

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

June 3, 2019

Dear Superintendent,

Thank you for submitting the West Carrollton 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:**

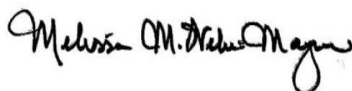
- Use of teacher surveys;
- Use of OIP framework

**This plan will benefit from:**

- This plan may benefit from further data analysis around third grade reading goals and the inclusion of phonics and phonemic awareness to fill past instructional gaps, if found.

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](mailto:readingplans@education.ohio.gov).

Sincerely,



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

# READING ACHIEVEMENT PLAN

DISTRICT NAME: West Carrollton City Schools

DISTRICT IRN: 045054

DISTRICT ADDRESS: 430 East Pease Ave., West Carrollton, OH 45449

PLAN COMPLETION DATE: December 22, 2017

LEAD WRITERS: Craig Myers

IMPLEMENTATION START DATE: January 1, 2017

## SUMMARY OF ACKNOWLEDGEMENTS:

In developing this plan, a team of teachers and administrators conducted an analysis of key data including: i-Ready diagnostic data, current and previous third grade AIR reading test results, KRA scores, and ELA scores. Additionally, teacher surveys and findings from classroom walkthroughs were consulted. The plan for 2018-19 reflects the implementation of a new learning series district wide with professional development supports for staff. This plan reflects Goal 1 of our District Improvement Plan that focuses on increasing student achievement in the area of English Language Arts during a three-year period. The new curriculum will enable us to provide high levels of support in the areas of weakness we have identified in our K-3 learners. There were two outside groups providing input in the development of this plan: State Support Team 10 and Wright State University (who will conduct an external literacy audit for us).

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

### SECTION 1: LEADERSHIP TEAM MEMBERSHIP

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

Name	Title/Role	Location	Email
<b>Melissa Thies</b>	Assistant Superintendent	West Carrollton City Schools	mtheis@wcsd.k12.oh.us
<b>Craig Myers</b>	Director of Curriculum	West Carrollton City Schools	cmyers@wcsd.k12.oh.us
<b>Mindy Balster</b>	RMV Specialist/Early Literacy Spec	West Carrollton City Schools	mbalster@wcsd.k12.oh.us
<b>Jen Robinson</b>	RMV Specialist/Early Literacy Spec	West Carrollton City Schools	jrobinson@wcsd.k12.oh.us
<b>Janet Schieman</b>	Principal	C.F. Holliday Elementary School	jschieman@wcsd.k12.oh.us
<b>Darla Myers</b>	Kindergarten Teacher	Walter Shade Early Childhood Cen	dmyers@wcsd.k12.oh.us
<b>Amy Burr</b>	First Grade Intervention Specialist	C.F. Holliday Elementary School	aburr@wcsd.k12.oh.us
<b>Eydie Hall</b>	Third Grade Intervention Specialist	Harold Schnell Elementary School	ehall@wcsd.k12.oh.us
<b>Emily Bowman</b>	Second Grade Teacher	Harry Russell Elementary School	ebowman@wcsd.k12.oh.us

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

The West Carrollton Reading Achievement Plan was developed collaboratively by the team identified above and included a synthesis of information gathered from data analysis of student achievement scores, classroom walkthroughs, teacher surveys, DLT / BLT / TBT meetings, teacher focus groups, and principal interviews. Our Early Literacy Specialist will be responsible for monitoring implementation and outcomes of the plan through the collection of data from BLTs, TBTs, and district wide grade level teams. The plan will be communicated and reviewed at monthly BLT and DLT meetings.

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

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

West Carrollton's district leadership team (DLT) has set the following district goal which aligns with the district's Reading Achievement Plan:

By 2020, all WCSD students (PK-12) will demonstrate growth annually in ELA based on local, State, and national assessments. The district has established the following strategies to achieve our goal:

- Align district ELA curriculum and instructional resources with Ohio's Learning Standards.
- All teachers will implement curriculum aligned to Ohio's Learning Standards.
- The WCSD will research, study, and implement evidence-based instructional practices to meet the educational needs of all students.

The district will use i-Ready Diagnostic Assessments and Ohio State Testing to measure student growth at three levels: classroom, building, and district.

The Reading Achievement Plan will be delivered to the DLT on January 10, 2018. The plan will then be distributed to the building leadership team (BLT) to review and release to the building staff by January 26, 2018 for implementation with fidelity.

The Reading Achievement Plan data will be reviewed triennially, and adjustments made according to the results.

The Reading Achievement Plan will be revised yearly in the spring for the following year based on Ohio State Testing Data.

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

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

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

#### Kindergarten Data Analysis

Kindergarten Readiness Assessment Data: 2017-18 DATA

263 is considered benchmark. Out of 330 students, 189 students scored below 263 (57%), 20 students scored 263 (6%), 129 scored above

263 (39%).

