



March 22, 2024

Dear Superintendent Saxer:

Thank you for submitting the Crestline Exempted Village Schools 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:**

- The plan identifies adult implementation inconsistencies with the Tier 1 Core Curriculum as a factor contributing to underachievement in reading.
- Reading fluency is progress monitored biweekly.
- A multi-tiered system of supports is being developed to improve data analysis, data-based decision-making, and targeted instructional planning.

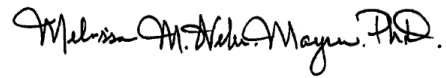
**This plan will benefit from:**

- This plan may benefit from analyzing NWEA MAP data at the individual skill level to address deficiencies and plan instructional interventions.
- This plan may benefit from progress monitoring specific reading skills to target specific areas of need for students. For example, a child won't be able to improve their reading fluency if they are still struggling with letter-sound production and decoding.
- This plan may benefit from identifying the most needed areas of professional learning and ensuring time for learning and practice of implementation.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Crestline Exempted Village Schools 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](mailto: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.

Sincerely,



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

## 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:** [Crestline Exempted Village School District](#)

**DISTRICT IRN:** [045344](#)

**DISTRICT ADDRESS:** [401 Heiser Court. Crestline, Ohio 44827](#)

**PLAN COMPLETION DATE:** [12-31-2023](#)

**LEAD WRITERS:** [Jason Mays, Crestline Elementary School \(K-5\) 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](#).

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

#### 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 include team members from the early childhood providers that feed into the district or school.*

Name	Title/Role	Location	Email
James Saxer	Superintendent	401 Heiser Court	saxer.james@crestlinebulldogs.org
Tylana Miller	Math Coach & BLT	Elementary Building	miller.tylana@crestlinebulldogs.org
Melissa Osborne	Grades 4 & 5 ELA Teacher & BLT	Elementary Building	osborne.melissa@crestlinebulldogs.org
Maggie Heiby	Grades 4 & 5 Interventionist & BLT	Elementary Building	heiby.maggie@crestlinebulldogs.org
Theresa Dutch	Grade 2 Teacher & BLT	Elementary Building	dutch.theresa@crestlinebulldogs.org
Amy Hocker	Grade 1 Teacher & BLT	Elementary Building	hocker.amy@crestlinebulldogs.org
Jason Mays	Elementary School Principal	Elementary Building	mays.jason@crestlinebulldogs.org

## 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.*

I, Jason Mays, the Elementary School Principal developed the plan, with DLT and BLT actionable objectives as the guiding focus. I intend to articulate how we have begun the 2023-2024 school year implementing the Science of Reading and Multi-Tiered Systems of Instructional Support. In other words, this RAP is an expose on the work we're already doing and how we intend to improve our work in subsequent years. This RAP isn't for forthcoming years; this plan is currently underway. Consequently, even though I am completing this RAP, the systems, processes, and reflections have been collaboratively developed by the Crestline Elementary School faculty.

I accepted the Principal position in March 2023 and began considering strategies and resources for next step improvements that wouldn't unnecessarily burden the staff with a new set of initiatives while balancing the necessity to implement a set of new initiatives. In June 2023, I sat down with Erin Adkins SST 7 Regional Early Literacy Specialist and Julie Frankl SST 7 consultant to develop a Literacy plan for the 2023-2024 SY. At the time, my primary concern was that a team of teachers wasn't available to collaboratively develop the plan and that I was willing to proceed with the caveat that the plan would be an outline that would guide our work (in the Elementary Building) and be the primary tool of reflection at the 2023/2024 EOY for developing the Literacy Plan for the 2024/2025 SY. Essentially, for this RAP, I am going to reiterate the content from the Literacy Plan designed in June 2023 and the BLT will review this RAP in May 2024 to reflect on, and utilize for developing the 2024/2025 iteration of the Crestline Elementary RAP.

In a 12/22/23 meeting with the entire staff, I reviewed the June Literacy Plan and unpacked the newly required RAP. I asked the staff for their collaborative permission to proceed on their behalf in the aforementioned manner. They consented. Furthermore, I reminded the BLT that we will need to designate and prioritize a significant portion of the May 2024 BLT Meeting to utilizing this RAP as the premise for the 2024-2025 iteration of our RAP. They consented. Additionally, I shared with the entire staff and the BLT, that the June 2023 Literacy Plan and this 2023 RAP will be an expose of the work that we are already doing and it will be used as a tool to improve our implementation of the Science of Reading so as to improve our student performance outcomes. The staff and the BLT consented. Lastly, I shared with the staff, the BLT, and the Superintendent (who was present for this staff meeting) that I would share this RAP with them upon its completion and that the primary purpose of this RAP is to document the current work we're doing with the Science of Reading and utilize it as a starting point for collaboration and dialogue around the improvement necessary to move our work and student performance outcomes onward and upward.

## 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.*

This RAP is primarily aimed at improving our fidelity implementation of the Science of Reading. This RAP aligns with the DLT goals of 1) data driven instructional decision making, 2) instructional framework (Gradual Release/P.A.W.S) implementation, and 3) shared leadership: DLT->BLT->TBT alignment.

### DLT & BLT Goal 1

Wonders Unit data will be analyzed by the TBTs and cross walked with NWEA to analyze student growth and achievement. NWEA allows TBTs to analyze student performance relative to students' performance and relative to normed expectations for growth and achievement. Wonders Unit data allows TBTs to analyze student performance relative to standardized expectations. NWEA and Wonders data is cross walked to monitor student performance within bands (Basic, Limited, Proficient, Advanced, Accelerated) to ensure that students are moving toward growth and achievement goals within performance bands. NWEA fluency data tells TBTs which students are and are not responding to varied Tiers of instructional differentiation to allow teachers to make intervention adjustments.

