March 22, 2024

Dear Superintendent O'Bryan:

Thank you for submitting the Constellation Schools - Westside Community School of the Arts Reading Achievement Plan. The Department appreciates your time and commitment in developing this comprehensive literacy plan. Ohio Governor Mike DeWine recently launched ReadOhio, an exciting statewide effort to encourage improved literacy skills for all students, including the implementation of high-quality instructional materials and professional development aligned with the science of reading.

Your plan has been reviewed and is compliant with Ohio Revised Code 3302.13. Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists are available to support the implementation of your plan. Please reach out to your state support team or educational service center for implementation support.

Strengths of the Reading Achievement Plan:
- Learner performance data includes subscores in the five components of reading (Phonemic awareness, decoding, fluency, vocabulary, comprehension).
- Plan includes data beyond grade 3 (includes grades 4-8 in addition to K-3)
- Professional development plan demonstrates a focus on the Science of Reading and includes job-embedded coaching.

This plan will benefit from:
- Inclusion of a detailed root cause analysis.
- Including family engagement opportunities and support for literacy engagement at home.
- Specific professional learning opportunities for building leaders focusing on instructional leadership.

The Reading Achievement Plan and this memo will be posted on the Department's website. If Constellation Schools - Westside Community School of the Arts revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to readingplans@education.ohio.gov. If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

25 South Front Street
Columbus, Ohio 43215 U.S.A.
education.ohio.gov

877 | 644 6338
For people who are deaf or hard of
hearing, please call Relay Ohio first at 711.

The State of Ohio is an Equal Opportunity Employer and Provider of ADA Services

Sincerely,

Melissa Weber-Mayrer, Ph.D.
Chief of Literacy
Section for Literacy Achievement and Reading Success

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Department of
Education &
Workforce

Westside Community School of the Arts Reading Achievement Plan

Ohio law requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education and Workforce a Reading Achievement Plan by Dec. 31.

1.The district or community school received a performance rating of less than three stars on the Early Literacy measure.

2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages. Section headings in the template marked with an asterisk are required by state law.

DISTRICT NAME: Westside Community School of the Arts

DISTRICT IRN: 009149

DISTRICT ADDRESS: 3727 Bosworth Rd. Cleveland, OH 44111

PLAN COMPLETION DATE: December 2023

LEAD WRITERS: Julie A. Clark, Principal

Debbie Piazza, Education Program Coordinator

Chrissy Garten, Curriculum and Instruction Coordinator

Kate Rybak, Executive Principal

OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the ReadOhio initiative, an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The Governor also released a video to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education and Workforce developed the ReadOhio toolkit to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the Shifting to the Science of Reading: A Discussion Guide for School and District Teams, professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in Ohio's Plan to Raise Literacy Achievement, Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and Workforce and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

CULTURALLY RESPONSIVE PRACTICE*

"Culturally Responsive Practice" means an approach that recognizes and encompasses students' and educators' lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.

The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed.

Please see the Department's *Culturally Responsive Practice program page.*

Here at WCSA we are implementing many culturally responsive practices to meet the different needs of the student population. To name a few we encourage students to talk in pairs or small groups before sharing their own experiences with the whole class. We learn about our students' traditions, holidays and family or other cultural activities, and try to incorporate these traditions into classroom activities. At WCSA we provide written information in both English and Spanish to accommodate the familes language barriers. We also created a "Celebrations of the World" family night. This includes a passport where the families have to visit 6 different countries and complete the passport before they can have their final stamp to attend our food festivities. Our administrators hold bi-monthly meetings with the parents as a town hall discussion to talk about what's happening in our school and get their feedback. The students also meet monthly to discuss current events and school issues; it is important that they have a voice and are heard.

In addition, during TBT meetings, staff discuss cultural language barriers, the exposure of vocabulary within different cultures and how we need to be mindful and strategic in how we embed new vocabulary into the student's working verbal and written vocabulary. Staff noted that students struggle to use new vocabulary since it is often not reinforced at home. When discussing literacy and language development at WCSA, staff are also prompted to discuss how content can be delivered with an emphasis on the student's home culture and interests. This was put into practice during our Hispanic Heritage month when students helped research different hispanic countries and decorated classroom doors with the

Section headings marked with an asterisk are required by state law.

inspiration and guidance from their teachers. These doors and research activities were strengthened when teachers, staff, and students incorporated the Spanish language.

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS*

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

Name	Title/Role	Location	Email
Sarah O'Bryan	Superintendent	5730 Broadview Rd. Parma OH 44134	sobryan@accelschools.com
Debbie Piazza	Educational Program Coordinator	5730 Broadview Rd. Parma OH 44134	piazza.deborah@constellationschools.com
Chrissy Garten	Curriculum and Instruction Coordinator	5730 Broadview Rd. Parma OH 44134	garten.christine@constellationschools.com
Julie A. Clark	Principal, WCSA	3727 Bosworth Rd. Cleveland OH 44111	clark.julie@constellationschools.com
Julia Janisko	Academic Coach, WCSA	3727 Bosworth Rd. Cleveland OH 44111	jjanisko@constellationschools.com
Elena Kucharski	Title 1 Coach	3727 Bosworth Rd. Cleveland OH 44111	kucharski.elena@constellationschools.com
Danielle Connelly	Third Grade Teacher, WCSA	3727 Bosworth Rd. Cleveland OH 44111	dconelly@constellationschools.com

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

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

As we designed our Reading Achievement Plan, we worked diligently to align goals, strategies, implementation, and measurement with the District Improvement Plan in the Comprehensive Continuous Improvement Plan (CCIP). Both plans encompass high quality professional development, improvement goals for Ohio State Testing in Reading and Math, as well as evidenced based assessment and instructional

Section headings marked with an asterisk are required by state law.

strategies. We also have aligned the progress monitoring of our plan to the Ohio Improvement Process (OIP). In grades K-8, our Teacher Based Teams (TBTs) will follow the 5-Step process to analyze reading data exclusively to improve instructional strategies and close achievement gaps.

Our plan incorporates processes that ensure that we are implementing evidence-based instructional strategies, assessing both formatively and summatively, and designing lessons to meet the needs of our students. As we designed our Reading Achievement Plan, we worked diligently to align goals, strategies, implementation, and measurement with the District Improvement Plan in the Comprehensive Continuous Improvement Plan (CCIP). Both plans encompass high quality professional development, improvement goals for Ohio State Testing in Reading and Math, as well as evidenced based assessment and instructional strategies.

One area of focus will be building the internal capacity of our teaching staff grades K-3. We know that knowledgeable foundational teaching is critical to the success of the plan and our students capacity to master the standards. Data will be collected and analyzed from the following sources: iReady, OST Benchmark assessments, formative, and summative classroom assessments. This data will be analyzed through the Teacher Based Team meetings and the Building Leadership Team meetings. As additional data is collected, we will update information and adjust strategies as the plan is implemented. Central to the data-based decision making, we will set up performance targets aligned with district and building goals. Monitoring performance against the targets and building foundation for data-driven decision making on a systematic basis may include, but not be limited to, the following:

- K: KRA (KindergartenReadiness Assessment)
- K-8: iReady assessments (3x's yearly)
- 3-8: OST Benchmark Assessments (3x's yearly)
- SMART Goals based on achievement
- SMART Goals based on growth
  - iReady
  - OST Benchmark assessments
- Interventions
  - Title 1 services
    - Tier 2a,2b,3
    - RIMPS for grades K-3

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

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section 3302.04, 3302.10, 3301.0715(G) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.

Literacy is the focus and the nucleus of the work that we will be doing at WCSA. It is the centerpiece of our overall improvement strategy, and it is central to the work that we will be doing daily in planning, in professional

development, in classrooms, with the deployment of resources, with our Sponsor Buckeye Hope, and in our community.

The real strength of the RAP is that it is aligned to and supports the overall continuous improvement efforts of WCSA. WCSA's Reading Achievement Plan provides goals specifically created to improve the necessary and needed support, tools, resources, and professional development for the improvement of academic achievement for all WCSA students. Each goal is outlined with a series of action steps required to guarantee the efficacy and success of the plan and goals. The plan speaks to the needs of the entire student population of K-8 graders at WCSA, with specific attention and focus on the primary grades K-3 and the foundational reading skills, with the hope of improving reading and writing among the students in grades 4-8.

We are aware of what the research illustrates that by the end of the age three, children from low socioeconomic backgrounds will have heard 30 million fewer words than their more affluent peers—and this number itself was correlated not just with difference in vocabulary but also with differences in IQ and test scores in the third grade (Hart and Risley, 1995). For this reason, throughout our plan, our focus will be to narrow the gap in our foundational classes K-3 as well as the language barriers of our lower income students.

Goal 1: Leadership by Spring, 2024, WCSA will have a revised comprehensive literacy plan in place to monitor progress on the literacy goals and establish responsibilities for implementation. *Maximize our capacity to collaborate as coordinated school and instructional leaders.

Goal 2: Assessment by Fall of 2024. Teachers will be trained and effective in the use of iReady and OST benchmark data to guide and drive literacy instruction.

Goal 3: Instruction By Spring 2024, all teachers will implement grade appropriate literacy strategies based on data and driven by the WCSA curriculum.

Gaol 4: Professional Development:. By Fall of 2025, All K-2 teachers will participate in Heggerty training, K-8 teachers will participate in the Science of Reading training. They will be coached directly by the administration and academic coaches with support by the district curriculum and instruction director as well as data coach.

SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING*

Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.

There are several factors that we believe contributed to the low reading achievement of our students at WCSA.

Lack of structure, building leadership changes, and high staff turnover.are the primary factors that have impacted the students' performance. Without targeted professional development in the Science of Reading and intentional planning, the building was in decline. In order to purposefully guide all of our staff, we needed to retarget our TBT and BLT schedule for the remainder of the 23-24 SY to build upon our collegial conversations about data and discuss how to implement the Marzano 9 Effective Instructional Strategies to guide our instructional planning. We will implement the Science of Reading professional developments for the 24-25 SY and obtain the training of Heggerty for grades K-3. With the foundational pieces in K-3, our students in the middle school will start to show growth in iReady and on OST Benchmarks and EOY OST exams.