58 students were in the “Readiness” range, scoring between 270-298

138 students were in the “Approaching Readiness” range, scoring between 258-269. 134 students were in the “Emerging Readiness” range, scoring 258 or below.

#### 2018-19 DATA

Out of 239 students, 120 students scored below 263 (50%), 17 students scored 263 (7%), 101 scored above 263 (42%). 47 students were in the “Readiness” range, scoring between 270-298

106 students were in the “Approaching Readiness” range, scoring between 258-269. 86 students were in the “Emerging Readiness” range, scoring 258 or below.

#### iReady Diagnostic Data: 2017-18 DATA

According to the iReady diagnostic, of 311 Kindergarten students assessed, 284 or 91% were below level, 9% were on level and 0% were above level. The average scale score was 335 which falls in the Emerging K range of 100-361. To be at a Level K they must fall within the range of 362-479.

- Phonological Awareness: Average scale score was 336 which falls in the Emerging K range of 100-361. 235/311 or 76% were below level.
- Phonics: Average scale score was 322 which falls in the Emerging K range of 100-361. 274/311 or 88% were below level.

#### 2018-19 DATA

According to the iReady diagnostic, of 249 Kindergarten students assessed, 215 or 86% were below level, 10% were on level and 3% were above level. The average scale score was 337 which falls in the Emerging K range of 100-361. To be at a Level K they must fall within the range of 362-479.

- Phonological Awareness: Average scale score was 335 which falls in the Emerging K range of 100-361. 194/249 or 78% were below level.
- Phonics: Average scale score was 322 which falls in the Emerging K range of 100-361. 212/249 or 85% were below level.

This data shows us that students are not coming to kindergarten with the foundational skills needed for a successful start. It reflects the need to provide the experiences needed for them to excel in all areas of literacy but even more so in the more foundational skills such as Phonics and Phonemic Awareness.

## **1st Grade Data Analysis 2017-18 DATA**

### **iReady Diagnostic Data:**

According to the iReady diagnostic, of the 290 1st grade students assessed, 276 or 95% were below level, 5% were on level and and 0% were above level. The average scale score was 380 which falls in the Level K range of 347-433. To be at a Level 1 they must fall within the range of 434-536.

- Phonological Awareness: Average scale score was 382 which falls in the Level K range of 347-426. There were 253/290 or 87% of students below level.
- Phonics: Average scale score was 378 which falls in the Level K range of 347-433. 252/290 or 87% were below level.

### **2018-19 DATA**

According to the iReady diagnostic, of the 282 1st grade students assessed, 257 or 91% were below level, 9% were on level and and 0% were above level. The average scale score was 390 which falls in the Level K range of 347-433. To be at a Level 1 they must fall within the range of 434-536.

- Phonological Awareness: Average scale score was 401 which falls in the Level K range of 347-426. There were 200/282 or 71% of students below level.
- Phonics: Average scale score was 386 which falls in the Level K range of 347-433. 246/282 or 87% were below level.

This data shows us that students are not coming to 1st grade with the foundational skills needed for a successful start. It reflects the need to provide the experiences needed for them to excel in all areas of literacy but even more so in the more foundational skills such as Phonics and Phonemic Awareness.

## **2nd Grade Data Analysis iReady Diagnostic Data: 2017-18 DATA**

According to the iReady diagnostic, of the 266 2nd grade students assessed, 203 or 76% were below level, 23% were on level and <1% were above level. The average scale score was 449 which falls in the Level 1 range of 419-488. To be at a Level 2 they must fall within the range of 489-560.

- Phonological Awareness: Average scale score was 394 which falls in the Level K range of 100-426. 90/266 or 34% were below level.
- Phonics: Average scale score was 448 which falls in the Level 1 range of 434-490. 217/266 or 82% were below level.

### **2018-19 DATA**

According to the iReady diagnostic, of the 288 2nd grade students assessed, 227 or 79% were below level, 21% were on level and and 0% were above level. The average scale score was 444 which falls in the Level 1 range of 419-488. To be at a Level 2 they must fall within the range of 489-560.

- Phonological Awareness: Average scale score was 402 which falls in the Level K range of 100-426. 85/288 or 29% were below level.
- Phonics: Average scale score was 448 which falls in the Level 1 range of 434-490. 228/288 or 79% were below level.

This data shows us that students are not coming to 2nd grade with the foundational skills needed for a successful start. It reflects the need to provide the experiences needed for them to excel in all areas of literacy but even more so in the more foundational skills such as Phonics and Phonemic Awareness.

## **3rd Grade Data Analysis**

Spring 2017 Air results: Overall Percent Proficient 57% 21% limited

22% basic

21% proficient

13% accelerated

22% advanced

### **iReady Diagnostic Data:**

According to the iReady diagnostic, of the 295 3rd grade students assessed, 210 or 71% were below level, 28% were on level and <1% were above level. The average scale score was 478 which falls in the Level 2 range of 474-510. To be at a Level 3 they must fall within the range of 511-602.