### Goal 2

Crestline Elementary School has adopted Wonders (endorsed by Timothy Shanahan) and NWEA. The minimum expectation is increasing levels of curriculum fidelity implementation according to the inherent Gradual Release of Responsibility instructional framework. Crestline Elementary expects to see teachers modeling (I Do), Guided Practice (We Do), Small Groups – independent & teacher facilitated – (You Do), and Closure. Crestline Elementary adopted the P.A.W.S framework to align with the Bulldog mascot. P (Preparation) is modeling & Guided Practice, A (Active Learning) is students engaged with the teacher, W (Work Groups) is small group instruction, and S (Summary) is the lesson closure.

### Goal 3

Alignment of the work, look fors, and accountability metrics among the DLT, BLT, and TBTs.

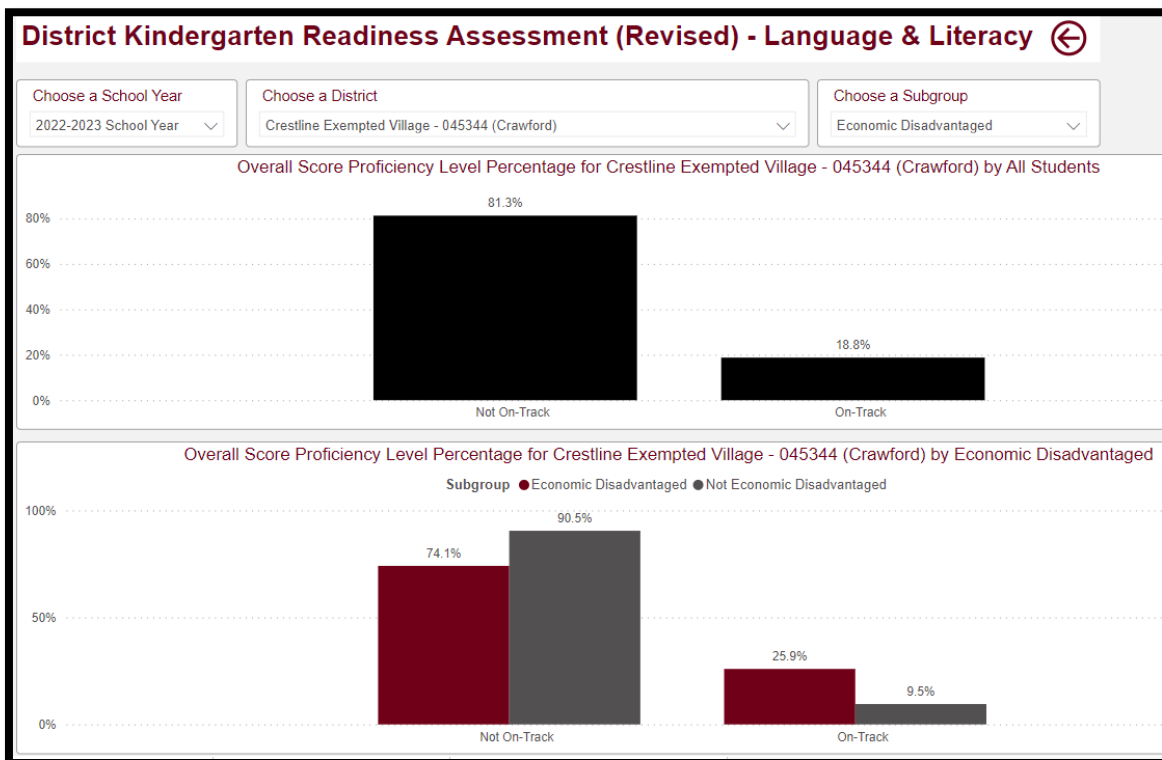
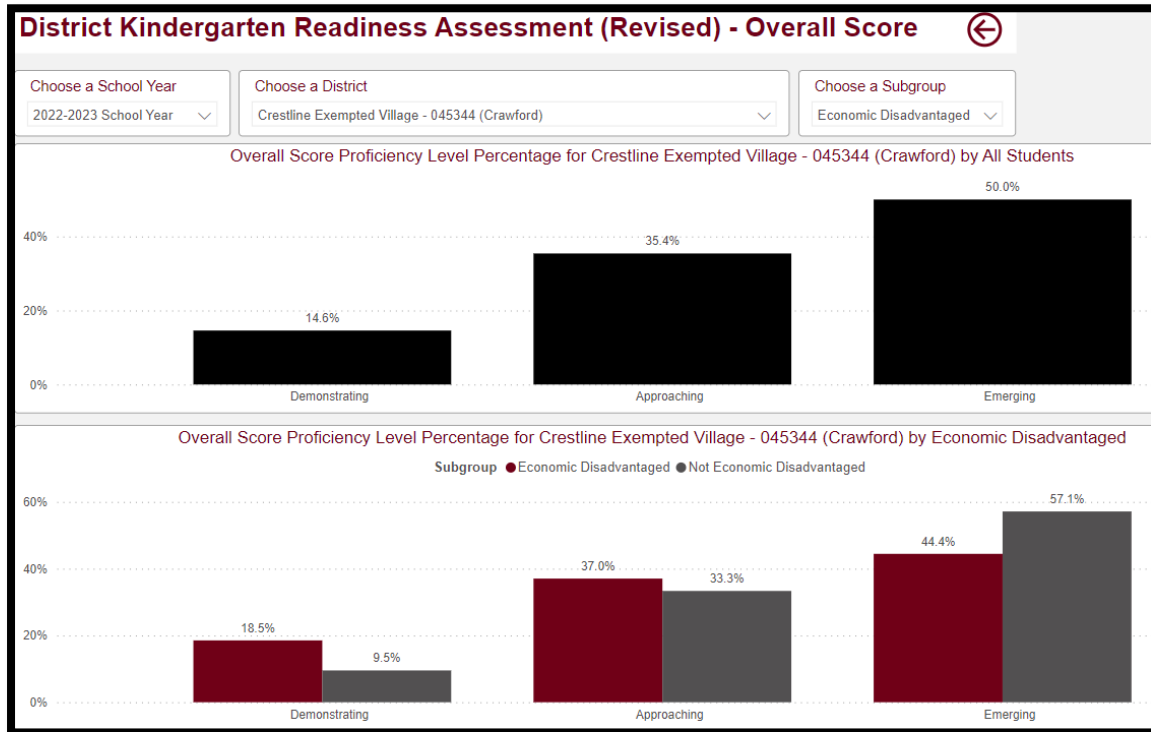
Detailed notes for DLT, BLT, and TBT meeting and work are contained within an OIP Google Drive Folder.

