teachers will have student groupings based on data and be prepared to use instructional tools provided and progress monitor with the frequency required. Evidence of instructional strategies will be in lesson plans, walkthroughs and observations .	K-2 teachers have determined success and effectiveness of instruction and progress monitoring. Teachers have completed a survey specifying what has worked and what has not.	Student assessments according to the grade level plan.	K-2 teachers have determined success/effectiveness of instruction/progress monitoring. Teachers have completed a survey specifying what has worked and what has not. K-2 teachers have determined success and effectiveness of instruction and progress monitoring. Teachers have completed a survey specifying what has worked and what has not.

Check-in/Review Date	Sept. 2018	Sept. 2018	Jan. 2019	Jan. 2019-May 2019	May 2019
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13

Goal #3 Action Map

Goal Statement: By Spring of 2020, 80% of kindergarten through third grade students will demonstrate orally and in writing proficiency or mastery of the Phonics First grade level spelling pattern assessment.

Tier 1 Evidence-based Strategy: Phonics

	Action Step 1	Action Step 2	Action Step 3	Action Step 4	Action Step 5	Action Step 6
Implementation Component	Training teachers in grades K-3 in Phonics First	K-3 teachers using Phonics First assessments to determine baseline	PD on analyzing data	All K-3 teachers will begin implementing Phonics First lessons in their classrooms.	Determine cut scores for proficiency and mastery at each grade level	Administer Phonics First post-assessment
Timeline	Sept. 1, 2018	Sept. 15, 2018	Sept. 22, 2018	Sept. 2018-May 2019	March 1, 2019	May 15, 2019
Lead Person(s)	Building principal	All K-3 reading teachers	All K-3 reading teachers	All K-3 reading teachers, building principal	RAP Team	All K-3 reading teachers
Resources Needed	Time, Phonics First training, funding	Phonics First assessment	Phonics First assessment data, time dedicated to items analysis	Phonics First kits	Phonics First assessment	Phonics First post assessment
Specifics of Implementation	Teachers in grades K-3 who teach reading will attend Phonics	All K-3 reading teachers will administer Phonics First assessments to all students	PD dedicated to analyzing student Phonics First Data	All K-3 reading teachers will use their assessments to determine where to begin with	The RAP team will determine the cut scores for proficiency and mastery based on the grade	All K-3 reading teachers will administer Phonics First post-assessment

	First training			their lessons and whether they will be teaching Phonics First via whole group, small group or use for intervention depending on grade level and student needs.	level Phonics First assessments	t to all students
Measure of Success	All K-3 reading teachers trained in Phonics First	Assessment data collected	All K-3 reading teachers have analyzed data and completed a data summary sheet	Percentage of teachers implementing Phonics First lessons in their classrooms. Evidence will be teacher plans in Planbook.	Cut scores determined and shared with K-3 reading teachers	Assessment data collected
Check-in/Review Date	Sept. 1, 2018	Sept. 15, 2018				

	Action Step 7	Action Step 8	Action Step 9	Action Step 10	Action Step 11	Action Step 12
Implementation Component	Analyze the effectiveness and implementation of Phonics First lessons via end-of-year post-assessment	Training any teachers who have not been trained yet in Phonics First, including intervention specialists and Title 1 teacher	K-3 teachers using Phonics First assessments to determine baseline	K-3 reading teachers, including intervention specialists, will continue implementing Phonics First in their classrooms.	Administer Phonics First post-assessment	Analyzing the effectiveness and implementation of Phonics First lessons via end-of-year assessment.
Timeline	May 15, 2019	Sept. 15, 2019	Sept. 15, 2019	Sept. 2019-May 2020	May 15, 2020	May 15, 2020