Spring 2018 Air results: Overall Percent Proficient 54% 24% limited

21% basic

19% proficient

19% accelerated

16% advanced

### **Ready Diagnostic Data:**

According to the iReady diagnostic, of the 288 3rd grade students assessed, 189 or 65% were below level, 33% were on level and <1% were above level. The average scale score was 488 which falls in the Level 2 range of 474-510. To be at a Level 3 they must fall within the range of 511-602.

This data shows us that students are not coming to 3rd grade with the foundational skills needed for a successful start. It reflects the need to provide the experiences needed for them to excel in all areas of literacy but with a focus on vocabulary development and comprehension skills.

### **4th Grade Data Analysis 2017-18 DATA**

#### **iReady Diagnostic Data:**

According to the iReady diagnostic, of the 318 4th grade students assessed, 236 or 74% were below level, 15% were on level and 11% were above level. The average scale score was 517 which falls in the Level 3 range of 511-544. To be at a Level 4 they must fall within the range of 557-578.

- Phonological Awareness: 97% of the students tested out of the phonological awareness area, 3% were 2 or more levels below.
- Phonics: 60% of the students tested out of the phonics placement, 3% were one level below, 37% were 2 or more levels below.

### **2018-19 DATA**

#### **iReady Diagnostic Data:**

According to the iReady diagnostic, of the 282 4th grade students assessed, 218 or 77% were below level, 22% were on level and 1% were above level. The average scale score was 519 which falls in the Level 3 range of 511-544. To be at a Level 4 they must fall within the range of 557-578.

- Phonological Awareness: All of the students tested out of the phonological awareness area.
- Phonics: 63% of the students tested out of the phonics placement, 3% were one level below, 34% were 2 or more levels below.

This data shows a slight improvement when compared to previous grade levels, but still indicates that students are not coming to 4th grade with the foundational skills needed for a successful start. It reflects the need to provide the experiences needed for them to excel in all areas of literacy but with a focus on vocabulary development and comprehension skills.

### **5th Grade Data Analysis 2017-18 DATA**

#### **iReady Diagnostic Data:**

According to the iReady diagnostic, of the 287 5th grade students assessed, 217 or 76% were below level, 16% were on level and 8% were above level. The average scale score was 539 which falls in the Level 3 range of 511-544. To be at a Level 5 they must fall within the range of 581-608.

- Phonological Awareness: 98% of the students tested out of the phonological awareness area, 2% were 2 or more levels below.
- Phonics: 65% of the students tested out of the phonics placement, 35% were 2 or more levels below.

## **2018-19 DATA**

### **iReady Diagnostic Data:**

According to the iReady diagnostic, of the 300 5th grade students assessed, 252 or 84% were below level, 15% were on level and and 1% were above level. The average scale score was 540 which falls in the Level 3 range of 511-544. To be at a Level 5 they must fall within the range of 581-608.

- Phonological Awareness: All of the students tested out of the phonological awareness area.
- Phonics: 72% of the students tested out of the phonics placement, 28% were 2 or more levels below.

This data demonstrates the gradual slide and increase in students that enter 5th grade below level . It reflects the need to provide the experiences needed for them to excel in all areas of literacy but with a focus on vocabulary development and comprehension skills.

## **6th Grade Data Analysis 2017-18 DATA**

### **iReady Diagnostic Data:**

According to the iReady diagnostic, of the 281 6th grade students assessed, 217 or 77% were below level, 15% were on level and and 8% were above level. The average scale score was 559 which falls in the Level 4 range of 557-578. To be at a Level 6 they must fall within the range of 598-615.

- Phonological Awareness: All of the students tested out of the phonological awareness area.
- Phonics: 84% of the students tested out of the phonics placement, 16% were 2 or more levels below.

## **2018-19 DATA**

### **iReady Diagnostic Data:**

According to the iReady diagnostic, of the 269 6th grade students assessed, 196 or 73% were below level, 11% were on level and and 16% were above level. The average scale score was 562 which falls in the Level 4 range of 557-578. To be at a Level 6 they must fall within the range of 598-615.

- Phonological Awareness: All of the students tested out of the phonological awareness area.
- Phonics: 85% of the students tested out of the phonics placement, 15% were 2 or more levels below.

This data demonstrates a slight rebound in students that enter 6th grade below level . It reflects the need to provide the experiences needed for them to excel in all areas of literacy but with a focus on vocabulary development and comprehension skills.

## **7th Grade Data Analysis 2017-18 DATA**

### **iReady Diagnostic Data:**

According to the iReady diagnostic, of the 273 7th grade students assessed, 190 or 70% were below level, 18% were on level and and 12% were above level. The average scale score was 572 which falls in the mid Level 4 range of 579-602. To be at a Level 7 they must fall within the range of 609-631.