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

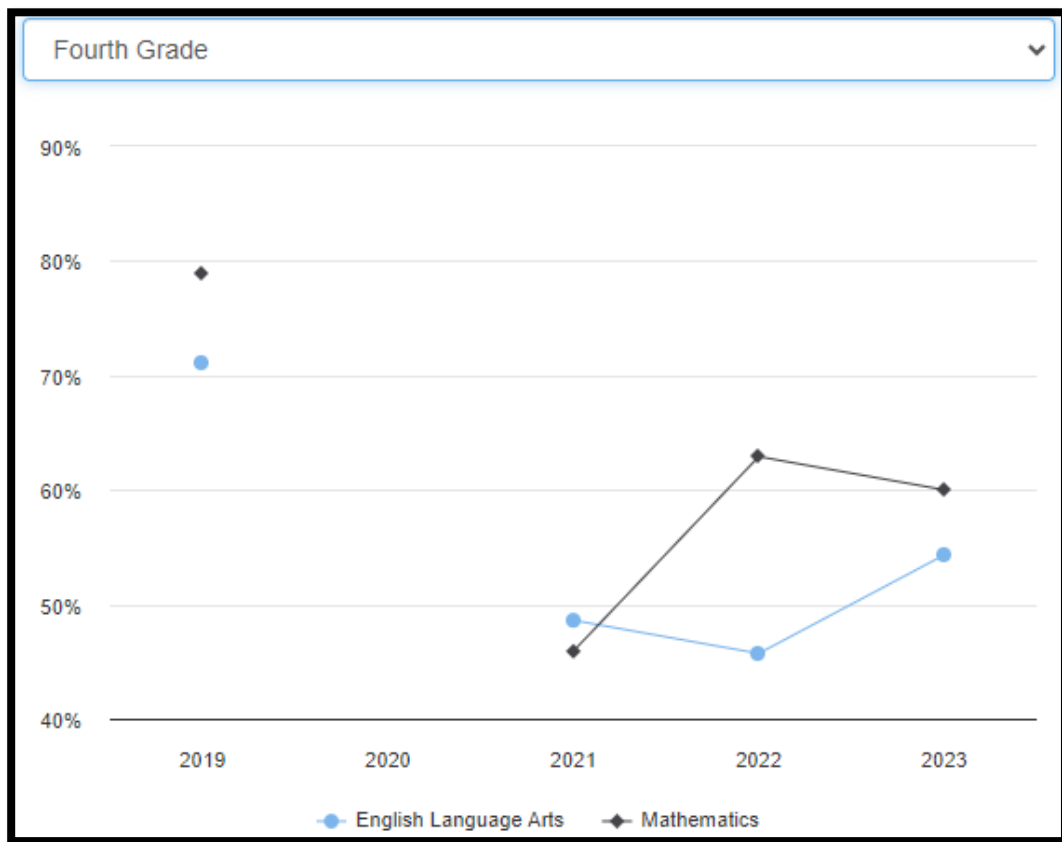
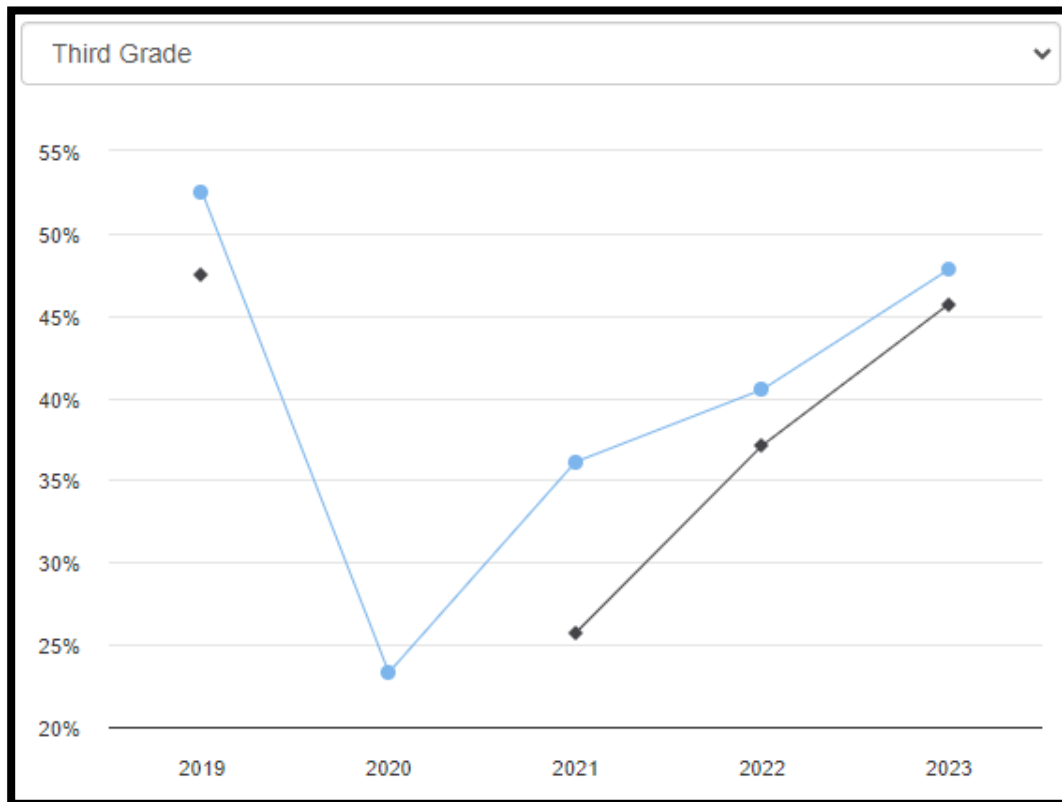
## SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA\*

