Leading Literacy

Dr. Trevor Thomas, Superintendent

Kelly Holbrook, Assistant Superintendent

Heath City Schools

JOURNEY

- Explore one district's journey to build capacity, align curriculum, and use evidence-based practices to help all students learn and grow.

- Participants will leave this session with concrete steps they can take to begin to examine and align instructional practices and professional development to address the needs of all readers.

HEATH CITY SCHOOLS

- 1, 700 Students
- According to the US Census Bureau and the American Communities Survey (2022) Heath has a lower median income (H: $39,001 v. OH: $54,701) and a lower poverty rate (H: 9.5%% v. OH 13.4%) than the Ohio average.
- The US Census Bureau indicates that 26.3% of Heath's population under the age of 18 lives in a household with an income of less than 185% of the federal poverty guidelines (2018 Census Data).
- The economic disadvantage rate is 40.46%
- Over the last eight years, Heath has been addressing historical under-identification of students with disabilities by strategically improving identification systems, with an emphasis on literacy and language deficiencies, and more efficiently connecting children to services to meet their unique needs which resulted in improvements in the district's special education report card.

FACE THE FACTS

- Eight years ago Heath City Schools state data supported that our students were performing below the state averages in almost all grade levels
- Not implementing the MTSS process with fidelity
- Not using curriculum with a clear scope or sequence and teachers were not using a common language.
- Lack of HQPD in the Science of Reading
- Data was not driving decision making at the instructional or organizational level.
- Prioritize Early Intervention

STARTING WITH OUR MISSION

- “Ensuring all students learn and grow is our collective responsibility.”

- To ensure all students learn and grow we must teach all learners to read.
- We have a responsibility to make our instructional and financial decisions based on research.

ALIGNING MISSION TO MONEY

- OIP to examine data, create district goals and protocols for TBT and BLT (One Needs Assessment)
- DLT created, monitored and became accountable for the action steps under each of the district's goals.
- Realign the spending of Title 2a funds to the district's goals and action steps.
- Laser like focus on the district's priorities.
- Invested in HQPD on the five Big Ideas of Reading and the science of reading.
- Focus on strategic planning at the district level. Does the money match the need?

FROM MISSION TO BUY IN

- Professional Development
  - Administration
    - Building Principals
    - Superintendent
    - Assistant Superintendent
    - Special Education Director
  - Certify
    - Intervention Specialists

COMMON UNDERSTANDINGS

- Students have a right to receive the highest quality reading education possible.
- Staff has a responsibility to provide high quality education based on research.
- Administrators must support the work involved in providing high quality education.