Other factors that contributed to the reading performance of some students is their school attendance. WCSA attendance rating for the following two school years: WCSA 22-23 SY overall attendance rate: 87.7%; 23-24 SY attendance rate: 91.1% (as of 11/21/23) These attendance rates are closely correlated with lower student achievement. These factors along with the transitory nature of our students is decidedly another factor. From the year 2107 through 2023 the school population has declined by 100 plus students. The decline in student enrollment is based on the decline in the climate and culture of the building, including the changes in administrators, teacher turnover, and behaviors of students. New administration was brought in July of 2023, and there has been a positive upswing in the climate and culture per parent surveys and the decline in student suspensions.

Additionally, the lack of instructional tools and resources is another contributing factor to low student literacy performance. The decline in certified teachers and the shortage has affected not only WCSA, but the nation as a whole.   We will move toward more specific professional development in the 24-25 SY to align with the Science of Reading and the use of the Heggerty phonics program to build our reading program at WCSA. We will ensure that all K-2 teachers are certified in Heggerty, as well as the K-8 staff will be provided professional development in the Science of Reading. These additional professional development opportunities will continue to support and coach new teachers or new to education teachers with instructional strategies proven to target learning gaps and deficiencies. In addition, the district along with the Curriculum and Instruction Director are looking into a new reading curriculum for the 24-25 SY.

At this juncture, we created "if…then…" statements to summarize our findings. These are divided into grade bands to capture a holistic view of our school and find the challenge of Tier 1 core instruction.

Administration:

If principal, assistant principal, and instructional coaches tailor our classroom visits to observe instruction during the phonemic awareness portion of reading instruction and provide effective feedback and coaching, then our students will demonstrate growth in each of the eight phonemic awareness skills.

Grades K-3:

If we emphasize phonemic awareness and phonics instruction in alignment with the changing emphasis of the subskills of the Five Components of Reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) providing feedback and support, then our students will meet their growth targets.

Grades K-8:

If we utilize grade-level instruction and resources in alignment with the changing emphasis of the subskills of the Five Components of Reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and provide effective feedback and support, then our students will meet their growth targets as measured by the iReady assessment (informational text, literary text, and vocabulary).

SECTION 3 PART C: ROOT CAUSE ANALYSIS

Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement.

- poor alignment of curriculum
- lack of participation in Head Start or preschool programs for incoming kindergarten students
- not enough exposure to print/books for children before starting school
- not enough students being read to as a child in order to grow their literacy
- misalignment of intervention supports to students specific needs
- lack of professional development in the five components of reading
- few opportunities to collaborate vertically to align the curriculum
- inconsistent operation of building leadership teams
- gaps in communication of at risk student data to involved stakeholders
- lack of training in co-teaching model
- teacher, administration turnover rates are high
- teacher shortage
- instruction is not aligned to the Science of Reading

SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS*

Section headings marked with an asterisk are required by state law.

Describe the measurable learner performance goals addressing learners' needs (Section 5) based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

*Insert **disaggregated** student performance data from sources that **must include**, but are not limited to:*

- **The Kindergarten Readiness Assessment,**

- *Ohio's State Test for **English language arts assessment for grades 3-8,***

- **K-3 Reading diagnostics (include sub scores by grade level),**

- **The Ohio English Language Proficiency Assessment (OELPA)**

- **The Alternate Assessment for Students with Significant Cognitive Disabilities** *and*

- *benchmark assessments, as applicable.*

WCSA KRA 2023-2024: KRA

There were 13 Kindergartens that were assessed using the KRA, Fall 2023. Here are the results of the KRA Language and Literacy Scores.

Item #8: Use prepositions
> 3= student correctly touched pictures for all 5 prepositions (on, in, front, behind, under, beside)
> 2= Student correctly identifies 3 or 4 prepositions
> 1= Student correctly identifies 1 to 2 prepositions
> 0= Student does not correctly identify

3: 9 students

2: 1

1: 2

0:1

Item #9: Identifying rhyming words part 1
  1= Student touches the picture for the word that sounds like the Man
  0= Student does not identify correctly the rhyming word for man

1:7

0:6

Item #10: Identifying rhyming words part 2
  1= Student touches the picture for the word that sounds like the school
  0= Student does not identify correctly the rhyming word for school

1:6

0:7

Item #11: Identify beginning sounds
  1= Student correctly identifies the picture that has the same beginning sound as pig
  0= Student does not identify the same beginning sound

 1:6

 0:7

Item #12: Name the nouns
  3= Student identifies all 5 nouns
  2= Student identifies 3 or 4 nouns
  1= student identifies 1 or 2 nouns
  0= Student cannot identify any nouns
 3:12

 2:1

 1:0

 0:0

Item #13: Name letters
  3= Student is able to name all 6 letters
  2= Student is able to name 3 or 4 letters
  1= Student is able to name 1 or 2 letters

Section headings marked with an asterisk are required by state law.

0= Student is not able to name any letters

3:4

2:3

1:3

0:3

Item #14: Make letter sounds
    2= Student is able to identify the sounds for all 3 letters
    1= Student sis able to identify sounds for 1 o2 letters
    0=Student cannot correctly make any sounds

2:3

1:4

0:6

Item #15: Write a word (toy)
    2= Student is able to write the word toy
    1= Student writes one or two letters
    0= student cannot write the word

2:11

1:2

0:0

Item #16: Student writes their name
    2= Student is able to write their name
    1= Student writes one or two letters
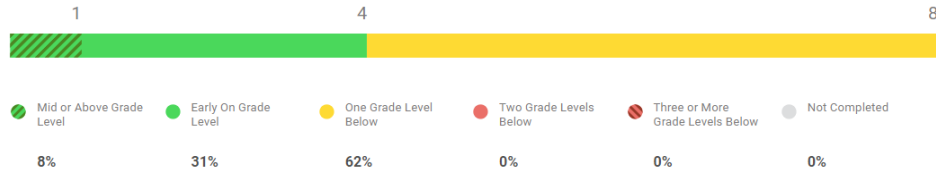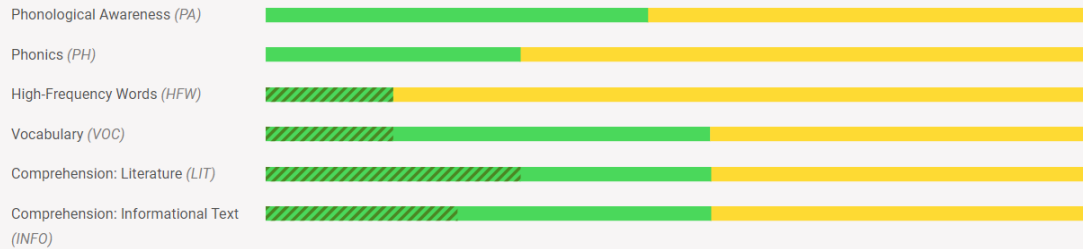   0= student cannot write the word

2:10

1:3

0:0

iReady Fall Diagnostic Data 2023-2024:

Kindergarten:

| | 1 | 4 | 8 |

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Not Completed
8%	31%	62%	0%	0%	0%

ⓘ **The Mapping Between 5-Level and 3-Level Placements**

▼ **Placement by Domain***

Phonological Awareness *(PA)*

Phonics *(PH)*

High-Frequency Words *(HFW)*

Vocabulary *(VOC)*

Comprehension: Literature *(LIT)*

Comprehension: Informational Text *(INFO)*

Students not completed are not included.

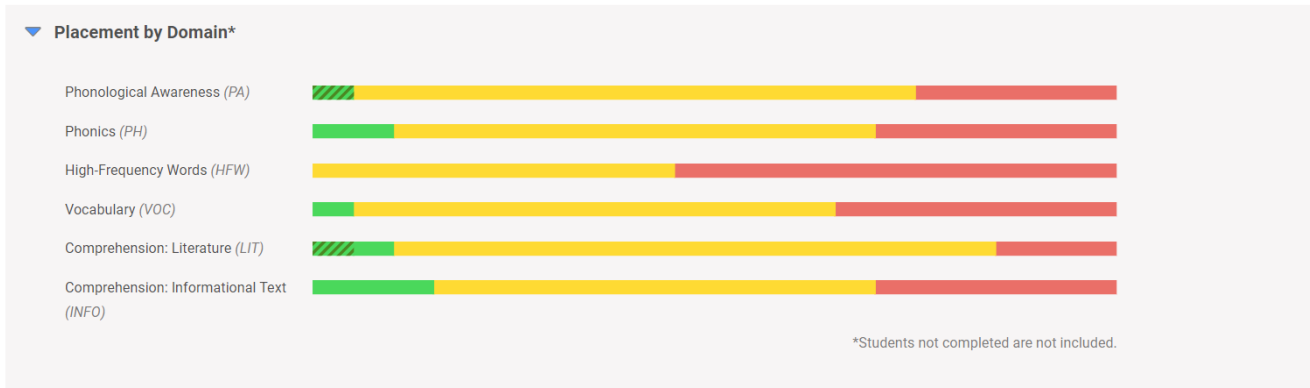| WCSA_Kindergarten SY 23-24						
Student	5-Level Overall Relative Placement	Phonological Awareness Relative Placement	Phonics Relative Placement	High-Frequency Words Relative Placement	Vocabulary Relative Placement	Comprehension: Literature Relative Placement	Comprehension: Informational Text Relative Placement
1	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level
2	Early On Grade Level	Early On Grade Level	One Grade Level Below	One Grade Level Below	Early On Grade Level	Mid or Above Grade Level	Early On Grade Level
3	Early On Grade Level	Early On Grade Level	Early On Grade Level	Mid or Above Grade Level	One Grade Level Below	Early On Grade Level	Early On Grade Level
4	Early On Grade Level	Early On Grade Level	One Grade Level Below	One Grade Level Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level
5	Early On Grade Level	Early On Grade Level	One Grade Level Below	One Grade Level Below	Early On Grade Level	Mid or Above Grade Level	Early On Grade Level
6	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below	Early On Grade Level	Early On Grade Level	Mid or Above Grade Level
7	One Grade Level Below	One Grade Level Below	Early On Grade Level	One Grade Level Below	Early On Grade Level	Early On Grade Level	Early On Grade Level
8	One Grade Level Below	Early On Grade Level	One Grade Level Below	One Grade Level Below	Early On Grade Level	One Grade Level Below	One Grade Level Below
9	One Grade Level Below	One Grade Level Below	Early On Grade Level	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below
10	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below
11	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below
12	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below
13	One Grade Level Below	One Grade Level Below	Early On Grade Level	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below