- Phonological Awareness: All of the students tested out of the phonological awareness area.
- Phonics: 89% of the students tested out of the phonics placement, 11% were 2 or more levels below.

## **2018-19 DATA**

### **iReady Diagnostic Data:**

According to the iReady diagnostic, of the 268 7th grade students assessed, 175 or 66% were below level, 16% were on level and and 17% were above level. The average scale score was 579 which falls in the mid Level 4 range of 579-602. To be at a Level 7 they must fall within the range of 609-631.

- Phonological Awareness: All of the students tested out of the phonological awareness area.
- Phonics: 91% of the students tested out of the phonics placement, 9% were 2 or more levels below.

This data demonstrates the continued issue of students entering a grade below level. It reflects the need to provide the experiences needed for them to excel in all areas of literacy but with a focus on vocabulary development and comprehension skills.



## 8th Grade Data Analysis 2017-18 DATA

### iReady Diagnostic Data:

According to the iReady diagnostic, of the 266 8th grade students assessed, 212 or 80% were below level, 12% were on level and 8% were above level. The average scale score was 574 which falls in the Level 4 range of 557-578. To be at a Level 8 they must fall within the range of 620-641.

- Phonological Awareness: All of the students tested out of the phonological awareness area.
- Phonics: 89% of the students tested out of the phonics placement, 11% were 2 or more levels below.

### 2018-19 DATA

#### iReady Diagnostic Data:

According to the iReady diagnostic, of the 256 8th grade students assessed, 178 or 73% were below level, 17% were on level and 10% were above level. The average scale score was 573 which falls in the Level 4 range of 557-578. To be at a Level 8 they must fall within the range of 620-641.

- Phonological Awareness: All of the students tested out of the phonological awareness area.
- Phonics: 88% of the students tested out of the phonics placement, 12% were 2 or more levels below.

This data demonstrates the continued issue of students entering a grade below level. It reflects the need to provide the experiences needed for them to excel in all areas of literacy but with a focus on vocabulary development and comprehension skills.

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

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

These assessments were given before any instructional strategies had taken place in the classroom. Other factors that may lead children to demonstrate low reading achievement may be:

- 1) The staff did not have time to implement the new curriculum materials to guide them or to use as a tool in teaching these foundational skills, or hands-on materials to provide the experiences needed for young children to use these skills in authentic and meaningful ways.
- 2) The staff needs additional training in the implementation of high-quality balanced literacy instructional techniques.

## SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

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

**Mission** - Our district's mission is to engage students' minds, muscles and imagination. Our literacy mission is the same. We will engage students' minds, muscles and imagination through rich, meaningful and authentic literacy experiences.

**Vision** - West Carrollton is committed to developing all students' literacy skills so that they are college and career ready. Our students will have skills to:

- function within the workplace and community
- think critically and creatively when engaged in problem-solving
- use literacy skills to support good decision-making
- access, filter and analyze information
- be joyful in literacy

Our students will be lovers of words and lifelong learners. All children should view themselves as readers and writers. We are committed to finding ways to foster continual growth in our students and ways to close the achievement gap. To do so, children need to engage in authentic reading and writing activities. Children learn best when affirmed and celebrated in a caring environment.

Placing appropriate demands and expectations on each child builds self-esteem and promotes success. We believe classrooms need to be print-rich and contain a wide variety of materials, resources and technology to support a child's literacy development.

## 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 sub goals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time bound. In addition, goals should be inclusive and equitable.*

### Overall

1. Increase the percentage of students meeting or exceeding Third Grade proficiency standards from 57% to 70% by spring 2019 as measured by the Ohio State Assessment.

### Kindergarten:

2. Increase the percentage of Kindergarten students meeting or exceeding targets for phonological awareness from 24% to 40% by spring 2019 as measured by the iReady diagnostic assessment.
3. Increase the percentage of Kindergarten students meeting or exceeding targets for phonics from 12% to 25% by spring of 2019 as measured by the iReady diagnostic assessment.

### First Grade

4. Increase the percentage of First Grade students meeting or exceeding targets for phonological awareness from 13% to 26% by spring 2019 as measured by the iReady diagnostic assessment.
5. Increase the percentage of First Grade students meeting or exceeding targets for phonics from 13% to 26% by spring of 2019 as measured by the iReady diagnostic assessment.

### Second Grade

6. Increase the percentage of Second Grade students meeting or exceeding targets for phonological awareness from 66% to 80% by spring 2019 as measured by the iReady diagnostic assessment.
7. Increase the percentage of Second Grade students meeting or exceeding targets for phonics from 18% to 30% by spring of 2019 as measured by the iReady diagnostic assessment.