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

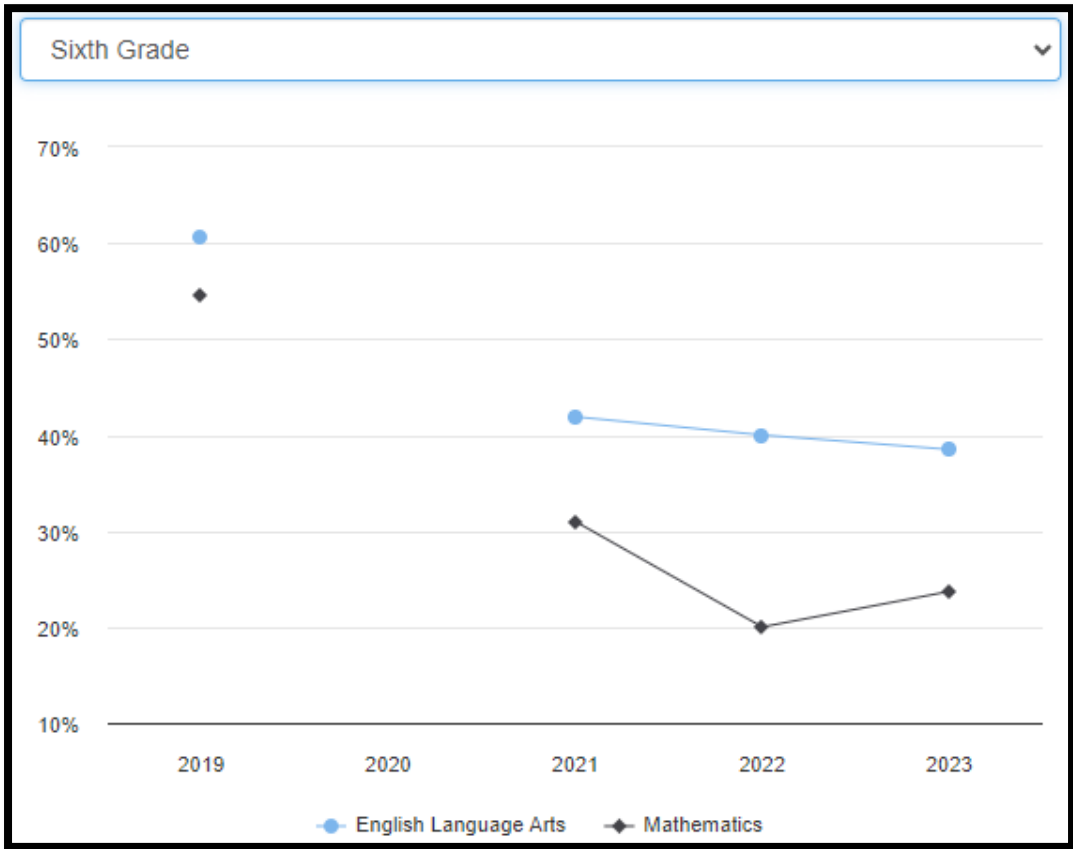
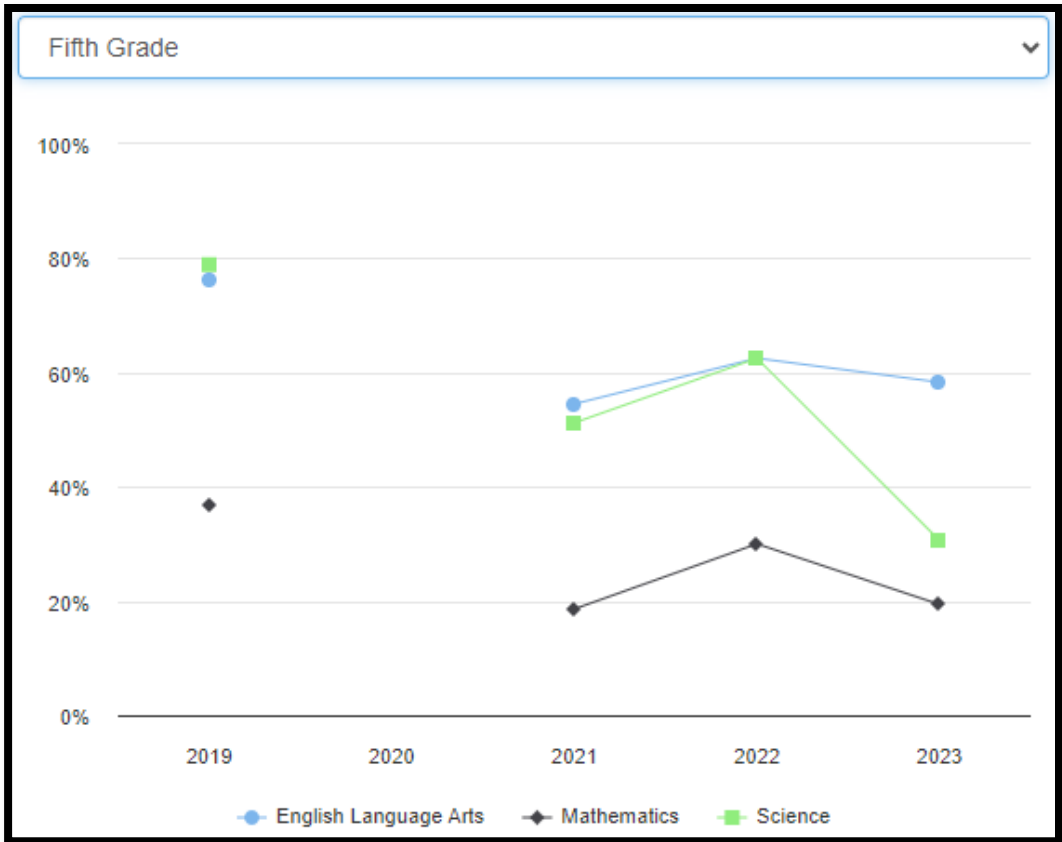
### *The Kindergarten Readiness Assessment*