Lead Person(s)	All K-3 reading teachers	Building Principal	All K-3 reading teachers	All K-3 reading teachers, building principal	All K-3 reading teachers	All K-3 reading teachers
Resources Needed	Phonics First post assessment data	Time, Phonics First Training, funding	Phonics First Assessment	Phonics First kits	Phonics First post assessment	Phonics First post assessment data
Specifics of Implementation	All K-3 reading teachers will meet as grade level teams to determine whether the implementation of the instruction and progress monitoring has been successful	All K-3 reading teachers, including intervention specialists and Title 1 teacher	All K-3 reading teachers will administer Phonics First assessments to all students	All K-3 reading teachers will use their assessments to determine where to begin with their lessons and whether they will be teaching Phonics First via whole group, small group or use for intervention depending on grade level and student needs.	All K-3 reading teachers will administer Phonics First post-assessment to all students	All K-3 reading teachers will meet as grade level teams to determine whether the implementation of the instruction and progress monitoring has been successful
Measure of Success	K-3 teachers have determined success and effectiveness of instruction and progress monitoring. Teachers have completed a survey specifying what has	Documentation of all teachers completing the training.	Assessment data collected	Percentage of teachers implementing Phonics First lessons in their classrooms. Evidence will be teacher plans in Planbook.	Assessment data collected	All K-3 reading teachers will meet as grade level teams to determine whether the implementation of the instruction and progress monitoring has been successful

	worked and what has not.					
Check-in/Review Date	May 15, 2019	Sept. 2019	Sept. 2019	Bi-weekly	May 2020	May 2020

16

Goal #4 Action Map

Goal Statement: By Spring 2019, 85% of second and third grade students will be on track in Vocabulary Acquisition and Use according to MAP.

Tier 3 Evidence Based Strategy: Vocabulary

	Action Step 1	Action Step 2	Action Step 3	Action Step 4	Action Step 5
Implementation Component	Assess student vocabulary using MAP	Determine a vocabulary instructional strategy to be implemented by kindergarten through third grade	Implement the instructional plan chosen by the RAP team (Interactive Read Aloud and vocabulary journals)	Analyzing the effectiveness and implementation of the vocabulary instruction	Analyzing the effectiveness and implementation of the vocabulary instruction
Timeline	Sept. 2018	Sept. 2018	Sept. 2018	Jan. 2019	May 2019
Lead Person(s)	Grades 2-3 reading teachers	RAP team, grade level teachers	Reading teachers, building principal	K-3 reading teachers	K-3 reading teachers
Resources Needed	MAP assessment	Various vocabulary resources	Read aloud books	MAP assessment	MAP assessment
Specifics of Implementation	After MAP testing, teachers will use the class report to determine baseline	RAP team teachers will review various instructional resources and develop an instructional plan for vocabulary and share with the reading teachers.	The teachers will implement interactive read aloud multiple times a week and use vocabulary journals.	Teachers will reassess students using MAP and then analyze the data to determine student growth. Data will be used to adjust instruction as needed	Teachers will reassess students using MAP and then analyze the data to determine student growth. Data will be used to adjust instruction as needed

Measure of Success	Percentage of teachers with data on tracking form	Completed resource	Percentage of teachers including read aloud and vocabulary instruction in lesson plans	Percentage of teachers with data on tracking form. Improvement of vocabulary subscores from Sept.	Percentage of teachers with data on tracking form. Improvement of vocabulary subscores from Sept.
Check-in/Review Date	Sept. 2018	Sept. 2018	Biweekly	Jan. 2019	May 2019

Goal #5 Action Map

Goal Statement: By Spring 2020, all kindergarten through third grade students will meet the following sight word goals:

	Kindergarten	First Grade	Second Grade	Third Grade
Kindergarten sight words	Read 85%	Read 100% Spell 85%		
First grade sight words		Read 85% Spell 75%	Read 100% Spell 85%	Read 100% Spell 100%
Second grade sight words			Read 85% Spell 75%	Read 100% Spell 100%
Third grade sight words				Read 85% Spell 75%