Grade 1

18   2

⬤ Mid or Above Grade Level	⬤ Early On Grade Level	⬤ One Grade Level Below	⬤ Two Grade Levels Below	⬤ Three or More Grade Levels Below	⬤ Not Completed
0%	0%	90%	10%	0%	0%

ⓘ **The Mapping Between 5-Level and 3-Level Placements**

▼ **Placement by Domain***

Phonological Awareness *(PA)*

Phonics *(PH)*

High-Frequency Words *(HFW)*

Vocabulary *(VOC)*

Comprehension: Literature *(LIT)*

Comprehension: Informational Text *(INFO)*

Students not completed are not included.
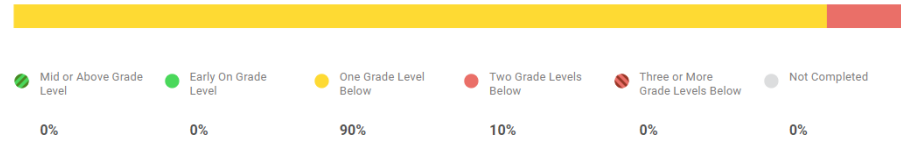
WCSA_First Grade SY 23-24

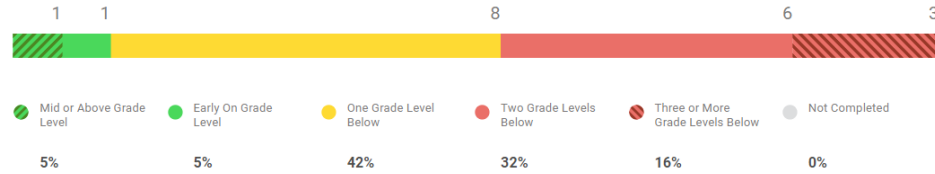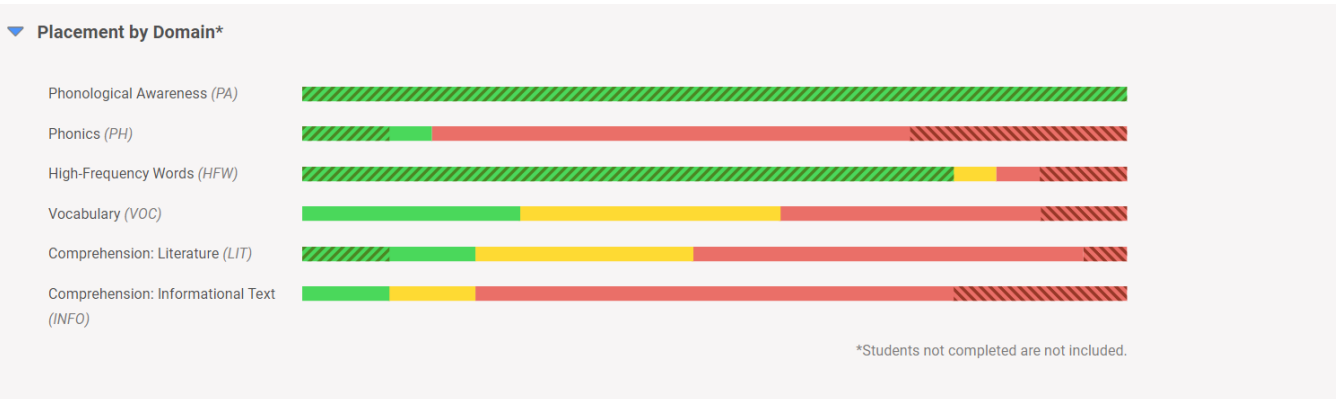| Student	5-Level Overall Relative Placement	Phonological Awareness Relative Placement	Phonics Relative Placement	High-Frequency Words Relative Placement	Vocabulary Relative Placement	Comprehension: Literature Relative Placement	Comprehension: Informational Text Relative Placement
1	One Grade Level Below	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Early On Grade Level	One Grade Level Below	One Grade Level Below
2	One Grade Level Below	One Grade Level Below	Early On Grade Level	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below
3	One Grade Level Below	Two Grade Levels Below	One Grade Level Below	One Grade Level Below	One Grade Level Below	Mid or Above Grade Level	Early On Grade Level
4	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below
5	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below
6	One Grade Level Below	One Grade Level Below	One Grade Level Below	Two Grade Levels Below	One Grade Level Below	One Grade Level Below	One Grade Level Below
7	One Grade Level Below	Two Grade Levels Below	One Grade Level Below	One Grade Level Below	One Grade Level Below	Early On Grade Level	Early On Grade Level
8	One Grade Level Below	Two Grade Levels Below	One Grade Level Below	Two Grade Levels Below	One Grade Level Below	One Grade Level Below	Early On Grade Level
9	One Grade Level Below	One Grade Level Below	One Grade Level Below	Two Grade Levels Below	One Grade Level Below	One Grade Level Below	Two Grade Levels Below
10	One Grade Level Below	One Grade Level Below	Two Grade Levels Below	Two Grade Levels Below	One Grade Level Below	One Grade Level Below	One Grade Level Below
11	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below
12	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below	Two Grade Levels Below
13	One Grade Level Below	One Grade Level Below	One Grade Level Below	Two Grade Levels Below	One Grade Level Below	One Grade Level Below	Two Grade Levels Below
14	One Grade Level Below	One Grade Level Below	One Grade Level Below	One Grade Level Below	Two Grade Levels Below	Two Grade Levels Below	One Grade Level Below
15	One Grade Level Below	One Grade Level Below	Two Grade Levels Below	Two Grade Levels Below	One Grade Level Below	One Grade Level Below	One Grade Level Below
16	One Grade Level Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	One Grade Level Below	One Grade Level Below
17	One Grade Level Below	One Grade Level Below	One Grade Level Below	Two Grade Levels Below	Two Grade Levels Below	One Grade Level Below	One Grade Level Below
18	One Grade Level Below	One Grade Level Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	One Grade Level Below	One Grade Level Below
19	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below
20	Two Grade Levels Below	One Grade Level Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	One Grade Level Below	Two Grade Levels Below

Grade 2:

	2	7	13

Mid or Above Grade Level — Early On Grade Level — One Grade Level Below — Two Grade Levels Below — Three or More Grade Levels Below — Not Completed

| 0% | 9% | 32% | 59% | 0% | 0% |

ⓘ **The Mapping Between 5-Level and 3-Level Placements**

▼ **Placement by Domain***

Phonological Awareness *(PA)*
Phonics *(PH)*
High-Frequency Words *(HFW)*
Vocabulary *(VOC)*
Comprehension: Literature *(LIT)*
Comprehension: Informational Text *(INFO)*

*Students not completed are not included.