COMMON UNDERSTANDINGS

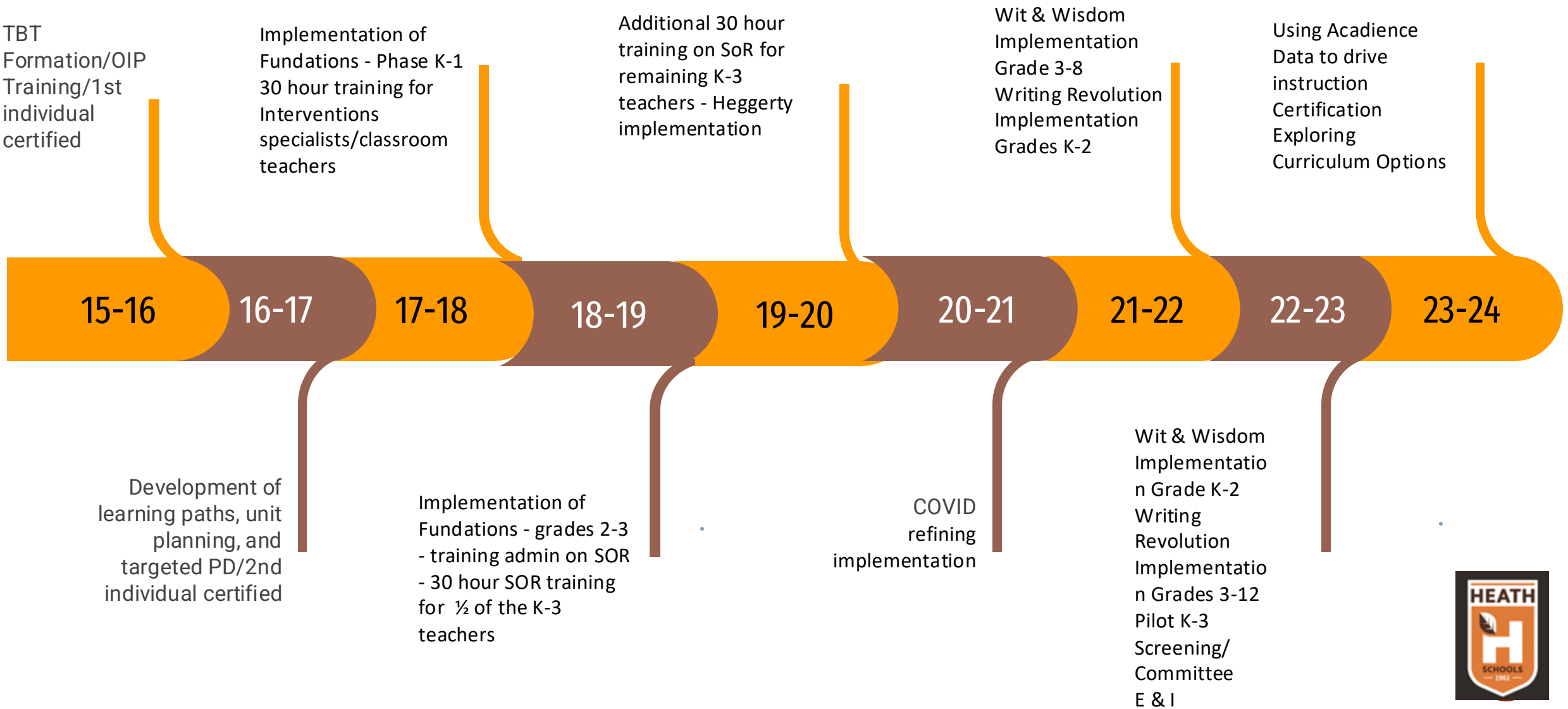
- **Early Intervention is the KEY!**
  - “When intervention is delayed, it takes four times as long to intervene in fourth grade as it does in late kindergarten, because of brain development and because of the increase in content for students to learn as they grow older. (National Institute of Child Health and Human Development)
  - By delaying it costs more because remediation takes longer (National Institute of Child Health and Human Development)