Tier 1 Evidence-Based Strategy: Sight Word Recognition

	Action Step 1	Action Step 2	Action Step 3	Action Step 4	Action Step 5
Implementation Component	Develop sight word lists for each grade level K-3 based on the Dolch sight word list	Introduce the sight word lists and instructional strategies to teach sight words to the K-3 reading teachers	Determine how the sight words will be assessed and documented at each grade level	Instruct students using grade level and previous grade level sight word lists using effective instructional strategies and interventions as needed	Assess K-3 students on sight words
Timeline	Jan. 2019	Jan. 2019	May 2019	Sept. 2019-May 2020	Quarterly during 2019-2020 school year

Lead Person(s)	RAP team	RAP team	Grade level teams	All K-3 reading teachers	All K-3 reading teachers
Resources Needed	Dolch words, other high frequency word lists.	Sight word lists, instructional strategies	Sight word lists	Sight word lists, instructional strategies	Sight word lists, data collection templates
Specifics of Implementation	RAP team members will work with their grade level teams to establish sight word lists for each grade level	RAP team members will share the lists and strategies at a PD	Grade level teams will determine quarterly lists of words and how the data will be collected and shared	K-3 teachers will instruct students using the quarterly sight word lists using effective instructional strategies	K-3 teachers will assess all students on the sight words from the previous year as well as the current grade level sight word lists
Measure of Success	Sight word lists will be shared in a folder on drive	All teachers informed of the lists and ideas for strategies to teach the words	Quarterly word lists, data collection templates	Quarterly assessment data	Quarterly during 2019-2020 school year
Check-in/Review Date	Jan. 2019	Jan. 2019	May 2019	May 2020	Quarterly during 2019-2020 school year

Section 7: Plan for Monitoring Progress Toward the Learner Performance Goals

Progress toward Goal #1 regarding student improvement on the Ohio Computer Based Assessment (OCBA) for English/Language Arts, the team will meet three times a year to review the current data from the fall and spring OCBA, the fall, winter and spring MAP and BAS assessments and progress toward RIMP goals. The team will use this data to judge the effectiveness of the Reading Achievement Plan and make changes if/as they become necessary. The team will then report the results to the BLT who will in turn, report to the DLT.

Progress toward Goal #2 to improve phonemic awareness using the LRI assessment and curriculum will be posted quarterly for all kindergarten and three times a year for first grade students. Students who score in the beginning range in any sub-skill will be progress monitored weekly. Students who score in the developing range for any sub-skill will be progress monitored monthly. The teachers will use lessons from the curriculum to progress monitor. These scores will be reported in a timely manner. All of the data from LRI will be shared with the principal and other staff as needed.

Progress toward Goal #3 using Phonics First will be formally measured in the fall and again in the spring. Teachers will monitor students regularly and provide intervention as needed.

Progress toward Goal #4 will be monitored three times a year after the fall, winter and spring MAP and BAS assessments are given. For MAP, the teachers and team will review the class or grade reports.

Progress for Goal #5 to improve sight word recognition will be monitored quarterly and results will be posted in drive. Teachers will use the grade level quarterly lists, as well as the word lists from the previous grade(s). Students in grades 1-3 will be reading and writing the words while kindergarten will only be reading the words. Teachers will progress monitor and intervene with students who score below the goal at least once a month until the student is reading the words at the expected level.

The above data is collected and recorded by the classroom teachers for each student and each skill being assessed. The classroom data is then aggregated into grade level data that is shared with all staff members at relevant professional development opportunities and at staff meetings. Improvements are celebrated and areas for growth are addressed as needed.

In the past, teachers have needed to record progress monitoring for RIMPS in one place and keep another record of all interventions they did with students in another place. This year the BLT developed an intervention log for all teachers to use. This log is housed in google drive and shared with the principal and additional teachers as needed (Title 1 and intervention specialists). There is a file for each classroom and a page for each student (Appendix A). All teachers giving interventions to a particular student record the date, the intervention given and what the next step should be for that student. They also record progress monitoring data in this

file. This has improved communication between all of our staff and saved the teachers time by only have one place to go to record the information. This shared communication makes it easier for classroom teachers and support staff to meet the needs of students who are not progressing as expected.