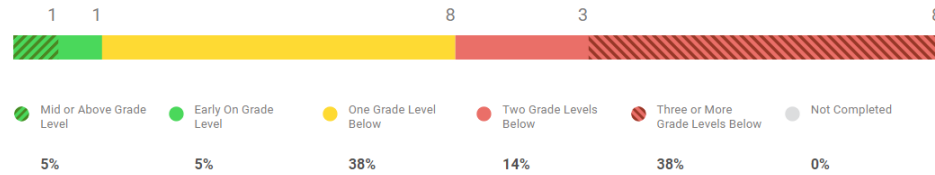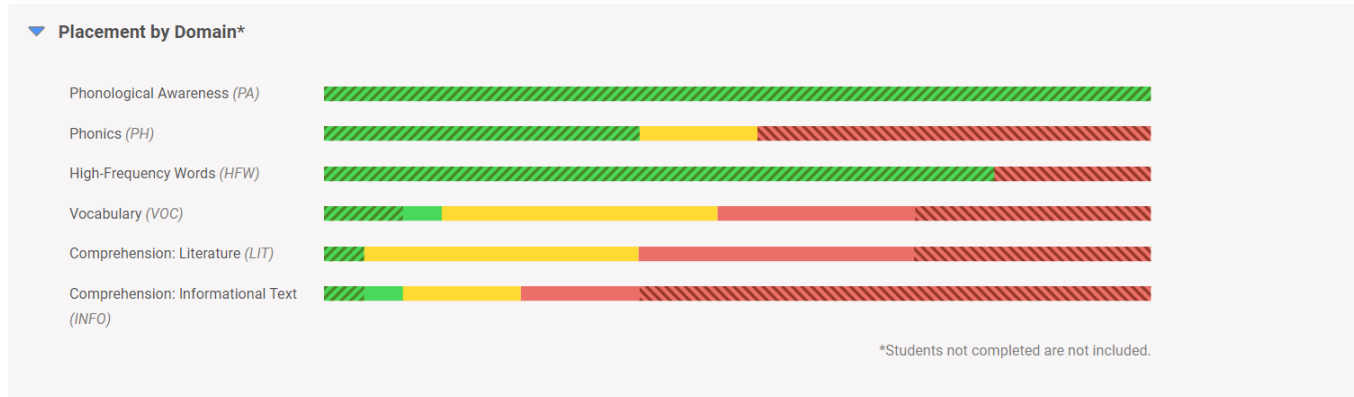|							
WCSA_Second Grade SY 23-24							
Student	**5-Level Overall Relative Placement**	**Phonological Awareness Relative Placement**	**Phonics Relative Placement**	**High-Frequency Words Relative Placement**	**Vocabulary Relative Placement**	**Comprehension: Literature Relative Placement**	**Comprehension: Informational Text Relative Placement**
1	Early On Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Early On Grade Level	Mid or Above Grade Level	One Grade Level Below	Early On Grade Level
2	Early On Grade Level	Mid or Above Grade Level	One Grade Level Below	Early On Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Early On Grade Level
3	One Grade Level Below	Mid or Above Grade Level	One Grade Level Below	Mid or Above Grade Level	One Grade Level Below	One Grade Level Below	One Grade Level Below
4	One Grade Level Below	Mid or Above Grade Level	One Grade Level Below	One Grade Level Below	Early On Grade Level	Two Grade Levels Below	One Grade Level Below
5	One Grade Level Below	Mid or Above Grade Level	One Grade Level Below	Mid or Above Grade Level	Two Grade Levels Below	One Grade Level Below	One Grade Level Below
6	One Grade Level Below	Mid or Above Grade Level	Two Grade Levels Below	One Grade Level Below	Two Grade Levels Below	One Grade Level Below	One Grade Level Below
7	One Grade Level Below	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below
8	One Grade Level Below	Two Grade Levels Below	Two Grade Levels Below	One Grade Level Below	One Grade Level Below	Two Grade Levels Below	One Grade Level Below
9	One Grade Level Below	One Grade Level Below	Two Grade Levels Below	Two Grade Levels Below	One Grade Level Below	One Grade Level Below	One Grade Level Below
10	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	One Grade Level Below	One Grade Level Below	One Grade Level Below
11	Two Grade Levels Below	Mid or Above Grade Level	Two Grade Levels Below	One Grade Level Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below
12	Two Grade Levels Below	Mid or Above Grade Level	One Grade Level Below	One Grade Level Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below
13	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below
14	Two Grade Levels Below	Mid or Above Grade Level	Two Grade Levels Below	One Grade Level Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below
15	Two Grade Levels Below	Mid or Above Grade Level	One Grade Level Below	Two Grade Levels Below	One Grade Level Below	Two Grade Levels Below	Two Grade Levels Below
16	Two Grade Levels Below	One Grade Level Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	One Grade Level Below	Two Grade Levels Below
17	Two Grade Levels Below	Mid or Above Grade Level	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below
18	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	One Grade Level Below
19	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below
20	Two Grade Levels Below	Mid or Above Grade Level	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below
21	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below
22	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below

Grade 3:

| 1 | 1 | | 8 | | 6 | 3 |

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Not Completed
5%	5%	42%	32%	16%	0%

ⓘ **The Mapping Between 5-Level and 3-Level Placements**

▼ **Placement by Domain***

Phonological Awareness *(PA)*
Phonics *(PH)*
High-Frequency Words *(HFW)*
Vocabulary *(VOC)*
Comprehension: Literature *(LIT)*
Comprehension: Informational Text *(INFO)*

Students not completed are not included.

WCSA_Third Grade SY 23-24

Student	5-Level Overall Relative Placement	Phonological Awareness Relative Placement	Phonics Relative Placement	High-Frequency Words Relative Placement	Vocabulary Relative Placement	Comprehension: Literature Relative Placement	Comprehension: Informational Text Relative Placement
1	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Early On Grade Level	Mid or Above Grade Level	Early On Grade Level
2	Early On Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Early On Grade Level	Mid or Above Grade Level	Early On Grade Level
3	One Grade Level Below	Mid or Above Grade Level	Two Grade Levels Below	Mid or Above Grade Level	Early On Grade Level	Two Grade Levels Below	One Grade Level Below
4	One Grade Level Below	Mid or Above Grade Level	Two Grade Levels Below	Mid or Above Grade Level	Early On Grade Level	Early On Grade Level	Two Grade Levels Below
5	One Grade Level Below	Mid or Above Grade Level	Two Grade Levels Below	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below
6	One Grade Level Below	Mid or Above Grade Level	Early On Grade Level	Mid or Above Grade Level	One Grade Level Below	One Grade Level Below	Two Grade Levels Below
7	One Grade Level Below	Mid or Above Grade Level	Two Grade Levels Below	Mid or Above Grade Level	Two Grade Levels Below	One Grade Level Below	One Grade Level Below
8	One Grade Level Below	Mid or Above Grade Level	Two Grade Levels Below	Mid or Above Grade Level	One Grade Level Below	Early On Grade Level	Two Grade Levels Below
9	One Grade Level Below	Mid or Above Grade Level	Two Grade Levels Below	Mid or Above Grade Level	One Grade Level Below	Two Grade Levels Below	Two Grade Levels Below
10	One Grade Level Below	Mid or Above Grade Level	Two Grade Levels Below	Mid or Above Grade Level	One Grade Level Below	Two Grade Levels Below	Two Grade Levels Below
11	Two Grade Levels Below	Mid or Above Grade Level	Two Grade Levels Below	Mid or Above Grade Level	Two Grade Levels Below	One Grade Level Below	Two Grade Levels Below
12	Two Grade Levels Below	Mid or Above Grade Level	Two Grade Levels Below	Mid or Above Grade Level	One Grade Level Below	One Grade Level Below	Two Grade Levels Below
13	Two Grade Levels Below	Mid or Above Grade Level	Two Grade Levels Below	Mid or Above Grade Level	One Grade Level Below	Two Grade Levels Below	Two Grade Levels Below
14	Two Grade Levels Below	Mid or Above Grade Level	Two Grade Levels Below	Mid or Above Grade Level	One Grade Level Below	Two Grade Levels Below	Two Grade Levels Below
15	Two Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Mid or Above Grade Level	Two Grade Levels Below	Two Grade Levels Below	Three or More Grade Levels Below
16	Two Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	One Grade Level Below	Two Grade Levels Below	Two Grade Levels Below	Three or More Grade Levels Below
17	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Three or More Grade Levels Below
18	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below
19	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below

***Section headings marked with an asterisk are required by state law.**
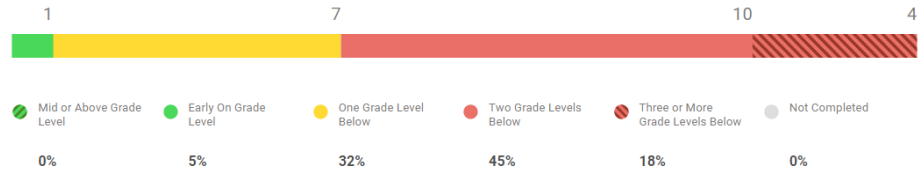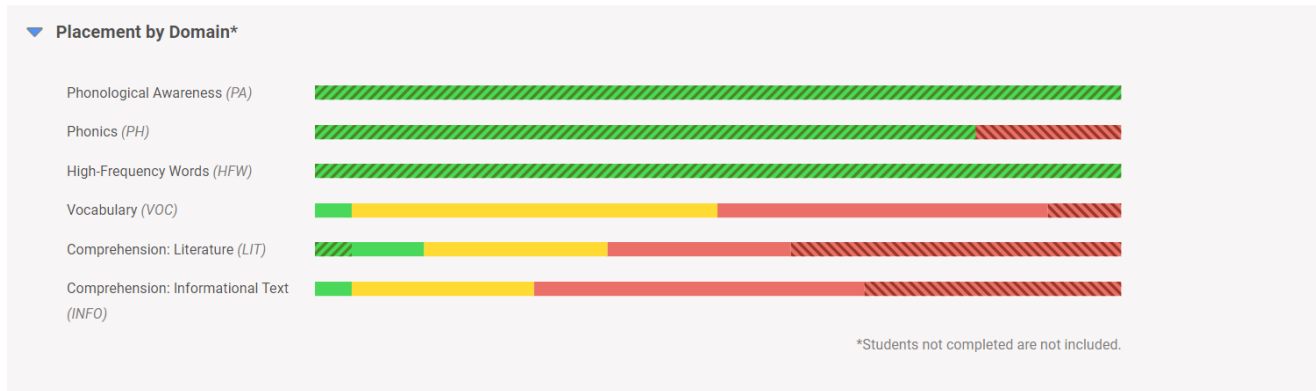
Grade 4:

1   1   8   3   8

● Mid or Above Grade Level   ● Early On Grade Level   ● One Grade Level Below   ● Two Grade Levels Below   ◐ Three or More Grade Levels Below   ● Not Completed

5%   5%   38%   14%   38%   0%

ⓘ The Mapping Between 5-Level and 3-Level Placements

▼ Placement by Domain*

Phonological Awareness (PA)

Phonics (PH)

High-Frequency Words (HFW)

Vocabulary (VOC)

Comprehension: Literature (LIT)

Comprehension: Informational Text (INFO)

*Students not completed are not included.