### Third Grade

8. Increase the percentage of Third Grade students meeting or exceeding targets for vocabulary from 33% to 40% by spring 2019 as measured by the iReady diagnostic assessment.
9. Increase the percentage of Third Grade students meeting or exceeding targets for comprehension of informational text from 37% to 60% by spring of 2019 as measured by the Ohio State Assessment.

## SECTION 6: ACTIONPLAN MAP(S)

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

### Goal # 1 Action Map

**Goal Statement:** Increase the percentage of students meeting or exceeding Third Grade proficiency standards from 57% to 60% by spring...

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	High quality use of research-based curriculum materials	Professional development	Grade, building, and district level data analysis
<b>Timeline</b>	2017 - 2019 school year	2017 - 2019 school year	2017 - 2019 school year
<b>Lead Person(s)</b>	Curriculum Team	Curriculum Team	Curriculum Team
<b>Resources Needed</b>	<ul style="list-style-type: none"><li>• High quality research-based reading series and programs that addresses areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension</li><li>• Reading series/program review team</li></ul>	<ul style="list-style-type: none"><li>• High quality training on best practices in literacy in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension</li><li>• High quality training in any adopted program or series</li><li>• High quality trainers</li></ul>	<ul style="list-style-type: none"><li>• Data from a state approved provider *</li></ul>

<b>Specifics of Implementation</b>	<ul style="list-style-type: none"> <li>Develop a reading series review team</li> <li>Research the top reading programs</li> <li>Have teachers look at reading program format and samples at each grade level</li> <li>Develop and send out a survey to teachers asking for opinions on reading programs</li> <li>Select reading programs that meet the needs of the students</li> <li>Train teachers to use reading programs</li> <li>Implement reading series</li> <li>Implement Tier II and Tier III phonemics awareness and phonics program</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a K-5 literacy needs assessment</li> <li>Analysis of the literacy needs assessment</li> <li>Develop needed professional development plan that address the literacy needs of the district. This would include training day and support from literacy specialist and curriculum team.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher based teams (TBT) will use reading data from a state approved provider to review implementation of researched based programs and best practices monthly.</li> <li>TBTs will use data to adjust reading lessons to meet the needs of students.</li> <li>Building leadership team (BLT) will review reading data triyearly and adjust to the needs of students in each elementary building</li> <li>District leadership team will review reading data triyearly and adjust to the needs of students at a district level.</li> </ul>
<b>Measure of Success</b>	<ul style="list-style-type: none"> <li>Adoption and implementation of reading series</li> <li>Adoption and implementation of Tier II and Tier III phonemics awareness and phonics program</li> </ul> <p>Student growth in all areas of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension</p>	Application of best practices learned through professional development	DLT,BLT, and TBT data review and meeting minutes
<b>Check-in/Review Date</b>	<p>Check-in- review progress monthly</p> <p>Review Date: June 2018</p>	Check-in - monthly Review Date: June 2018	TBT will meet monthly BLT will meet monthly DLT will meet monthly

### Goal # 2 Action Map

**Goal Statement:** Increase the percentage of Kindergarten students meeting or exceeding targets for phonological awareness from 24...

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	High quality use of research-based curriculum materials	Professional development	Grade level data analysis
<b>Timeline</b>	2017 - 2019 school year	2017 - 2019 school year	2017 - 2019 school year
<b>Lead Person(s)</b>	Curriculum Team	Curriculum Team	Early Literacy Specialist
<b>Resources Needed</b>	<ul style="list-style-type: none"> <li>Teacher copies of the program</li> </ul>	<ul style="list-style-type: none"> <li>Trainer to teach the program</li> <li>Hourly rate for professional development for teachers</li> <li>Early Literacy Specialist</li> </ul>	<ul style="list-style-type: none"> <li>Progress monitoring tool</li> <li>Data collection tool</li> </ul>
<b>Specifics of Implementation</b>	<ul style="list-style-type: none"> <li>The district will adopt a high quality phonemic awareness curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Kindergarten teachers will receive training in the implementation of the new curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will determine an appropriate progress monitoring tool to use throughout the school year.</li> </ul>

		<ul style="list-style-type: none"> <li>Kindergarten teachers will participate in professional development regarding phonemic awareness instruction.</li> <li>The district literacy specialist will provide support to teachers in their phonemic awareness instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly grade level data analysis will occur during teacher-based team meetings</li> <li>Plans for intervention and extension will be created and implemented based on data gathered.</li> </ul>
<b>Measure of Success</b>	Teachers will implement the curriculum with fidelity	Sign-in sheets from trainings, Early Literacy Specialist Activity log	TBT meeting minutes
<b>Check-in/Review Date</b>	Jan 2018	Jan and Mar 2018	Quarterly through spring 2019

### Goal # 3 Action Map

**Goal Statement:** Increase the percentage of Kindergarten students meeting or exceeding targets for phonics from 12% to 25% by spring...