The principal will check teacher lesson plans bi-weekly for evidence of instruction in phonemic awareness, phonics, vocabulary and sight word recognition.

20

Section 8 Part A: Strategies to Support Students

After analyzing another year of data, it is evident that many of our young readers continue to lack foundational skills. The National Center for Education Evaluation and Regional Assistance, along with the What Works Clearinghouse published a report titled, Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. In that report, they made four recommendations that Ridgedale Elementary is trying to implement more effectively than in the past.

Recommendation One, with minimal evidence, is to teach students academic language skills. This matches up with Goal #4 in this Reading Achievement Plan. Teachers are becoming more intentional about the vocabulary words they are focusing on and how they are teaching those words to students. All teachers in grade kindergarten through third are using interactive read alouds consistently in their classrooms. One focus of the interactive read aloud is the component of vocabulary. Teachers are using vocabulary journals and interactive notebooks to emphasize the chosen vocabulary.

Recommendation Two, with Tier 1 evidence, is to develop awareness of the segments of sound in speech and how it links to letters. Goal two of this RAP, phonological awareness, is the main component of this recommendation. During the 2018-2019 school year, Ridgedale Elementary implemented the LRI Phonemic Awareness curriculum. The teachers are already seeing an improvement in these foundational skills after just a few months of implementation. Teachers have commented that they were teaching these skills before, but not with this intensity.

Recommendation Three, with Tier 1 evidence, is to teach students to decode words, analyze word parts and write and recognize words. This recommendation supports goals three and five, phonics and sight word recognition. Ridgedale Elementary implemented the Phonics First program during the 2018-2019 school year. With the addition of consistent sight word lists for each grade level, our students' decoding skills and fluency should increase.

Recommendation Four, with Tier 2 evidence, is to ensure that students read connected text every day to support reading accuracy, fluency and comprehension. While not a goal of this RAP, all teachers in grade K-3 use guided reading groups based on student needs. Within the group lesson, students are reading text at their instructional level and focusing on comprehension and decoding skills, as well as practicing for fluency and accuracy. With our increased emphasis on foundational skills, the students should be able to improve their accuracy, fluency and comprehension since they will be spending less effort on decoding words.

When considering our students on Reading Improvement and Monitoring Plans, 59% of those students have Phonemic Awareness as a focus area. Twenty-five percent have a focus on phonics. Comprehension is a focus for 13%, while fluency is a focus for 5%. It is evident

from these percentages that the teachers recognize foundational skills as a deficit area for our students. With our 2017-2018 RAP and this current RAP we are working to eliminate the gaps that our at risk readers have in the areas of phonological awareness and phonics in order to then improve comprehension, fluency and accuracy.

Section 8 Part B: Ensuring Effectiveness and Improving Upon Strategies

Administration will check teacher lesson plans no less than two times a month. Teachers will be required to document phonemic awareness, phonics and vocabulary instruction that were used in the classroom. This will help ensure that Tier 1 instruction is meeting the students' educational needs. Lesson plans will also document any intervention in reading instruction that was implemented in the classroom.

Administration will have professional development regarding instructional strategies several times throughout the 2018-2019 school year. At this time, all teachers have been trained in the new programs being implemented. Professional development time will be dedicated to analyzing data and planning instruction based on data. In addition, the district implemented a district wide book study this year of Marzano's The New Art and Science of Teaching, with a focus on the instructional and engagement strategies. A one-hour professional development is planned for January 2019 to re-emphasis correct letter sounds and will be conducted by the district speech pathologist.

In November 2018, the DLT planned and executed a half day professional development on Response to Intervention. Definitions relevant to RTI were reviewed with examples to clarify differentiation, accommodations and interventions. A new district wide form for referral to the Intervention Assistance Team was developed and shared with the staff. A flowchart for the RTI process was also developed and shared (Appendix B). Survey results after the PD indicated a better understanding of the process and what the teachers are expected to do when a student is struggling academically.