WCSA_Fourth Grade SY 23-24

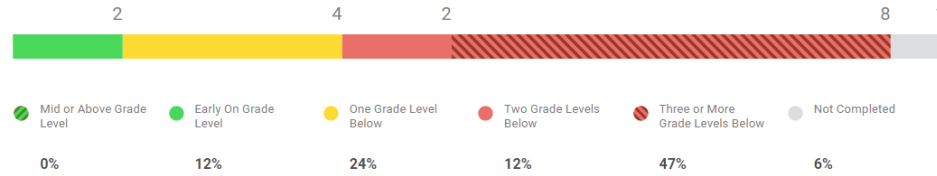| Student	5-Level Overall Relative Placement	Phonological Awareness Relative Placement	Phonics Relative Placement	High-Frequency Words Relative Placement	Vocabulary Relative Placement	Comprehension: Literature Relative Placement	Comprehension: Informational Text Relative Placement
1	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level
2	Early On Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	Early On Grade Level
3	One Grade Level Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	One Grade Level Below
4	One Grade Level Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	One Grade Level Below	Three or More Grade Levels Below
5	One Grade Level Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	Two Grade Levels Below	One Grade Level Below
6	One Grade Level Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Two Grade Levels Below	One Grade Level Below	One Grade Level Below
7	One Grade Level Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	One Grade Level Below	Two Grade Levels Below
8	One Grade Level Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	One Grade Level Below	Two Grade Levels Below
9	One Grade Level Below	Mid or Above Grade Level	One Grade Level Below	Mid or Above Grade Level	One Grade Level Below	One Grade Level Below	Three or More Grade Levels Below
10	One Grade Level Below	Mid or Above Grade Level	One Grade Level Below	Mid or Above Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
11	Two Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Mid or Above Grade Level	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below
12	Two Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Mid or Above Grade Level	One Grade Level Below	One Grade Level Below	Three or More Grade Levels Below
13	Two Grade Levels Below	Mid or Above Grade Level	One Grade Level Below	Mid or Above Grade Level	Three or More Grade Levels Below	Two Grade Levels Below	Three or More Grade Levels Below
14	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Mid or Above Grade Level	Two Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
15	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
16	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Mid or Above Grade Level	Two Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
17	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Two Grade Levels Below	Three or More Grade Levels Below
18	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
19	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
20	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below	Three or More Grade Levels Below
21	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below

Grade 5:

	1	7	10	4

Legend:
- Mid or Above Grade Level
- Early On Grade Level
- One Grade Level Below
- Two Grade Levels Below
- Three or More Grade Levels Below
- Not Completed

0%	5%	32%	45%	18%	0%

ⓘ **The Mapping Between 5-Level and 3-Level Placements**

▼ **Placement by Domain***

- Phonological Awareness *(PA)*
- Phonics *(PH)*
- High-Frequency Words *(HFW)*
- Vocabulary *(VOC)*
- Comprehension: Literature *(LIT)*
- Comprehension: Informational Text *(INFO)*

Students not completed are not included.

WCSA_Fifth Grade SY 23-24

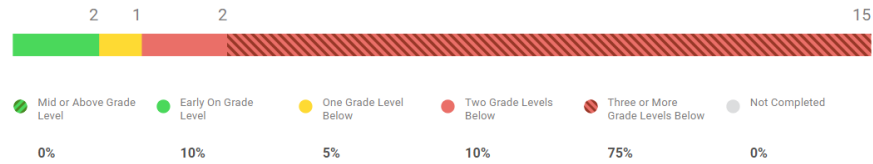| Student	5-Level Overall Relative Placement	Phonological Awareness Relative Placement	Phonics Relative Placement	High-Frequency Words Relative Placement	Vocabulary Relative Placement	Comprehension: Literature Relative Placement	Comprehension: Informational Text Relative Placement
1	Early On Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Early On Grade Level	Mid or Above Grade Level	Early On Grade Level
2	One Grade Level Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	Early On Grade Level	One Grade Level Below
3	One Grade Level Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	One Grade Level Below	One Grade Level Below
4	One Grade Level Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	One Grade Level Below	One Grade Level Below
5	One Grade Level Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Two Grade Levels Below	Early On Grade Level	Two Grade Levels Below
6	One Grade Level Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	One Grade Level Below	Two Grade Levels Below
7	One Grade Level Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	Two Grade Levels Below	Two Grade Levels Below
8	One Grade Level Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	One Grade Level Below	Two Grade Levels Below
9	Two Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Two Grade Levels Below	One Grade Level Below	Two Grade Levels Below
10	Two Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	Three or More Grade Levels Below	Two Grade Levels Below
11	Two Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Two Grade Levels Below	Three or More Grade Levels Below	One Grade Level Below
12	Two Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Two Grade Levels Below	Three or More Grade Levels Below	One Grade Level Below
13	Two Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below
14	Two Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
15	Two Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	Three or More Grade Levels Below	Three or More Grade Levels Below
16	Two Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Two Grade Levels Below	Three or More Grade Levels Below	Two Grade Levels Below
17	Two Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	Three or More Grade Levels Below	Three or More Grade Levels Below
18	Two Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Mid or Above Grade Level	Two Grade Levels Below	Two Grade Levels Below	Three or More Grade Levels Below
19	Three or More Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Two Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
20	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Mid or Above Grade Level	Two Grade Levels Below	Two Grade Levels Below	Three or More Grade Levels Below
21	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels	Three or More Grade Levels Below	Two Grade Levels Below
22	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels	Three or More Grade Levels Below	Three or More Grade Levels Below

Grade 6:

	2	4	2		8	1

Legend: Mid or Above Grade Level (hatched green) · Early On Grade Level (green) · One Grade Level Below (yellow) · Two Grade Levels Below (red) · Three or More Grade Levels Below (hatched red) · Not Completed (gray)

0%	12%	24%	12%	47%	6%

ⓘ **The Mapping Between 5-Level and 3-Level Placements**

▼ **Placement by Domain***

Phonological Awareness *(PA)*

Phonics *(PH)*

High-Frequency Words *(HFW)*

Vocabulary *(VOC)*

Comprehension: Literature *(LIT)*

Comprehension: Informational Text *(INFO)*

Students not completed are not included.

WCSA_Sixth Grade SY 23-24						
Student	5-Level Overall Relative Placement	Phonological Awareness Relative Placement	Phonics Relative Placement	High-Frequency Words Relative Placement	Vocabulary Relative Placement	Comprehension: Literature Relative Placement	Comprehension: Informational Text Relative Placement
1	Early On Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Early On Grade Level	Mid or Above Grade Level	Early On Grade Level
2	Early On Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Early On Grade Level	Early On Grade Level	One Grade Level Below
3	One Grade Level Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Two Grade Levels Below	One Grade Level Below	One Grade Level Below
4	One Grade Level Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	One Grade Level Below	Two Grade Levels Below
5	One Grade Level Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	One Grade Level Below	Two Grade Levels Below
6	One Grade Level Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Two Grade Levels Below	Two Grade Levels Below	One Grade Level Below
7	Two Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Two Grade Levels Below	Two Grade Levels Below	Two Grade Levels Below
8	Two Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Early On Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below
9	Three or More Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
10	Three or More Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
11	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
12	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
13	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Mid or Above Grade Level	Two Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
14	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Mid or Above Grade Level	Two Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
15	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
16	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below

17

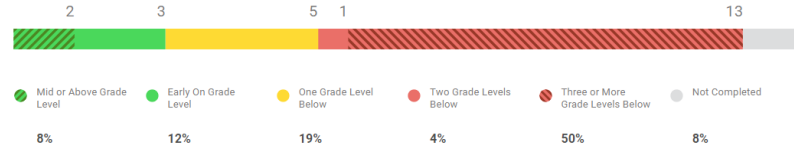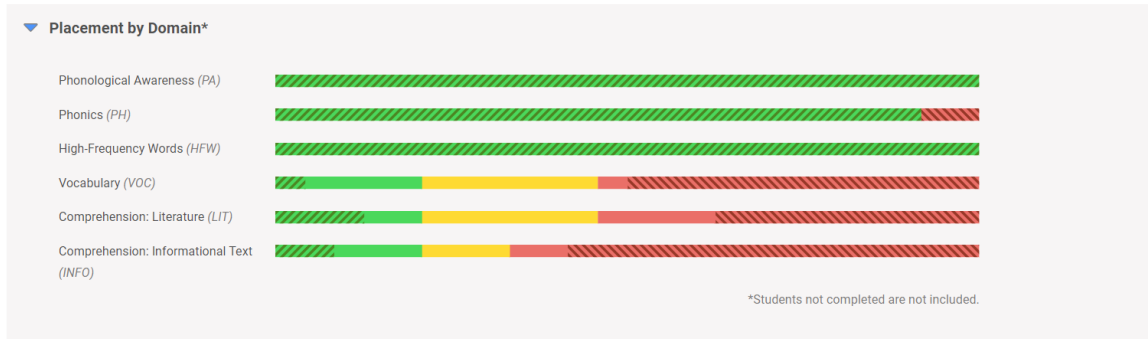*Section headings marked with an asterisk are required by state law.*

Grade 7:

2 1 2   15

● Mid or Above Grade Level   ● Early On Grade Level   ● One Grade Level Below   ● Two Grade Levels Below   ● Three or More Grade Levels Below   ● Not Completed

0%   10%   5%   10%   75%   0%

ⓘ **The Mapping Between 5-Level and 3-Level Placements**

▼ **Placement by Domain***

Phonological Awareness *(PA)*

Phonics *(PH)*

High-Frequency Words *(HFW)*

Vocabulary *(VOC)*

Comprehension: Literature *(LIT)*

Comprehension: Informational Text *(INFO)*

Students not completed are not included.

WCSA_Seventh Grade SY 23-24						
Student	5-Level Overall Relative Placement	Phonological Awareness Relative Placement	Phonics Relative Placement	High-Frequency Words Relative Placement	Vocabulary Relative Placement	Comprehension: Literature Relative Placement	Comprehension: Informational Text Relative Placement
1	Early On Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	Mid or Above Grade Level	Early On Grade Level
2	Early On Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Early On Grade Level	Early On Grade Level	One Grade Level Below
3	One Grade Level Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	Early On Grade Level	One Grade Level Below
4	Two Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
5	Two Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Early On Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below
6	Three or More Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Two Grade Levels Below	Two Grade Levels Below	Three or More Grade Levels Below
7	Three or More Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	Three or More Grade Levels Below	Three or More Grade Levels Below
8	Three or More Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	Three or More Grade Levels Below	Three or More Grade Levels Below
9	Three or More Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Two Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
10	Three or More Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	Three or More Grade Levels Below	Three or More Grade Levels Below
11	Three or More Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
12	Three or More Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
13	Three or More Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
14	Three or More Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
15	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
16	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
17	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
18	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
19	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
20	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below

***Section headings marked with an asterisk are required by state law.**

Grade 8:

| | 2 | 3 | 5 | 1 | 13 | 2 |

● Mid or Above Grade Level ● Early On Grade Level ● One Grade Level Below ● Two Grade Levels Below ⬤ Three or More Grade Levels Below ● Not Completed

8%   12%   19%   4%   50%   8%

ⓘ The Mapping Between 5-Level and 3-Level Placements

▼ Placement by Domain*

Phonological Awareness *(PA)*

Phonics *(PH)*

High-Frequency Words *(HFW)*

Vocabulary *(VOC)*

Comprehension: Literature *(LIT)*

Comprehension: Informational Text *(INFO)*

*Students not completed are not included.