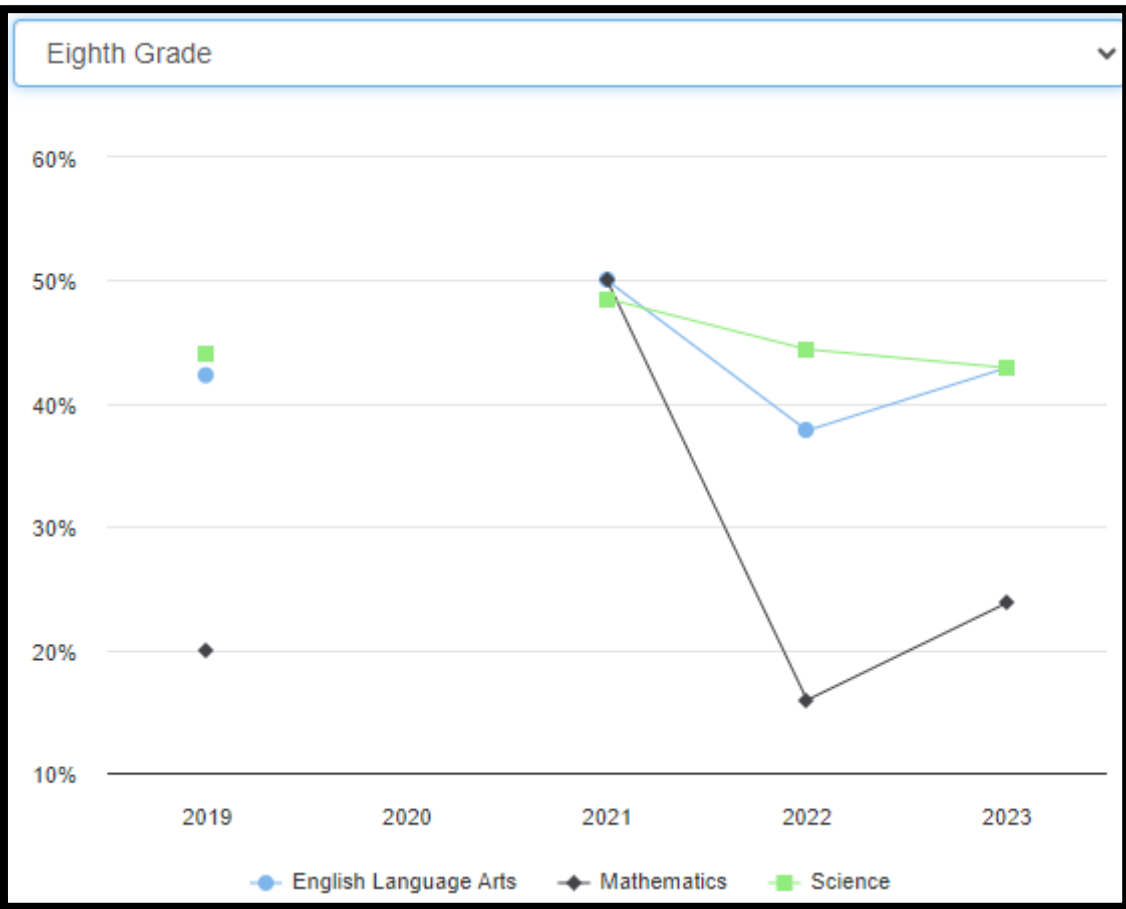
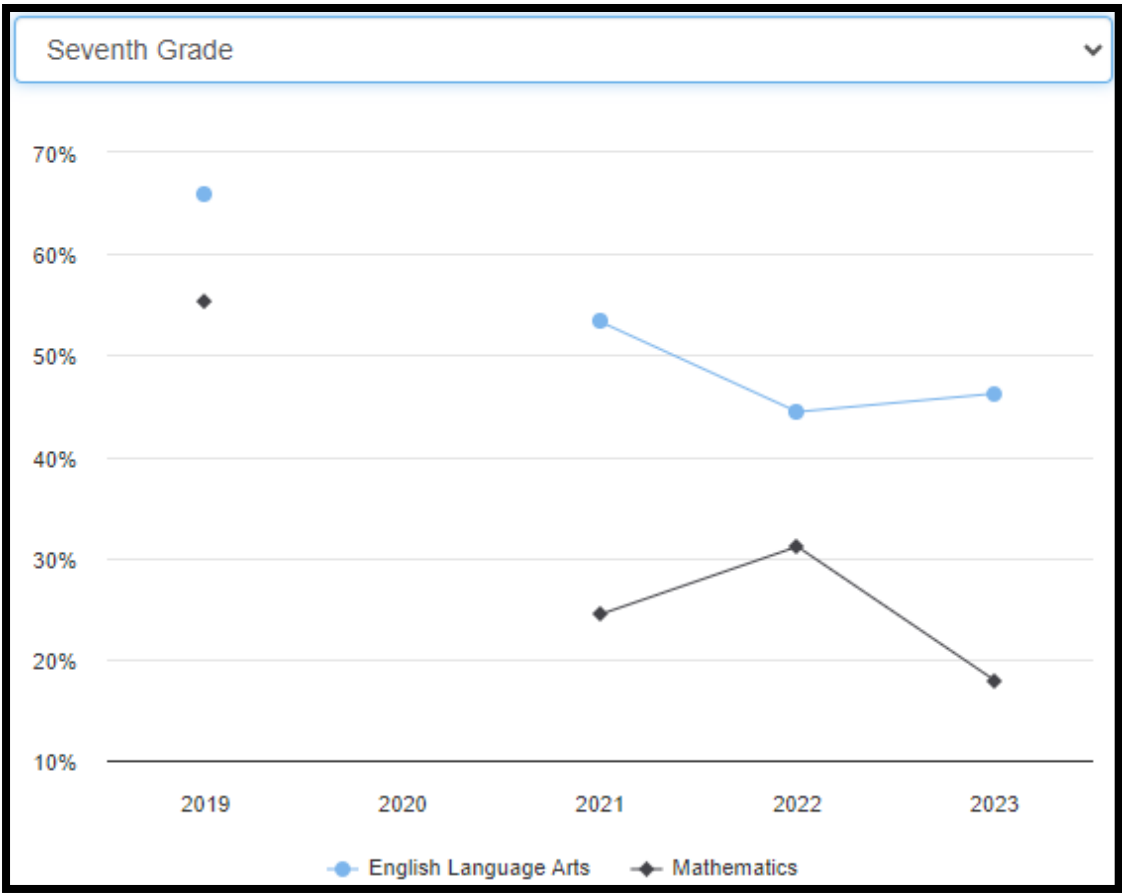