Financial resources have already been rearranged to allow the school to purchase leveled books, both fiction and non-fiction, for guided reading. The bookroom now contains forty titles, with 6 books of each title, for all reading levels A-Z. These books cover all genres and interests. The bookroom also has short reading passages, fiction and nonfiction, for levels M-Z. The district adjusted personnel for the 2018-2019 school year and beyond and the building now has a full time Title 1 teacher to give many of our at risk readers additional instruction using the phonemic awareness curriculum, Phonics First and Fountas and Pinnell's Leveled Literacy Instruction.

The Reading Achievement Team will meet at least three times a year to monitor progress of the plan and identify areas that need continued improvement. The successes and areas of improvement will be communicated to the staff during staff meetings and through emails.

In prior years, teachers at the same grade level have used different resources for reading instruction. Not all materials have met the rigor and expectations of Ohio's Learning Standards. Teachers are now using common programs for phonemic awareness, phonics and vocabulary for instruction that more closely meet the grade level expectations. Teachers within the same grade level, grades kindergarten through third, are now using the books titles for their interactive read alouds. This collaborative planning ensures that students in different classes are exposed to the same vocabulary and literary experiences even though each teacher puts their own personal touch to the lessons.

It should be evident that the district and the elementary building have made several significant changes to literacy instruction this year. At the beginning of the year, many of the teachers were feeling a high level of stress because they were being asked to change so many things at one time. The administration has been very supportive of the teaching staff, helping individual teachers prioritize the changes within their classrooms to meet the needs of their students.

22

The district has placed a much greater emphasis on academic success this year after completing an instructional audit in the spring of 2018. This RAP aligns with that increased emphasis and states more specifically how Ridgedale Elementary is working to meet the district expectation of increasing success for all students.

Section 8 Part C: Professional Development Plan

2018-2019 School year

Sept. 1 All teachers K-3 trained in Phonics First

Sept. 15 All K-3 teachers analyzing Phonemic Awareness baseline data

Sept. 22 All K-3 teachers analyzing Phonics First baseline data

Oct. 29 All K-5 teachers Instructional Strategies Chap. 6 from Marzano's The New Art and Science of Teaching

Nov. 5 All K-12 teachers Response to Intervention Workshop, review RTI and learn about updated process and forms

Nov. 19 All K-5 teachers, review and discussion about Recommendations for Foundational Skills

Nov. 26 All K-5 teachers Interactive Read Alouds with Sherri Kinzel

Dec. 3 All K-5 teachers share out about use of Marzano instructional strategies

Jan. 7 All K-3 teachers sight word lists and instructional strategies for sight words

Jan. 31 All K-3 teachers analysis of winter Phonemic Awareness data, implementation and effectiveness of program

May 1 All K-3 teachers analyze spring Phonemic Awareness data, implementation and effectiveness of program

May 15 All K-3 teachers analyze Phonics First summative data, implementation and effectiveness of program

2019-2020 School year

Sept. Refresher on Phonemic Awareness and Phonics First
Oct. Analysis of fall Phonemic Awareness, Phonics First and vocabulary data
Feb. Analysis of winter Phonemic Awareness, Phonics First and vocabulary data
May Analysis of spring Phonemic Awareness, Phonics First and vocabulary data,
implementation and effectiveness of program

Appendices

Appendix A

Student Name:						
Date:	Subject	Specific Intervention or Instructional Strategy	Did it work?	Next Step?		Progress Monitoring Data
9/24	Phonemic Awareness	Segmenting Sounds	3/10	rice - ri...ce Practice separating individual sounds		X
10/2	Phonics/Phonemic Awareness	Vowel intensive, Sight Words, substituting phonemes, short and long medial sounds	Short & long +, substituting phonemes was too difficult	Substituting syllables instead of phonemes		
10/9	Phonics	Red words		continue	Mrs. White	
10/10	Phonics	Spin and spell cvc: Write the three letters then blend them			Mrs. Thomas - no feedback	X
10/12	Phonemic Awareness	Segmenting Sounds - review how to fingertap	Fingertap individual sounds 10/10	Vowel Intensive focus		X