WCSA_Eighth Grade SY 23-24						
Student	5-Level Overall Relative Placement	Phonological Awareness Relative Placement	Phonics Relative Placement	High-Frequency Words Relative Placement	Vocabulary Relative Placement	Comprehension: Literature Relative Placement	Comprehension: Informational Text Relative Placement
1	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Early On Grade Level	Mid or Above Grade Level	Early On Grade Level
2	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Early On Grade Level	Mid or Above Grade Level	Mid or Above Grade Level
3	Early On Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	Mid or Above Grade Level	Mid or Above Grade Level
4	Early On Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Early On Grade Level	Early On Grade Level	One Grade Level Below
5	Early On Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	One Grade Level Below
6	One Grade Level Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Three or More Grade Levels Below	Early On Grade Level	Early On Grade Level
7	One Grade Level Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	One Grade Level Below	One Grade Level Below
8	One Grade Level Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below
9	One Grade Level Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	Two Grade Levels Below	Early On Grade Level
10	One Grade Level Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	Two Grade Levels Below	Two Grade Levels Below
11	Two Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Three or More Grade Levels Below	One Grade Level Below	Three or More Grade Levels Below
12	Three or More Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Three or More Grade Levels Below	Two Grade Levels Below	Three or More Grade Levels Below
13	Three or More Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	Three or More Grade Levels Below	Three or More Grade Levels Below
14	Three or More Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	One Grade Level Below	One Grade Level Below	Three or More Grade Levels Below
15	Three or More Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
16	Three or More Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Three or More Grade Levels Below	One Grade Level Below	Three or More Grade Levels Below
17	Three or More Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Three or More Grade Levels Below	Two Grade Levels Below	Three or More Grade Levels Below
18	Three or More Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Two Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
19	Three or More Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
20	Three or More Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
21	Three or More Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
22	Three or More Grade Levels Below	Mid or Above Grade Level	Mid or Above Grade Level	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
23	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below
24	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Mid or Above Grade Level	Three or More Grade Levels Below	Three or More Grade Levels Below	Three or More Grade Levels Below

Section headings marked with an asterisk are required by state law.

OST Results Spring 2022:

Constellation Schools Westside Community School of the Arts

ELA Report (All ELA Tests)

All available ELA test results for the Spring2022 administration.

Tested: **137**   Pass: **31.4%**   PI: **60.9**

Sub Score Performance

	Reading Informational Text	Reading Literary Text	Writing
Below	56.9%	41.6%	59.9%
AtNear	28.5%	39.4%	32.8%
Above	14.6%	19.0%	7.3%

Red dot indicates weakest sub score. Green dot indicates strongest.
At/Near and Above are considered positive ratings.
Sub Scores highlighted based on predominant rating.

Student Groups Included

Included Tests	SWD Students
3ELA 4ELA 5ELA 6ELA 7ELA 8ELA	All Students

EL Students
All Students

Race/Ethnicity
All Race/Ethnicities Incl.

Writing is scored using the following scale. Grades 3,4 and 5 have 1 writing prompt. Grade 6 and up will have 2 prompts. If applicable, the data table below will combine writing scores from prompt 1 and 2.

Writing Scores

	Organization	Elaboration	Conventions	Mean includes only scored tests.	Mean Score
Score-0	0.0%	0.0%	10.3%		

OST Results Spring 2023:

Constellation Schools Westside Community School of the Arts
ELA Report (All ELA Tests)

All available ELA test results for the Spring2023 administration.

English Language Arts Grade Level Detail and Comparisons

Percent of students "**Below**" the standard for each sub-scored area.

Comparison Years
Spring2023
Spring2022
Spring2021

- ≤ 10% Below
- > 10% & <50%
- ≥ 50% Below

▲ Pct of students "Below the Standard" Improving
▼ Pct of students "Below the Standard" Declining

⚠ < 15 report year students

Grade Level Performance Index Trend	Reading Informational Text Trend		Reading Literary Text Trend		Writing Trend		Percent of Writing Not Scored Trend	
Grade 3								
-2.9	52.9%	▲ 9.0	58.8%	▼ -9.6	52.9%	▼ -13.3	52.9%	▼ -25.5
Grade 4								
-6.4	68.0%	▼ -15.70	72.0%	▼ -15.10	68.0%	▼ -4.90	33.3%	▼ -6.80
Grade 5								
6.0	5.9%	▲ 33.50	41.2%	▼ -0.20	58.8%	▼ -19.50	0.0%	▲ 6.60
Grade 6								
-6.8	61.1%	▼ -6.00	66.7%	▼ -20.50	61.1%	▲ 3.00	8.3%	▲ 0.70
Grade 7								
3.0	26.1%	▲ 12.10	21.7%	▲ 9.80	69.6%	▲ 8.10	8.7%	▲ 1.30
Grade 8								
8.4	42.3%	▲ 17.70	30.8%	▲ 6.20	57.7%	▲ 6.20	3.8%	▲ 6.20

Section headings marked with an asterisk are required by state law.

2021-2022 Comparison OST Report:

Section headings marked with an asterisk are required by state law.
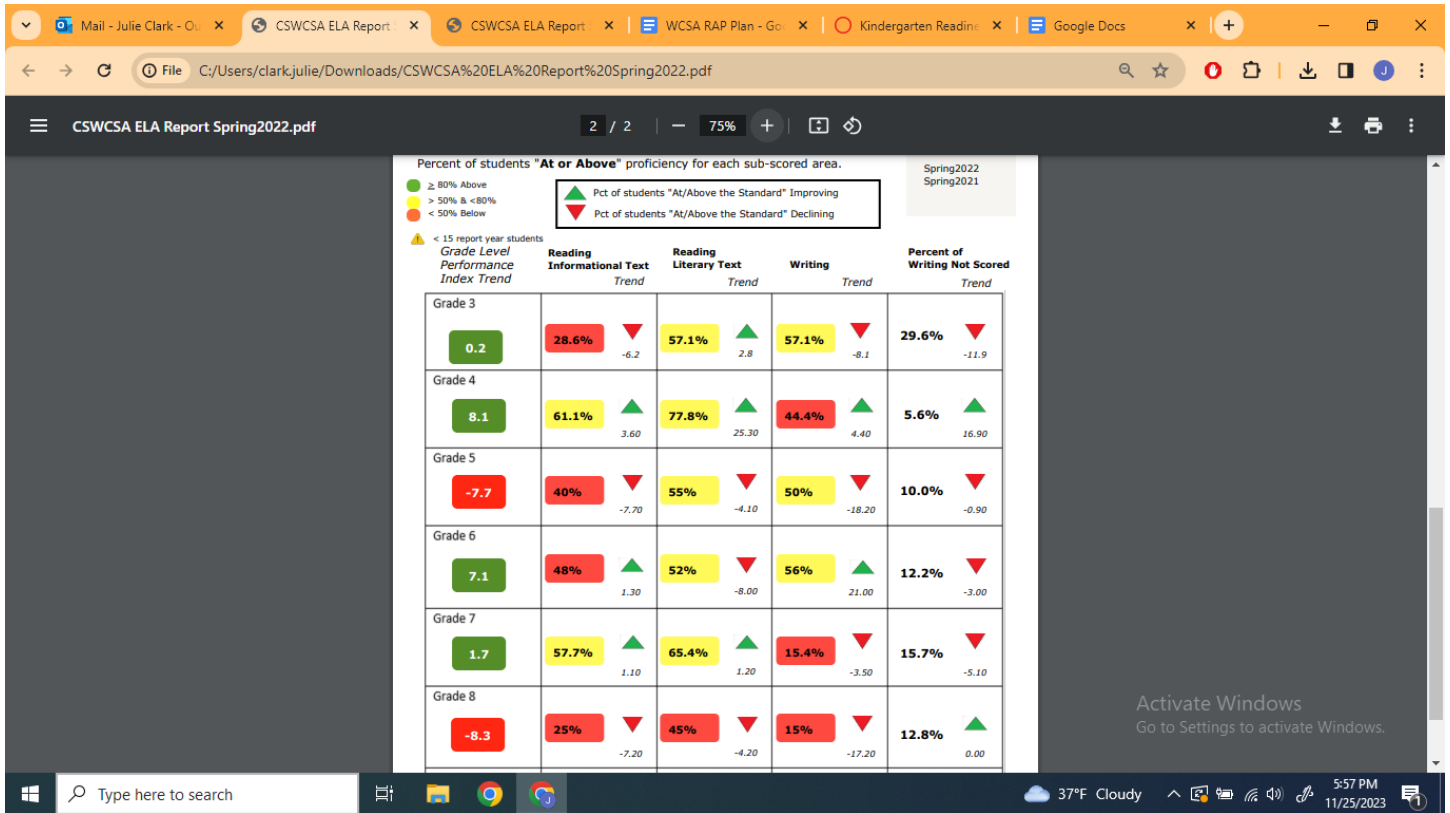
2022-2023 Comparison OST Report:
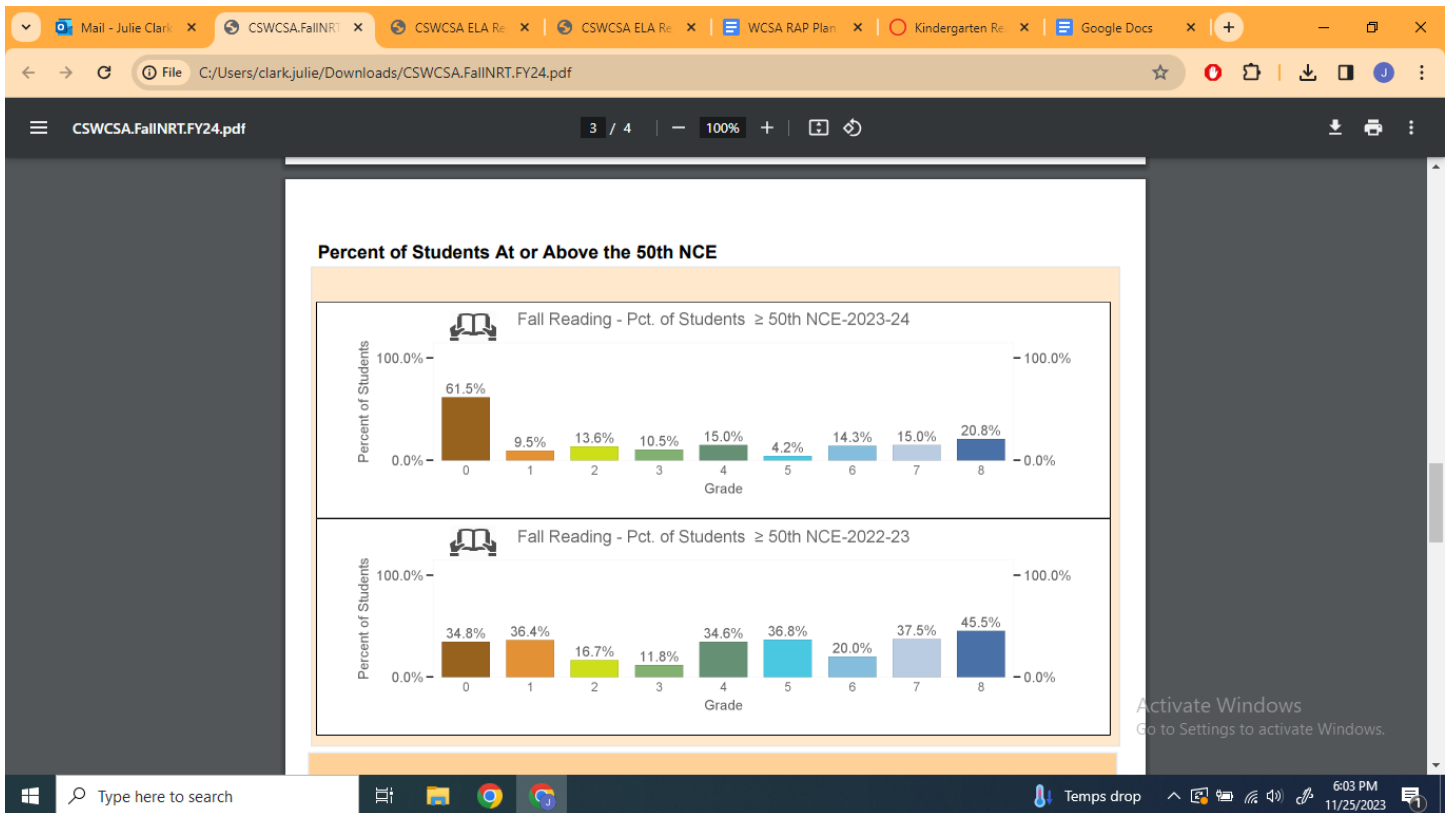
The summaries of the RAP data teams showed gaps in student achievement and growth, as well as gaps in service delivery, many of which were revealed through the formula for The Simple View of Reading and have already been addressed with a future curriculum adoption in the fall of 2024. For example, the district began an emphasis on teaching Word Recognition; however, we were weak in the category of Language Comprehension. We did not see results in Reading Comprehension as the formula would indicate that anything x 0 = 0. To give our K-3 teachers some basic understanding of this as well as the Science of Reading, they have participated in Dyslexia Modules provided by the Ohio Department of Education and we had professional development with our sponsors and curriculum director on the Science of Reading. We have chosen Savvas My World Interactive and Savvas Interactive Science to provide students with rich, grade level text. Explicit vocabulary instruction is also a focus for our students. The academic coaches are providing professional development to support teachers in explicit instruction of vocabulary.