Ohio's State Test for *English language arts assessment for grades 3-8*









## K-3 Reading diagnostics (include subscores by grade level)

Grade ↑	Achievement Fall 2023-2024 Median and Distribution	Sort by <span style="border: 1px solid gray; padding: 2px;">-- select an option --</span>	Number of Students
K	<div style="display: flex; justify-content: space-between; align-items: center;"> <span style="background-color: #28a745; border-radius: 10px; padding: 2px 5px; font-weight: bold;">62nd</span> <div style="width: 80%; height: 15px; background: linear-gradient(to right, #dc3545 4%, #ffc107 4%, #ffc107 32%, #28a745 32%, #28a745 63%, #007bff 63%);"> <span style="position: absolute; left: 4%; top: 50%; transform: translateY(-50%); font-size: 8px;">4%</span> <span style="position: absolute; left: 21%; top: 50%; transform: translateY(-50%); font-size: 8px;">13%</span> <span style="position: absolute; left: 37%; top: 50%; transform: translateY(-50%); font-size: 8px;">32%</span> <span style="position: absolute; left: 63%; top: 50%; transform: translateY(-50%); font-size: 8px;">21%</span> <span style="position: absolute; left: 74%; top: 50%; transform: translateY(-50%); font-size: 8px;">30%</span> </div> </div>		47
Grade 1	<div style="display: flex; justify-content: space-between; align-items: center;"> <span style="background-color: #ffc107; border-radius: 10px; padding: 2px 5px; font-weight: bold;">50th</span> <div style="width: 80%; height: 15px; background: linear-gradient(to right, #dc3545 12%, #ffc107 12%, #ffc107 37%, #28a745 37%, #28a745 51%, #007bff 51%);"> <span style="position: absolute; left: 12%; top: 50%; transform: translateY(-50%); font-size: 8px;">12%</span> <span style="position: absolute; left: 21%; top: 50%; transform: translateY(-50%); font-size: 8px;">21%</span> <span style="position: absolute; left: 37%; top: 50%; transform: translateY(-50%); font-size: 8px;">37%</span> <span style="position: absolute; left: 51%; top: 50%; transform: translateY(-50%); font-size: 8px;">14%</span> <span style="position: absolute; left: 74%; top: 50%; transform: translateY(-50%); font-size: 8px;">16%</span> </div> </div>		49
Grade 2	<div style="display: flex; justify-content: space-between; align-items: center;"> <span style="background-color: #dc3545; border-radius: 10px; padding: 2px 5px; font-weight: bold;">29th</span> <div style="width: 80%; height: 15px; background: linear-gradient(to right, #dc3545 35%, #ffc107 35%, #ffc107 63%, #28a745 63%, #28a745 75%, #007bff 75%);"> <span style="position: absolute; left: 35%; top: 50%; transform: translateY(-50%); font-size: 8px;">35%</span> <span style="position: absolute; left: 63%; top: 50%; transform: translateY(-50%); font-size: 8px;">23%</span> <span style="position: absolute; left: 75%; top: 50%; transform: translateY(-50%); font-size: 8px;">18%</span> <span style="position: absolute; left: 87%; top: 50%; transform: translateY(-50%); font-size: 8px;">12%</span> <span style="position: absolute; left: 95%; top: 50%; transform: translateY(-50%); font-size: 8px;">12%</span> </div> </div>		43
Grade 3	<div style="display: flex; justify-content: space-between; align-items: center;"> <span style="background-color: #ffc107; border-radius: 10px; padding: 2px 5px; font-weight: bold;">49th</span> <div style="width: 80%; height: 15px; background: linear-gradient(to right, #dc3545 26%, #ffc107 26%, #ffc107 45%, #28a745 45%, #28a745 64%, #007bff 64%);"> <span style="position: absolute; left: 26%; top: 50%; transform: translateY(-50%); font-size: 8px;">26%</span> <span style="position: absolute; left: 45%; top: 50%; transform: translateY(-50%); font-size: 8px;">16%</span> <span style="position: absolute; left: 64%; top: 50%; transform: translateY(-50%); font-size: 8px;">19%</span> <span style="position: absolute; left: 75%; top: 50%; transform: translateY(-50%); font-size: 8px;">25%</span> <span style="position: absolute; left: 95%; top: 50%; transform: translateY(-50%); font-size: 8px;">14%</span> </div> </div>		43

Gr	ACHIEVEMENT			INSTRUCTIONAL AREAS RIT SCORES <small>Growth: Reading K-2 OH 2017</small>			
	Percentile	RIT	Lexile	Vocabulary Use and Functions	Language and Writing	Foundational Skills	Literature and Informational
K	46	133	BR400L-BR400L	136	132	142	118
K	71	141	BR400L-BR400L	141	132	150	140
K	37	130	BR400L-BR400L	130	137	131	122
K	94	154	BR295L-BR145L	153	160	153	150
K	21	124	BR400L-BR400L	132	131		133
K	50	134	BR400L-BR400L	132	144	126	135
K	53	135	BR400L-BR400L	136	138	131	134
K	98	161	BR160L-BR10L	165	166	154	161
K	76	143	BR400L-BR360L	147	146	133	147
K	97	157	BR240L-BR90L	162	151	165	149
K	95	155	BR280L-BR130L	154	156	160	151
K	92	152	BR335L-BR185L	156	158	149	146
K	65	139	BR400L-BR400L	139	135	126	152
K	56	136	BR400L-BR400L	137	131	131	145
K	56	136	BR400L-BR400L	125	146	122	151
K	43	132	BR400L-BR400L	128	141	124	134
K	81	145	BR400L-BR320L	150	137	143	151
K	59	137	BR400L-BR400L	137	136	135	140