Aligning Curriculum to Research

- Phonemic Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

- Heggerty
- Fundations
- Geodes/Decodable Readers
- Wit & Wisdom

Heath Literacy Timeline



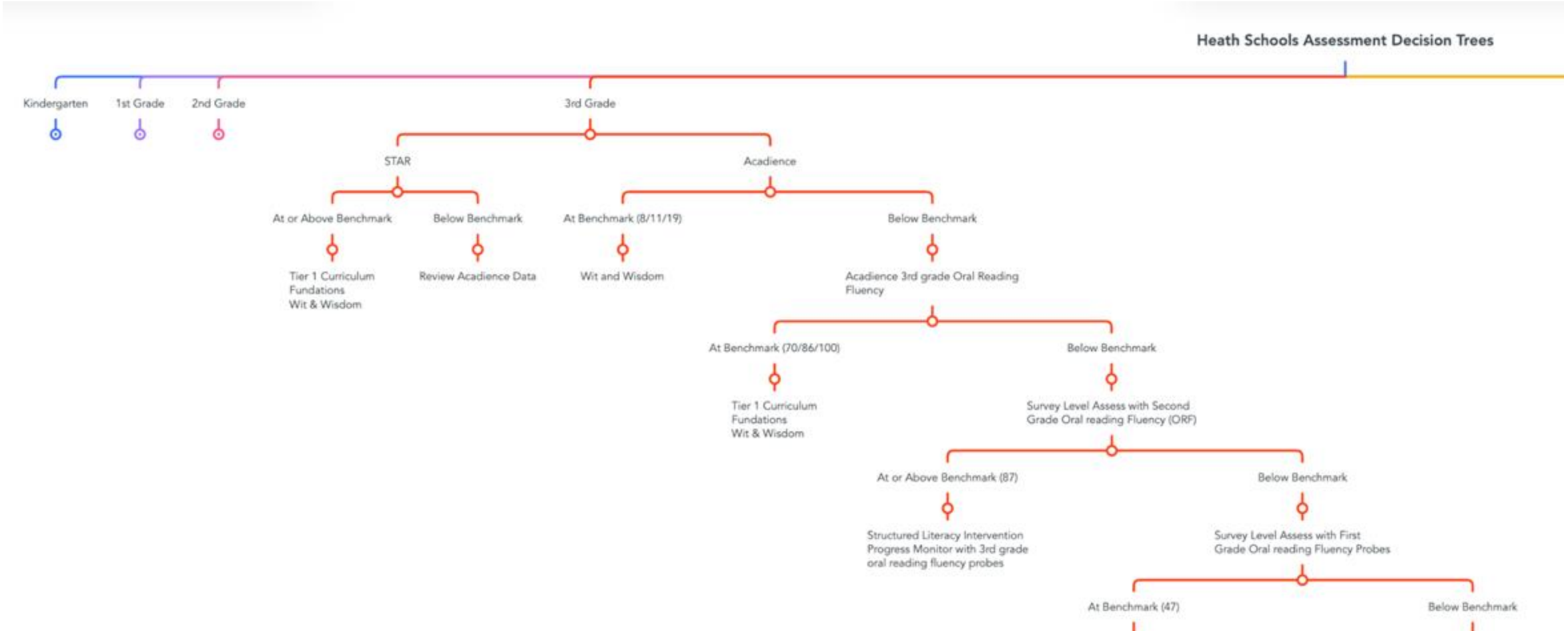
Continuous Work

- Literacy Plan
- Literacy Committee
  - Dyslexia Committee
- Family Engagement
- MTSS
    - E&I
    - PBIS
    - Progress Monitoring
- Professional Development
    - Curriculum Refinement/Implementation
    - Book Studies

Garfield School-Wide Literacy Plan

Action/Activity	Data	Person Responsible	Resources	Measure	Measure Frequency	Expected Date for Goal Achievement	Status
What action is needed in order to make progress toward S.M.A.R.T. goal #1?	Describe the data used to determine the action. Include the date each data source was collected.	Identify the person or persons responsible for moving this action forward.	Identify any resources needed to implement the action.	Specifically, define how success will be measured.	Specifically, define how frequently data will be collected to measure progress toward the goal.	Realistically, when will this goal be accomplished?	Where does the school currently stand in relation to the S.M.A.R.T. goal (e.g., in-process, complete)? Include the date.
Maintain curriculum pacing and fidelity throughout the year (within a ten-day window for both assessment and instruction)	TBT Forms Pacing Guides	Classroom teachers/ TBT/Building Principal/ Literacy Coordinator	Pacing guide curriculums	Literacy Walk Through data TBT notes	weekly check-ins administrative reviews	throughout the school year	
Practice fluent reading through the use of decodable texts/Geodes, repeated and monitored oral reading practice.	Acadience ORF (wcpm) Data	Classroom teachers/ TBT/Building Principal/ Literacy Coordinator	decodable texts Geodes	Acadience ORF (wcpm) Data	benchmark date 3x a yr. progress monitor monthly	throughout the school year	
Use Writing Revolution in Language Arts & across all content areas.	writing curriculum-based measures	Classroom teachers/ TBT/Building Principal/ Literacy Coordinator	curriculum	writing samples, the number of words written, the number of words spelled correctly	benchmark date 3x a yr. end of unit/modules assessments	throughout the school year	
Establish a time to examine state and district-level data to inform instruction and progress monitoring.	Acadience/STAR End of module/unit assessments	Classroom teachers/ MTSS/TBT/Building Principal/ Literacy Coordinator	assessment data sheets time	MTSS datasheet calendar	benchmark date 3x a yr. progress monitor monthly	throughout the school year	