SECTION 5: ACTION   PLAN MAP(S)FOR ACTION STEPS*

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 support for students who have Reading Improvement and Monitoring Plans. Include a description of the professional development activities provided for each goal.

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Section headings marked with an asterisk are required by state law.

Goal # _1__ Action Map

Goal Statement:**Leadership** by December 2023, WCSA will have a written and revised comprehensive literacy plan in place to monitor progress on the literacy goals and establish responsibilities for implementation. *Maximize our capacity to collaborate as coordinated school and instructional leaders

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Write a comprehensive literacy plan K-8	Implementation of Literacy Plan by each classroom	Monitoring of District Literacy Plan
Timeline	December 2023	Present- 2024	Present- 2024
Lead Person(s)	Principal Clark Academic Instructional Coach Curriculum and Instruction Director	Principal Clark Academic Instructional Coach TBT	**BLT**
Resources Needed	Collaboration time	Collaboration time	Time, monthly meeting scheduled
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	The literacy team will meet in order to discuss the literacy plan, collect information and create the reading achievement plan	Using grade level goals, TBT teams will implement strategies and to meet bi-weekly on common goal using the 5 step OIP process.Literacy team will meet at least 4 times per year and send measures of success to the BLT	The BLT will support TBT's and literacy team, attend literacy meetings, respond to support needed, and collect measures of success. The team will also plan Literacy meetings as needed to review the progress and the goals.

Section headings marked with an asterisk are required by state law.

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	completed and submitted reading achievement plan	agendas, meeting dates and reported outcomes	collect data from TBT's, BLT
Description of Funding	General Funding		
Check-in/Review Date	Completed and submitted reading achievement plan December 2023	Quarterly	Quarterly

Section headings marked with an asterisk are required by state law.

Goal Statement 2: **Assessment** by Fall of 2024. Teachers will be trained and effectively use iReady and OST benchmark data to guide and drive literacy instruction

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Create a comprehensive literacy assessment calendar	Write and implement a grade level and school literacy assessment plan	Monitoring completion of plan
Timeline	Completed by December 2023	Present- 2024	Present- 2024
Lead Person(s)	WCSA Literacy Team	Principal Clark BLT Team	BLT
Resources Needed	Collaboration time	Collaboration time	Time, monthly meeting scheduled, literacy assessment data
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	The Literacy Team will meet to collect information regarding current assessments utilizing data from 3 year trend and create assessment calendar	The Literacy Team will meet a minimum 4 times a year to articulate plans and measures of success to the literacy team quarterly. Teachers and administration will administer the iReady assessment three times a year (Sept. Dec,and , April)to all students. We will also administer the OST Benchmark assessment twice a year, October and January). Kindergarten teachers will administer the KRA to all kindergarten students	The BLT will support grade level TBT's and building literacy team and collect measures of success from the assessment data. The team will also plan Literacy data meetings to review progress and attain stated goals.

	Action Step 1	Action Step 2	Action Step 3
		within state required time lines. Teachers and administration will have data folders for every student that includes results from grade level appropriate assessments iReady, OST benchmark KRA, and OST yearly exams.	
Measure of Success	District Assessment Calendar	agendas, data meeting dates, reported outcomes through TBT's on district and state assessments	collect data from TBT's to report to BLT.
Description of Funding	General Funding		
Check-in/Review Date	January 2024	Quarterly	Quarterly

Goal Statement:Instruction By Spring 2024, all teachers will implement grade appropriate literacy strategies based on data and driven by the WCSA curriculum.

:Evidence-Based Strategy or Strategies

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Ensure school curriculum is aligned to the OH Curriculum and frameworks for ELA and literacy	Standardized literacy instruction K-4 with explicit and systematic instruction in phonemic awareness, phonics,fluency, vocabulary and writing.	Tailor core instruction, strategic instruction, and intensive instruction provided by classroom teachers and specialists to meet the needs of ALL students with more opportunities for practice.
Timeline	January 2024- ongoing throughout SY 24-25	January 2024- ongoing throughout SY 24-25	Fall 2024- ongoing throughout SY 24-25
Lead Person(s)	Literacy Team,Curriculum and Instruction Director	Teachers, Principal Clark, Academic Instructional Coach	Classroom teachers, Coaches, SpED teachers, Title teachers, Title coach
Resources Needed	OH Curriculum framework, collaboration time, training	Time for and facilitation of PD, K-4 reading/ writing materials	scope and sequence. professional development, differentiated material, planning time
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	curriculum committee meeting (new resources) curriculum maps, maps disseminated to all stakeholders, implementation, collaboration, and training.	provide at least a 120 minute block for ELA, provide PD to teachers in the five components of reading, Heggerty, Science of Reading, and data driven instruction	Implement a systematic tiered model of instruction, provide PD opportunities on differentiated instruction and interventions
Measure of Success	standards are clearly visible, verbalized, and referenced to enhance	feedback from PD, students data from formative and summative assessments,	student data,formative and, summative assessments, student

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	Action Step 1	Action Step 2	Action Step 3
	student understanding of expectations.	observable evidence from (walkthroughs, pre and post conference, OTES observations), an increase in student writing across all content areas that reflect student knowledge and understanding of content.	engagement, observable evidence in classrooms.
Description of Funding	Generall Funding		
Check-in/Review Date	Quarterly check ins from January 2024- 24-25 SY	Following Professional development days; quarterly 24-25 SY	Quarterly check ins from Sept 2024-2025

Goal Statement:Evidence-Based Strategy or Strategies **Professional Development** By Fall 2025, all teachers will implement grade appropriate literacy strategies based on data and driven by the WCSA curriculum. All K-2 teachers will participate in Heggerty training, K-8 teachers will participate in the Science of Reading training. They will be coached directly by the administration and academic coaches with support by the district curriculum and instruction director as well as data coach.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Solicit PD needs and requests	develop PD calendar of PD offerings	Implement and monitor a consistent cycle of PD based on needs, especially, literacy needs
Timeline	January 2024	May, 2024	2024-2025 SY
Lead Person(s)	Principal Clark	Principal Clark	Principal Clark

Section headings marked with an asterisk are required by state law.