Gr	ACHIEVEMENT			INSTRUCTIONAL AREAS RIT SCORES <small>Growth: Reading K-2 OH 2017</small>			
	Percentile	RIT	Lexile	Literature and Informational	Language and Writing	Vocabulary Use and Functions	Foundational Skills
K	59	137	BR400L-BR400L	142	137	137	131
K	56	136	BR400L-BR400L	122	139	157	127
K	88	149	BR395L-BR245L	150	148	152	144
K	37	130	BR400L-BR400L	141	119	148	109
K	59	137	BR400L-BR400L	129	146	133	139
K	46	133	BR400L-BR400L	140	137	130	127
K	85	147	BR400L-BR280L	158	140	157	131
K	62	138	BR400L-BR400L	141	139	143	128
K	26	126	BR400L-BR400L	128	128	124	122
K	88	149	BR395L-BR245L	150	141	149	156
K	71	141	BR400L-BR400L	136	151	145	131
K	53	135	BR400L-BR400L	131	141	134	132
K	83	146	BR400L-BR300L	153	140	147	146

Gr	ACHIEVEMENT			INSTRUCTIONAL AREAS RIT SCORES Growth: Reading K-2 OH 2017			
	Percentile	RIT	Lexile	Foundational Skills	Literature and Informational	Language and Writing	Vocabulary Use and Functions
K	62	138	BR400L-BR400L	138	141	135	135
K	53	135	BR400L-BR400L	126	131	139	144
K	81	145	BR400L-BR320L	135	148	149	147
K	15	121	BR400L-BR400L	119	126	120	119
K	59	137	BR400L-BR400L	149	132	143	126
K	98	159	BR200L-BR50L	170	163	160	145
K	91	151	BR355L-BR205L	151	155	145	153
K	26	126	BR400L-BR400L	131	125	133	115
K	31	128	BR400L-BR400L	129	121	137	125
K	62	138	BR400L-BR400L	136	144	136	136
K	65	139	BR400L-BR400L	118	145	148	149
K	46	133	BR400L-BR400L	137	124	139	132
K	88	149	BR395L-BR245L	141	157	156	144
K	65	139	BR400L-BR400L	141	134	140	142
K	71	141	BR400L-BR400L	144	144	139	139
K	10	118	BR400L-BR400L	109	125	128	106

Gr	ACHIEVEMENT			INSTRUCTIONAL AREAS RIT SCORES Growth: Reading K-2 OH 2017			
	Percentile	RIT	Lexile	Literature and Informational	Foundational Skills	Language and Writing	Vocabulary Use and Functions
1	78	163	BR125L-25L	150	159	160	180
1	41	150	BR375L-BR225L	159	141	151	151
1	10	137	BR400L-BR400L	135	132	141	139
1	94	173	70L-220L	172	170	172	177
1	56	155	BR280L-BR130L	161	153	156	149
1	50	153	BR315L-BR165L	147	158	146	160
1	44	151	BR355L-BR205L	156	151	149	146
1	22	143	BR400L-BR360L	146	132	147	151
1	59	156	BR260L-BR110L	165	148	147	164
1	29	146	BR400L-BR300L	141	147	139	155
1	85	166	BR65L-85L	168	169	161	164
1	17	141	BR400L-BR400L	142	141	140	142
1	22	143	BR400L-BR360L	144	135	143	150
1	71	160	BR180L-BR30L	168	162	162	151
1	88	168	BR25L-125L	170	167	165	169
1	38	149	BR395L-BR245L	151	147	148	150
1	26	145	BR400L-BR320L	150	134	143	154
1	76	162	BR145L-5L	163	152	166	169

Gr	ACHIEVEMENT			INSTRUCTIONAL AREAS RIT SCORES Growth: Reading K-2 OH 2017			
	Percentile	RIT	Lexile	Foundational Skills	Language and Writing	Literature and Informational	Vocabulary Use and Functions
1	32	147	BR400L-BR280L	139	134	158	156
1	15	140	BR400L-BR400L	141	141	139	138
1	26	145	BR400L-BR320L	151	143	135	152
1	87	167	BR45L-105L	173	159	161	175
1	53	154	BR295L-BR145L	163	150	151	153
1	12	138	BR400L-BR400L	151	140	132	132
1	44	151	BR355L-BR205L	160	154	138	151
1	38	149	BR395L-BR245L	144	143	153	155
1	53	154	BR295L-BR145L	137	161	151	160
1	35	148	BR400L-BR265L	148	149	140	154
1	62	157	BR240L-BR90L	153	163	151	160
1	59	156	BR260L-BR110L	144	154	163	161
1	41	150	BR375L-BR225L	147	153	148	153
1	85	166	BR65L-85L	182	168	156	155
1	56	155	BR280L-BR130L	143	153	149	171
1	50	153	BR315L-BR165L	140	151	151	166
1	44	151	BR355L-BR205L	148	149	146	161
1	44	151	BR355L-BR205L	150	157	153	144

Gr	ACHIEVEMENT			INSTRUCTIONAL AREAS RIT SCORES Growth: Reading K-2 OH 2017			
	Percentile	RIT	Lexile	Literature and Informational	Language and Writing	Foundational Skills	Vocabulary Use and Functions
1	38	149	BR395L-BR245L	156	153	143	146
1	85	166	BR65L-85L	175	151	166	173
1	47	152	BR335L-BR185L	149	154	151	155
1	17	141	BR400L-BR400L	145	145	146	130
1	78	163	BR125L-25L	153	168	175	155
1	79	163	BR125L-25L	162	160	154	176
1	65	158	BR220L-BR70L	160	149	157	164
1	56	155	BR280L-BR130L	158	151	149	161
1	53	154	BR295L-BR145L	162	154	151	151
1	81	164	BR105L-45L	177	158	159	162
1	17	141	BR400L-BR400L	143	139	141	143
1	88	168	BR25L-125L	165	166	167	175
1	50	153	BR315L-BR165L	154	150	151	157