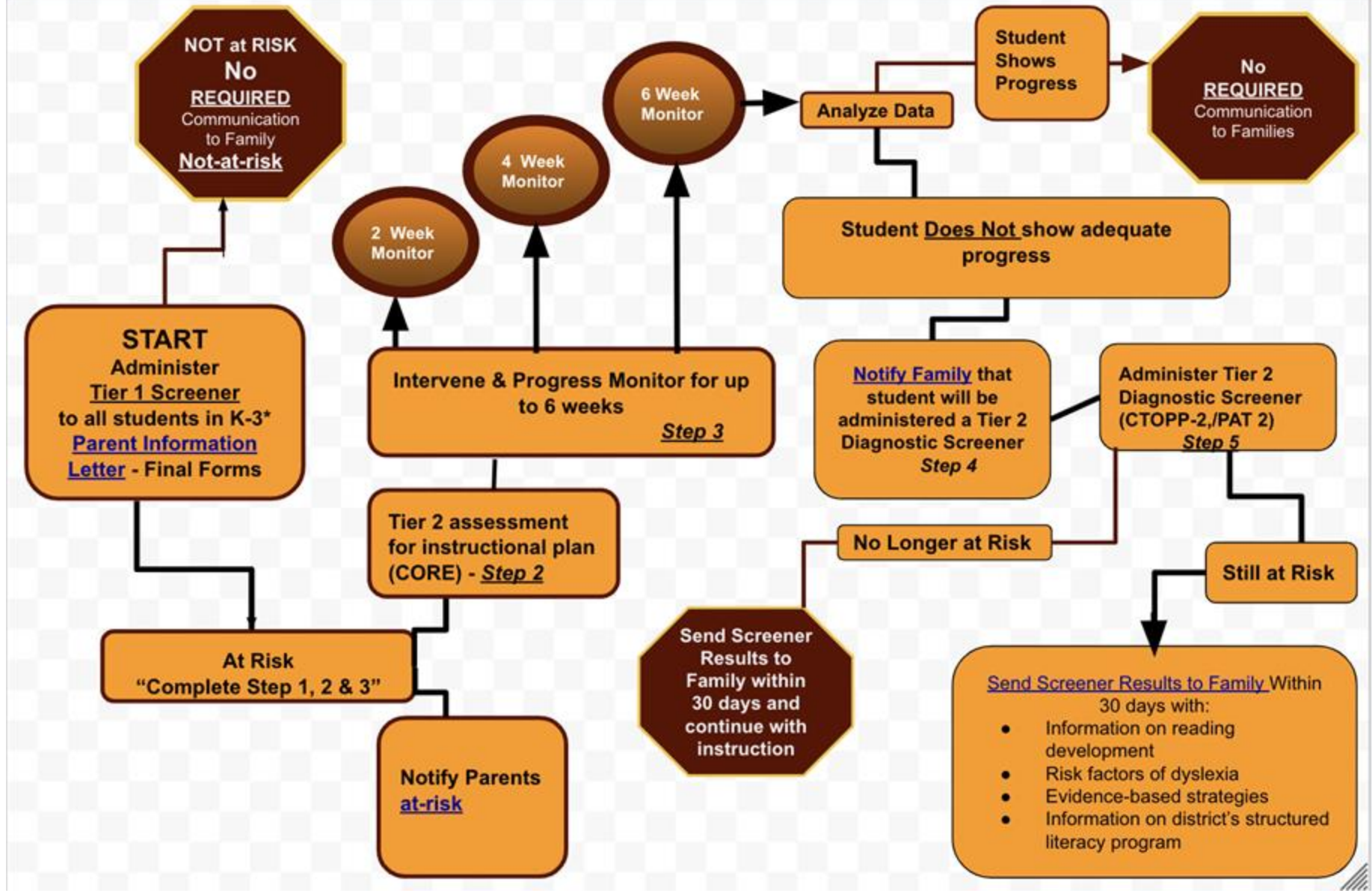
The contents of this template were adapted from Michigan's Integrated Behavior and Learning Support Initiative and developed under a grant from the U.S. Department of Education, #H323A170026. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Jennifer Coffey.