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	High quality use of research-based curriculum materials	Professional development	Grade level data analysis
<b>Timeline</b>	2018 - 2019 school year	2018 - 2019 school year	2018 - 2019 school year
<b>Lead Person(s)</b>	Curriculum Team	Curriculum Team	Early Literacy Specialist
<b>Resources Needed</b>	<ul style="list-style-type: none"> <li>Program materials</li> </ul>	<ul style="list-style-type: none"> <li>Trainer to teach the program</li> <li>Cost of training</li> <li>Calendar reflects time for training</li> <li>Early Literacy Specialist</li> </ul>	<ul style="list-style-type: none"> <li>Progress monitoring tool</li> <li>Data collection tool</li> </ul>
<b>Specifics of Implementation</b>	<ul style="list-style-type: none"> <li>The district will adopt a reading curriculum that includes a structured phonics piece.</li> </ul>	<ul style="list-style-type: none"> <li>Kindergarten teachers will receive training in the implementation of the new curriculum.</li> <li>Kindergarten teachers will participate in professional development regarding phonemic awareness instruction.</li> <li>The district literacy specialist will provide support to teachers in their phonemic awareness instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will determine an appropriate progress monitoring tool to use throughout the school year.</li> <li>Quarterly grade level data analysis will occur during teacher-based team meetings</li> <li>Plans for intervention and extension will be created and implemented based on data provided.</li> </ul>
<b>Measure of Success</b>	Teachers will implement the curriculum with fidelity	Sign-in sheets from trainings, Early Literacy Specialist Activity log	TBT meeting minutes
<b>Check-in/Review Date</b>	Jan 2019	Sept 2018	Quarterly through 2019

### Goal # 4 Action Map

**Goal Statement:** Increase the percentage of first grade students meeting or exceeding targets for phonological awareness from 13% ...

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	High quality use of research-based curriculum materials	Professional development	Grade level data analysis
<b>Timeline</b>	2017 - 2018 school year	2017 - 2019 school year	2017 - 2019 school year
<b>Lead Person(s)</b>	Curriculum Team	Curriculum Team	Early Literacy Specialist

<b>Resources Needed</b>	<ul style="list-style-type: none"> <li>Teacher copies of the program</li> </ul>	<ul style="list-style-type: none"> <li>Trainer to teach the program</li> <li>Hourly rate for professional development for teachers</li> <li>Early Literacy Specialist</li> </ul>	<ul style="list-style-type: none"> <li>Progress monitoring tool</li> <li>Data collection tool</li> </ul>
<b>Specifics of Implementation</b>	<ul style="list-style-type: none"> <li>The district will adopt a reading curriculum that includes a structured phonics piece.</li> </ul>	<ul style="list-style-type: none"> <li>First grade teachers will receive training in the implementation of the new curriculum.</li> <li>First grade teachers will participate in professional development regarding phonemic awareness instruction.</li> <li>The district literacy specialist will provide support to teachers in their phonemic awareness instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will determine an appropriate progress monitoring tool to use throughout the school year.</li> <li>Quarterly grade level data analysis will occur during teacher-based team meetings</li> <li>Plans for intervention and extension will be created and implemented based on data provided.</li> </ul>
<b>Measure of Success</b>	Teachers will implement the curriculum with fidelity	Sign-in sheets from trainings, Early Literacy Specialist Activity log	TBT meeting minutes
<b>Check-in/Review Date</b>	Jan 2018	Jan and March 2018	Quarterly through 2019

### Goal # 5 Action Map

**Goal Statement:** Increase the percentage of first grade students meeting or exceeding targets for phonics from 13% to 26% by spring...

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	High quality use of research-based curriculum materials	Professional development	Grade level data analysis
<b>Timeline</b>	2018 - 2019 school year	2018 - 2019 school year	2018 - 2019 school year
<b>Lead Person(s)</b>	Curriculum Team	Curriculum Team	Early Literacy Specialist
<b>Resources Needed</b>	<ul style="list-style-type: none"> <li>Program materials</li> </ul>	<ul style="list-style-type: none"> <li>Trainer to teach the program</li> <li>Cost of training</li> <li>Calendar reflects time for training</li> <li>Early Literacy Specialist</li> </ul>	<ul style="list-style-type: none"> <li>Progress monitoring tool</li> <li>Data collection tool</li> </ul>
<b>Specifics of Implementation</b>	<ul style="list-style-type: none"> <li>The district will adopt a reading curriculum that includes a structured phonics piece.</li> </ul>	<ul style="list-style-type: none"> <li>First grade teachers will receive training in the implementation of the new curriculum.</li> <li>First grade teachers will participate in professional development regarding phonemic awareness instruction.</li> <li>The district literacy specialist will provide support to teachers in their phonemic awareness instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will determine an appropriate progress monitoring tool to use throughout the school year.</li> <li>Quarterly grade level data analysis will occur during teacher-based team meetings</li> <li>Plans for intervention and extension will be created and implemented based on data provided.</li> </ul>
<b>Measure of Success</b>	Teachers will implement the curriculum with fidelity	Sign-in sheets from trainings, Early Literacy Specialist Activity log	TBT meeting minutes
<b>Check-in/Review Date</b>	Jan 2019	Sept 2018	Quarterly through spring 2019

### Goal # 6 Action Map

**Goal Statement:** Increase the percentage of second grade students meeting or exceeding targets for phonological awareness from 6% ...