	Action Step 1	Action Step 2	Action Step 3
	Curriculum and instruction Director Academic Instructional Coach BLT	Curriculum and instruction Director Academic Instructional Coach BLT	Curriculum and instruction Director Academic Instructional Coach BLT
Resources Needed	List of PD Needs and times	Calendar PD's Times Resources	Presenters Budget Time
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Principal Clark, Curriculum and Instruction Director, Academic Instructional Coach, BLT will analyze data for trends and identify needs	Share calendar with stakeholders, write course offerings, solicit providers, internal and external providers with stakeholders input, assign PD courses	Collect data, reflect on and assess information to develop a new cycle of PD based on needs of teachers and goals.
Measure of Success	completed list of PD Needs	catalog and calendar	changes in classroom instruction, improved student achievement, improved climate and culture.
Description of Funding	General Funding		
Check-in/Review Date	January 2024	May 2024	Quarterly,2024-2025 SY

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SECTION 6: PROCESS FOR MONITORING PROGRESS AND IMPLEMENTATION OF THE PLAN'S STRATEGIES.*

Describe the process for monitoring the progress and implementation of the plan's strategies.

Progress monitoring is a pivotal part of the instructional cycle. It allows us to not only make discernment about student progress and achievement but also about the effectiveness of the Tier 1 instruction itself.   Several data sources will allow WCSA staff to monitor the success of the Reading Achievement Plan.

Assessments: WCSA will collect data on all Kindergarten-8th grade students following the assessment calendar. Use of formative assessments, running records, reading inventories, and assessments from curriculum resources, as well as the Heggerty tool. We will use RIMP's in K-3 classes and closely monitor the progress on these assessments. The administration team and instructional coaches will complete walkthroughs and provide the staff with in the now and specific feedback in regard to their Tier 1 instructional practices.

Reporting Methods: The literacy team will provide monthly updates at WCSA BLT meetings. The teacher based teams will meet bi-weekly to discuss progress on the 9 Marzano strategies and how Tier 1 instruction is implemented. That information will be disseminated to the BLT, which in turn will report to the DLT.

Committee: The Literacy Team will share its progress at staff meetings, professional development opportunities. It is the intention of the llteracy Team to share its progress digitally through the Wolverine Watch monthly newsletter, and the districts website. TBT's occur bi-weekly, where the 5 components of reading will be discussed, and reports will be submitted to the BLT monthly.

Describe the evidence-based strategies identified in Section 5 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 (RIMPs).

Under Ohio Revised Code 3313.608, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on- track (reading below grade level) within 60 days of receiving the reading diagnostic results.

Under Ohio Revised Code 3313.6028(C) *Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.*

School Expectations for strategies to support ALL students:

- 90 Minutes of core reading instruction daily
- small group instruction
- direct phonics instruction K-3
- RIMPS to meet the needs of students not on target
- iReady data analysis to determine core needs for instruction and tiered intervention in the individual's needs.
- OST analysis to determine core needs for instruction and tiered interventions in the areas of vocabulary acquisition and use, literature, and informational text, foundational skills,and language and writing.
- WSCA School is committed to improving literacy for all learners. In examining various sources of data from kindergarten through 3 grade, our analysis determined that there is a critical need for evidence-based tier one instruction in literacy and that instructional leadership is the key to successful implementation.
- The Leadership Team analyzed data obtained from achievement, benchmarking and diagnostic testing to obtain valuable information about students' reading strengths and gaps in grades K-3. Identification of potential gaps in knowledge were used to drive our Tier 1 instruction reading achievement plan and accompanying action plans. These insights will allow us to apply that information to all tiers of instruction across our school. Prioritizing the most pressing needs of our students, along with data-based and appropriate placement of students within tiers of interventions, will allow us to progress monitor the reading achievement of our students.
- Additionally, students' progress will be evaluated on a weekly basis through the use of classroom assessments at grade level (TBT) meetings. During these meetings, data on student progress, as well as appropriate interventions for RtI and the possible need for more intensive services (i.e., tier 2 and 3 interventions, special education) will be discussed and acted upon. This weekly data will be shared with the Building Leadership Teams (BLT) monthly and the District Leadership Team (DLT) quarterly.

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- Using the guidance provided for evidence-based direct instruction for literacy (Ohio Department of Education of Education) the following strategies will be utilized in order to enact the Local Literacy Plan described above, based on the logic model provided by the Simple VIew of Reading.
- In grades K-3, our 90 minutes literacy block is based on the reading pillars designated as the non-negotiable components of daily literacy instruction: phonological awareness, phonics, word recognition, fluency, vocabulary, and comprehension. Literacy delivery is based on the logic model of the Simple View of Reading (decoding x language comprehension = reading comprehension)
- In grades 4-8 our 90 minute literacy block is based on the reading pillars comprehension and vocabulary Literacy delivery is based on the logic model of the Simple View of Reading (decoding x language comprehension = reading comprehension)
- By implementing all of the research-based strategies and plans listed above, the district will effectively improve achievement outcomes in student literacy. Focusing on curriculum, instruction, and assessment will give us the opportunity to meet the needs of our learners and reach higher levels of proficiency for all of our students in the area of English Language Arts.

The below strategies will be used in classrooms to meet student's specific needs. These strategies include Marzano strategies that will support students growth on reading improvement and monitoring plans.

- *activating prior knowledge*: students are unable to understand what they are reading without thinking about what they already know. Students will develop their schema(previous experiences, knowledge, emotions, and understanding) to understand how it has an effect on their learning , Students will be taught to use their schema to help develop their reading skills.
- *questioning:* Teaching students to ask questions while reading will allow them to understand the text better. We will teach our students to ask questions before, during, and after reading. Our students will be taught to use questions to increase comprehension.
- *making inferences:* Students will be taught to draw conclusions about what they read. Teaching students to make inferences will allow them to understand the deeper meaning of the text being read. We will teach students to take what they already know (schema) and combine it with what's in the text to form inferences about deeper meanings or ideas in the reading.
- *visualizing:* Students will be taught to create mental images of what they read in the text. Research shows that when readers create mental images in their head while reading, the level of engagement increases.
- *Determining Importance:* Students will be taught to determine the important information in the text. They will determine the purpose for reading the information, this will guide them in determining the important information. It will be important for students to filter the important from the non-important. Determining this will allow students to better answer questions and comprehend the information.
- **Summarize and synthesize information:** Students will be taught to sift through all of the information in a text to provide the most important ideas and a general idea of what was read. Students will be taught to take what was read and combine it with previous knowledge. Students will then form their own opinion about the information read.

SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)*

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

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

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

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

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

- Progress monitor using iReady quarterly for all students.
- Progress monitor using iReady monthly for all students who are not on track.
- Review intervention data bi-weekly at TBT meetings across all grade levels. Data will be the discussion weekly.
- Instruction and strategies will be modeled and all K-8 teachers will be provided with appropriate support throughout the year.

SECTION 7 PART C: STAFFING AND 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. Refer to the definition of professional development in the guidance document. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.

**Under Ohio law (House Bill 33 of the 135th General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.

**Ohio's Dyslexia Support Laws require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.

Our professional development plan will promote the teacher's capabilities to implement evidence-based instruction based on the components of the Simple View of Reading as well as The Science of Reading as illustrated below:

Pillar	Audience	PD Topic	Timeline
Foundational Skills	Grades K-3	Heggerty	Fall 2024
Science of Reading	Grades K-8	Ohio's Course on LMS	Spring 2025
Dyslexia Pedagogy	Grades K-8	Ohio's Dyslexia Course on LMS	Spring 2025

The school's professional development model is exemplified through embedded coaching, much like that endorsed by the state of Ohio. Instructional coaching is provided by designated coaches as well as by trained building administrators.
Intensive: We will continue to focus our efforts on the Reading Comprehension prong to the Simple View of Reading at the elementary level and evidence-based strategies within the related research.

Collaborative: Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding. The professional development plan will include all staff in grades K-8, and district level administrators in collaboration with outside consultants working together to increase the instructional skills of staff, which will in turn, increase the reading comprehension skills of students. Established teacher-based teams meet weekly to review student data, set goals and implement interventions to increase student achievement.

Job-Embedded: A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment. Our professional development will include opportunities for staff and administrative learning. Using our current instructional coach educators will have access to modeling, data, discussions, observation and feedback all of which are job-embedded. The job-embedded support will continue via building administrators who will be able to provide support to staff in real time.

Data-Driven: Based upon and responsive to real-time information about the needs of participants and their students. The professional development plan is based upon the needs identified through the DLT and BLT, staff development needs assessment and the analysis of the district data collected on student reading achievement.

Instructionally Focused: Related to the practices taking place in the learning environment during the teaching process. The professional development plan is directly related to the practices taking place in the learning environment. The District Leadership Team is goal oriented toward improving reading skills across the district. The professional development will allow staff to use scientifically research based instructional literacy strategies.
 Also, necessary coaching could also occur by outside consultants contracted by the school. The outcomes of the professional development plan will be measured in multiple ways: observational data collected via instructional rounds using a school template, as well as ultimately by student outcome data (iReady and OST results).

Sustained: Taking place over an extended period; longer than one day or a one-time workshop. Professional development will first be conducted with all staff in grades K-8 from a vetted literacy expert. This may initially come in the form of an outside consultant, SST, ESC personnel, and Sponsor support. The sustainability of the plan will come from our internal teams DLT to BLT to TBT. As well, the district has calendared days for continuing professional development for all staff throughout the year.

APPENDICES

If necessary, please include a glossary of terms, data summary, key messages, description of program elements, etc.

*Section headings marked with an asterisk are required by state law.