Assessment Flowchart

Heath City School District
Ensuring all students learn & grow is our collective responsibility.

2023-2024 Dyslexia Law Decision Tree



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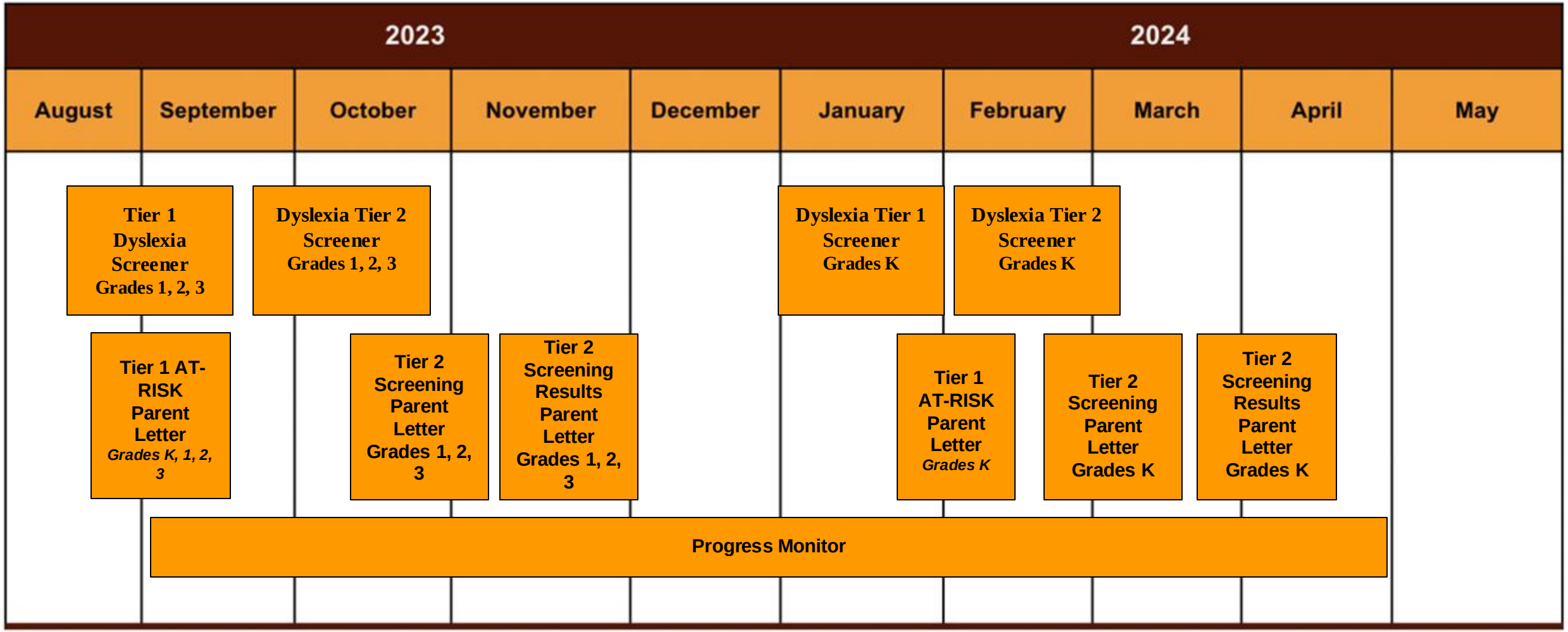
2023-2024 Assessment Timeline