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	High quality use of research-based curriculum materials	Professional development	Grade level data analysis
<b>Timeline</b>	2017 - 2018 school year	2017 - 2019 school year	2017 - 2019 school year
<b>Lead Person(s)</b>	Curriculum Team	Curriculum Team	Early Literacy Specialist
<b>Resources Needed</b>	<ul style="list-style-type: none"> <li>Program materials</li> </ul>	<ul style="list-style-type: none"> <li>Trainer to teach the program</li> <li>Cost of training</li> <li>Calendar reflects time for training</li> <li>Early Literacy Specialist</li> </ul>	<ul style="list-style-type: none"> <li>Progress monitoring tool</li> <li>Data collection tool</li> </ul>
<b>Specifics of Implementation</b>	<ul style="list-style-type: none"> <li>The district will adopt a reading curriculum that includes a structured phonics piece.</li> </ul>	<ul style="list-style-type: none"> <li>Second grade teachers will receive training in the implementation of the new curriculum.</li> <li>Second grade teachers will participate in professional development regarding phonemic awareness instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will determine an appropriate progress monitoring tool to use throughout the school year.</li> <li>Quarterly grade level data analysis will occur during teacher-based team meetings</li> <li>Plans for intervention and extension will be created and implemented based on data provided.</li> </ul>

		<ul style="list-style-type: none"> <li>The district literacy specialist will provide support to teachers in their phonemic awareness instruction.</li> </ul>	
<b>Measure of Success</b>	Teachers will implement the curriculum with fidelity	Sign-in sheets from trainings, Early Literacy Specialist Activity log	TBT meeting minutes
<b>Check-in/Review Date</b>	Jan 2018	Jan and March 2018	Quarterly through spring 2019

### Goal # 7 Action Map

**Goal Statement:** Increase the percentage of second grade students meeting or exceeding targets for phonics from 18% to 30% by spring ...

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	High quality use of research-based curriculum materials	Professional development	Grade level data analysis
<b>Timeline</b>	2017 - 2018 school year	2017 - 2019 school year	2017 - 2019 school year
<b>Lead Person(s)</b>	Curriculum Team	Curriculum Team	Early Literacy Specialist
<b>Resources Needed</b>	<ul style="list-style-type: none"> <li>Program materials</li> </ul>	<ul style="list-style-type: none"> <li>Trainer to teach the program</li> <li>Cost of training</li> <li>Calendar reflects time for training</li> <li>Early Literacy Specialist</li> </ul>	<ul style="list-style-type: none"> <li>Progress monitoring tool</li> <li>Data collection tool</li> </ul>
<b>Specifics of Implementation</b>	<ul style="list-style-type: none"> <li>The district will adopt a reading curriculum that includes a structured phonics piece.</li> </ul>	<ul style="list-style-type: none"> <li>Second grade teachers will receive training in the implementation of the new curriculum.</li> <li>Second grade teachers will participate in professional development regarding phonemic awareness instruction.</li> <li>The district literacy specialist will provide support to teachers in their phonemic awareness instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will determine an appropriate progress monitoring tool to use throughout the school year.</li> <li>Quarterly grade level data analysis will occur during teacher-based team meetings</li> <li>Plans for intervention and extension will be created and implemented based on data provided.</li> </ul>
<b>Measure of Success</b>	Teachers will implement the curriculum with fidelity	Sign-in sheets from trainings, Early Literacy Specialist Activity log	TBT meeting minutes
<b>Check-in/Review Date</b>	Jan 2019	Sept 2018	Quarterly through spring 2019



### Goal # 8 Action Map

**Goal Statement:** Increase the percentage of third grade students meeting or exceeding targets for vocabulary from 33% to 40% by spring ...