10/18	Phonemic Awareness/Phonics	Spin and spell cvc: Write the three letters then blend them	2/11	said short i for most medial sounds, even though this was not correct.. Vowel intensive instruction during phonics groups		X
10/25	phonemic awareness	rhyming	8/10	Continue		
10/31	Phonics	Blending Board	yes	Focus on ending sounds when using blending board		X
11/1	Red Words	Review K Red Words	Yes			
11/8	Phonemic Awareness	Segmenting Sounds	9/10			X
11/8	Phonemic Awareness	Medial Vowels	8/10 5/10 long/short identification			
11/13	Phonics	blending letter sounds - use three letter counters to create cvc, as she says the sound, she pulls that counter towards her. After she says each sound, she moves her hand from left to right over each card to blend sounds together and form the cvc word	Followed along and was able to blend words with little assistance	continue	5 minutes	

11/14	Phonemic Awareness - medial sounds	I orally gave cvc words. Students repeated my word and used their hand as a rollercoaster to find the medial sound. They then identified if the vowel was a long or short vowel	Worked well in small group. Struggled to identify if it was long or short sound	continue	5 minutes	
11/16	Phonics - blending sounds	blending written letters to decode 10 words	5/10 correct. Often added additional letter sounds to the end of words/said the wrong vowel sound. She also forgot the letter b. She said it was a d and made the /d/ sound. I told her it wasn't a d. I gave her the clue that the letter b has a bat before the ball, so what letter could it be? She was still unable to identify the letter or sound for multiple tries.	Continue intervention using manipulatives for each individual sound. Also continue the intervention for medial vowels	5 minutes	
11/27	Phonics	Blending Board in small group	Did well in small group setting	Continue	5 minutes	
11/28	ABSENT					

11/29	Phonics - blending sounds	blending letter sounds - use three letter counters to create cvc, as she says the sound, she pulls that counter towards her. After she says each sound, she moves her hand from left to right over each counter to blend sounds together and form the cvc word	Said short /a/ sound for medial u Couldn't get /d/.. said /b/ to start with then changed it to /g/, even when I told her it doesn't make this sound, she stuck with /g/ until corrected by me Said /sh/ for /s/	6/12	5 minutes	X
12/3	Phonics - blending sounds	blending letter sounds - use three letter counters to create cvc, as she says the sound, she pulls that counter towards her. After she says each sound, she moves her hand from left to right over each counter to blend sounds together and form the cvc word	said friend for fad, then said fand. hit + said chiss for chess shop + bug + vet + fish + gap + hiss + dash for bash	7/10 Continues to mix b and d, as well as some medial vowels. Added additional sounds in one word	5 minutes	
12/5	Phonics - blending sounds	Blending Board in small group	Did well in small group setting	Continue	5 minutes	
12/6	Phonics - blending sounds	Blending Board in small group	Did well in small group setting, followed along and participated in blending	Continue	5 minutes	

12/11	Phonics - blending sounds	Blending board 1-on-1 using letter cards with picture clues in the corner. Some words included digraphs (ch, sh, th, -ck)	For the first 4 words, she said /ch/ for the end of each word, even though it was not a /ch/ and was not always a digraph. For two words with a medial e, she said the short a and the short i sounds. She got 3 words correct out of 10 on the initial try.	Continue in intervention 1-on-1 to provide more direct and focused instruction	10 minutes	
12/11	Phonics - reversals	Whole group focus on reversing b/d. b has a belly and d has a diaper	Participated - will need to pull Raeley to assess	Continue	5 minutes	
12/14	Phonics - reversals	b/d in bed. Find the correct spelling of words with b/d using resources	Participated - struggled a little and will need continued intervention	Continue	10 minutes	

Appendix B