Dyslexia Screeners and Reading Diagnostics for Students in Grades K- 3

For students in 4-6 by family request, or teacher request with family permission



SoR Training

100% of K-3 teachers have completed 30 hours of training

Six staff members have completed the 160 hour training for certification

16 staff members are in progress

Data Drives Instruction

2023-24 *SECOND GRADE* Progress Monitoring

STUDENT

Acadience 2nd Progress Monitoring: **Nonsense Word Fluency -Correct Letter Sounds** Beg Yr Benchmark = 54

1st 9wks	48	36	41	64		
Date:	BOY	9/25/23	10/12/23	10/24/23		
2nd 9wks	68	57				
Date:	11/7/23	11/16/23				met benchmark

Acadience 2nd Progress Monitoring: **Nonsense Word Fluency -Whole Words Read** Beg Yr Benchmark = 13

1st 9wks	12	9	13	22		
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2nd 9wks	22	20				
Date:	11/7/23	11/16/23				met benchmark

Acadience 2nd Progress Monitoring: **Oral Reading Fluency- Words Correct** End Yr Benchmark = 87

2nd 9wks	51	48	56			
Date:	**11/30/23**	**12/14/23**	**1/9/24**			
3rd 9wks	40	42	90	79		
Date:	**1/26/24**	**2/8/24**	**2/22/24**	**3/7/24**		

Acadience 2nd Progress Monitoring: **Oral Reading Fluency - Accuracy** End Yr Benchmark = 97%

2nd 9wks	93%	92%	93%			
Date:	**11/30/23**	**12/14/23**	**1/9/24**			
3rd 9wks	93%	88%	95%	98%		
Date:	**1/26/24**	**2/8/24**	**2/22/24**	**3/7/24**		

Acadience 2nd Progress Monitoring: **Oral Reading Fluency- Retell** End Yr Benchmark = 27

2nd 9wks	34	30	34			
Date:	**11/30/23**	**12/14/23**	**1/9/24**			
3rd 9wks	29	20	39	39		
Date:	**1/26/24**	**2/8/24**	**2/22/24**	**3/7/24**		

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Kindergarten

2023-24 *KINDERGARGTEN* Progress Monitoring

Acadience K Progress Monitoring: **Nonsense Word Fluency - Correct Letter Sounds** End Yr Benchmark = 28

	5	27	31	30	32	29	36	43
Date:	**2/28/24**	**2/29/24**	**3/5/24**	**3/15/24**	**3/22/24**	**4/3/24**	4/12	4/15

Acadience K Progress Monitoring: **Letter Naming Fluency** End Yr Benchmark = 42

	50	38	52	51		
Date:	**3/19/24**	**4/3/24**	**4/12/24**	**4/15/24**		

Successes

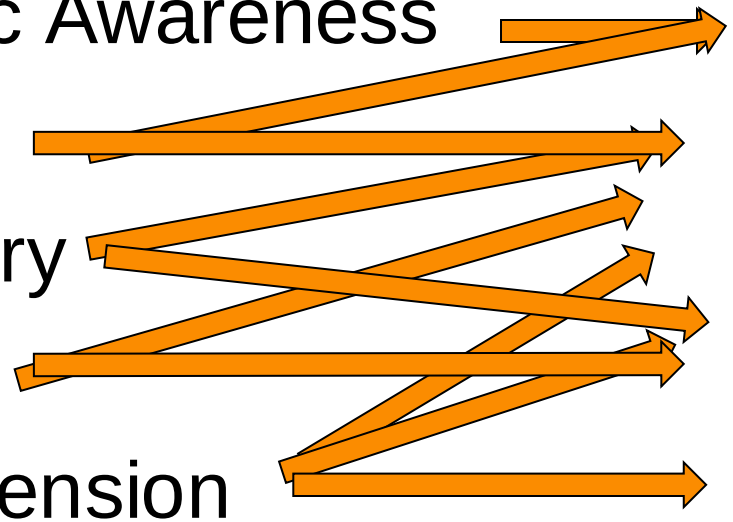
- Staff buy-in
- Showcasing our staff
- Systems aligned
- Slow positive changes in data
- Teacher Initiated professional development
- Increased knowledge base