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	High quality use of research-based curriculum materials	Professional development	Grade level data analysis
<b>Timeline</b>	2018 - 2018 school year	2018 - 2019 school year	2018 - 2019 school year
<b>Lead Person(s)</b>	Curriculum Team	Curriculum Team	Early Literacy Specialist
<b>Resources Needed</b>	<ul style="list-style-type: none"> <li>Program materials</li> </ul>	<ul style="list-style-type: none"> <li>Trainer to teach the program</li> <li>Cost of training</li> <li>Calendar reflects time for training</li> <li>Early Literacy Specialist</li> </ul>	<ul style="list-style-type: none"> <li>Progress monitoring tool</li> <li>Data collection tool</li> </ul>
<b>Specifics of Implementation</b>	<ul style="list-style-type: none"> <li>The district will adopt a reading curriculum that includes a structured phonics piece.</li> </ul>	<ul style="list-style-type: none"> <li>Third grade teachers will receive training in the implementation of the new curriculum.</li> <li>Third grade teachers will participate in professional development regarding phonemic awareness instruction.</li> <li>The district literacy specialist will provide support to teachers in their phonemic awareness instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will determine an appropriate progress monitoring tool to use throughout the school year.</li> <li>Quarterly grade level data analysis will occur during teacher-based team meetings</li> <li>Plans for intervention and extension will be created and implemented based on data provided.</li> </ul>
<b>Measure of Success</b>	Teachers will implement the curriculum with fidelity	Sign-in sheets from trainings, Early Literacy Specialist Activity log	TBT meeting minutes
<b>Check-in/Review Date</b>	Jan 2019	Sept 2018	Quarterly through 2019

### Goal # 9 Action Map

**Goal Statement:** Increase the percentage of third grade students meeting or exceeding targets for comprehension informational ...

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	High quality use of research-based curriculum materials	Professional development	Grade level data analysis
<b>Timeline</b>	2018 - 2018 school year	2018 - 2019 school year	2018 - 2019 school year
<b>Lead Person(s)</b>	Curriculum Team	Curriculum Team	Early Literacy Specialist
<b>Resources Needed</b>	<ul style="list-style-type: none"> <li>Program materials</li> </ul>	<ul style="list-style-type: none"> <li>Trainer to teach the program</li> <li>Cost of training</li> <li>Calendar reflects time for training</li> <li>Early Literacy Specialist</li> </ul>	<ul style="list-style-type: none"> <li>Progress monitoring tool</li> <li>Data collection tool</li> </ul>
<b>Specifics of Implementation</b>	<ul style="list-style-type: none"> <li>The district will adopt a reading curriculum that includes a structured phonics piece.</li> </ul>	<ul style="list-style-type: none"> <li>Third grade teachers will receive training in the implementation of the new curriculum.</li> <li>Third grade teachers will participate in professional development regarding phonemic awareness instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will determine an appropriate progress monitoring tool to use throughout the school year.</li> <li>Quarterly grade level data analysis will occur during teacher-based team meetings</li> <li>Plans for intervention and extension will be created and implemented based on data provided.</li> </ul>



		<ul style="list-style-type: none"> <li>The district literacy specialist will provide support to teachers in their phonemic awareness instruction.</li> </ul>	
<b>Measure of Success</b>	Teachers will implement the curriculum with fidelity	Sign-in sheets from trainings, Early Literacy Specialist Activity log	TBT meeting minutes
<b>Check-in/Review Date</b>	Jan 2019	Sept 2018	Quarterly through 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.*

The district will review the results from iReady diagnostic assessments triannually and the AIR test results biannually. Documentation of each action will reflect progress throughout the process. The team will determine appropriate progress monitoring tools for more frequent formative assessment. Teachers will use these tools and iReady diagnostic assessments to collect data on their grade level goals quarterly and review them within teacher-based-team meetings. The district's Curriculum team will gather the evidence of the implementation of each action step as well as the quarterly data for each goal.

## SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

### SECTION 8, PART A: STRATEGIES TO SUPPORT LEARNERS

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

Teachers will utilize flexible grouping based on data reports. Teachers will then supplement instruction based on data collected. These decisions will be made during discussions at TBT meetings quarterly. The district will provide professional development in the areas of balanced literacy (interactive read aloud, shared reading, guided reading, independent reading, phonological awareness, phonics) to meet teachers' needs. Students who have a Reading Improvement and Monitoring Plan will receive intervention focused on their specific area of need as measured by the district diagnostic screener.

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

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

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

The district will utilize walkthroughs and monthly grade level TBT meetings to ensure implementation of adopted materials with fidelity. The district will also provide support from the Early Literacy Specialist and Curriculum Supervisor in the use of research-based literacy strategies. These initiatives are all new to our district in the 2017-2018 school year. The district will investigate a Curriculum Audit with Wright State University to analyze the depth to which standards are being taught at each grade level.

## SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

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

The Reading Achievement Plan for Early Literacy will include professional development that supports teachers. Opportunities designed specifically for K-3 Early Literacy teachers include:

Monthly grade level TBTs will receive professional development days geared toward state standards, instructional practices, and assessment. Interventionist will receive monthly professional development geared toward the needs of students in Tier II and III. Teachers will also receive support from the literacy specialist and curriculum team through feedback on walk throughs and monthly TBT meetings.

## APPENDICES

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