Challenges

- Time/Scheduling
- Implementation with fidelity
- Learning Curve
- Staff Transitions

Re - Aligning Curriculum to Research

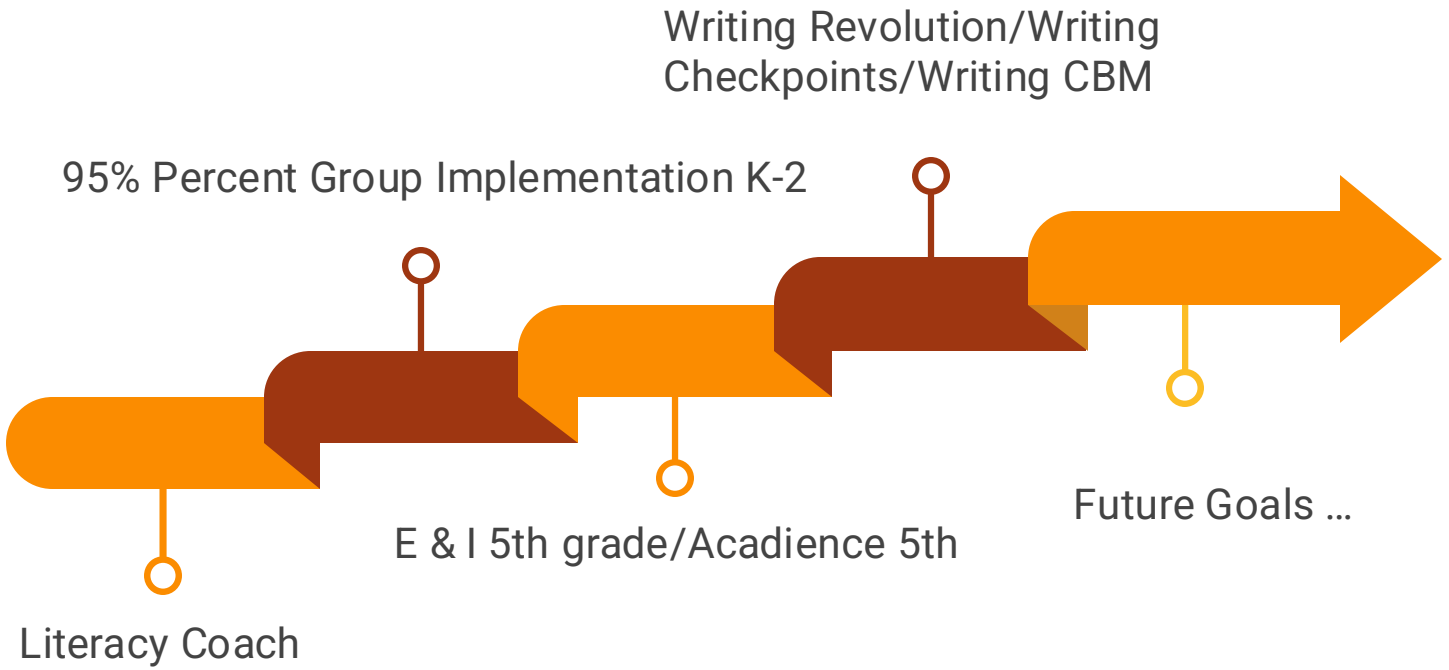
- Phonemic Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension



- 95% Core Phonics
- Geodes/Decodable Readers
- Wit & Wisdom
- Writing Revolution

[Reading League Curriculum Evaluation Guide]

Moving Forward



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DECISIONS MUST ALIGN TO OUR MISSION AND BE BACKED BY RESEARCH.