Gr	ACHIEVEMENT			INSTRUCTIONAL AREAS RIT SCORES Growth: Reading 2-5 OH 2017				
	Percentile	RIT	Lexile	Informational Text: Key Ideas and Details	Informational Text: Language, Craft, and Structure	Vocabulary: Acquisition and Use	Literary Text: Language, Craft, and Structure	Literary Text: Key Ideas and Details
2	84	185	300L-450L	184	197	199	164	179
2	51	170	10L-160L	163	160	172	178	176
2	25	159	BR200L-BR50L	163	153	163	166	149
2	59	173	70L-220L	168	181	171	160	185
2	16	154	BR295L-BR145L	144	158	151	143	168
2	10	150	BR375L-BR225L	156	131	153	152	162
2	19	156	BR260L-BR110L	144	145	173	152	166
2	6	146	BR400L-BR300L	142	143	136	147	167
2	25	159	BR200L-BR50L	156	151	153	169	166
2	17	155	BR280L-BR130L	168	151	153	162	145
2	4	142	BR400L-BR380L	156	134	138	130	154
2	13	152	BR335L-BR185L	159	152	149	152	152
2	61	174	90L-240L	156	170	182	173	193
2	43	167	BR45L-105L	184	166	173	146	166
2	23	158	BR220L-BR70L	159	149	153	166	164
2	10	150	BR375L-BR225L	153	142	153	150	150
2	69	177	145L-295L	184	171	169	177	186
2	94	194	475L-625L	199	190	198	200	187
2	43	167	BR45L-105L	173	165	163	165	170
2	29	161	BR160L-BR10L	144	160	154	164	182
2	17	155	BR280L-BR130L	154	175	144	160	154

Gr	ACHIEVEMENT			INSTRUCTIONAL AREAS RIT SCORES Growth: Reading 2-5 OH 2017				
	Percentile	RIT	Lexile	Literary Text: Language, Craft, and Structure	Informational Text: Key Ideas and Details	Informational Text: Language, Craft, and Structure	Literary Text: Key Ideas and Details	Vocabulary: Acquisition and Use
2	24	159	BR200L-BR50L	160	159	168	153	158
2	13	152	BR335L-BR185L	170	154	130	157	149
2	10	150	BR375L-BR225L	161	142	149	153	149
2	31	162	BR145L-5L	161	157	167	153	171
2	87	187	340L-490L	177	180	181	196	202
2	43	167	BR45L-105L	176	160	167	167	167
2	10	150	BR375L-BR225L	159	152	150	160	157
2	56	172	50L-200L	167	177	172	164	179
2	29	161	BR160L-BR10L	167	161	158	165	156
2	98	201	610L-760L	201	203	200	201	201
2	33	163	BR125L-25L	158	164	158	176	158
2	10	150	BR375L-BR225L	152	162	140	150	150
2	71	178	165L-315L	190	177	173	164	182
2	64	175	110L-260L	175	178	171	173	179
2	48	169	BR10L-140L	166	163	171	167	179
2	23	158	BR220L-BR70L	152	162	170	149	161
2	38	165	BR85L-65L	153	167	172	170	167
2	43	167	BR45L-105L	171	172	168	164	161
2	81	183	260L-410L	177	180	188	191	178
2	10	150	BR375L-BR225L	151	161	145	142	150
2	3	141	BR400L-BR400L	146	128	116	161	144
2	61	174	90L-240L	165	167	173	185	180

Gr	ACHIEVEMENT			INSTRUCTIONAL AREAS RIT SCORES Growth: Reading 3-5 OH 2017				
	Percentile	RIT	Lexile	Informational Text: Key Ideas and Details	Literary Text: Key Ideas and Details	Informational Text: Language, Craft, and Structure	Vocabulary: Acquisition and Use	Literary Text: Language, Craft, and Structure
3	25	173	70L-220L	167	177	178	185	161
3	56	187	340L-490L	187	196	183	174	194
3	5	156	BR260L-BR110L	155	171	150	155	151
3	14	166	BR65L-85L	162	162	165	166	176
3	70	193	455L-605L	206	183	194	197	187
3	89	205	685L-835L	210	189	216	210	194
3	38	179	185L-335L	168	194	169	177	188
3	31	176	125L-275L	172	184	170	177	178
3	47	183	260L-410L	195	177	184	174	188
3	4	154	BR295L-BR145L	155	151	151	152	160
3	4	154	BR295L-BR145L	167	141	160	190	153
3	10	163	BR125L-25L	162	154	168	164	168
3	68	192	435L-585L	195	184	193	183	202
3	10	163	BR125L-25L	152	171	158	166	170
3	4	155	BR280L-BR130L	128	170	164	150	152
3	70	193	455L-605L	187	202	186	194	200
3	12	164	BR105L-45L	168	156	159	184	159
3	56	187	340L-490L	185	197	190	179	186
3	49	184	280L-430L	187	194	167	185	187
3	8	161	BR160L-BR10L	171	162	177	164	128
3	25	173	70L-220L	171	182	161	177	174

Gr	ACHIEVEMENT			INSTRUCTIONAL AREAS RIT SCORES Growth: Reading 3-5 OH 2017				
	Percentile	RIT	Lexile	Informational Text: Language, Craft, and Structure	Informational Text: Key Ideas and Details	Literary Text: Language, Craft, and Structure	Vocabulary: Acquisition and Use	Literary Text: Key Ideas and Details
3	84	201	610L-760L	206	211	196	196	197
3	59	188	360L-510L	199	191	185	188	177
3	76	196	515L-665L	195	175	193	218	201
3	42	181	225L-375L	172	180	193	174	184
3	72	194	475L-625L	199	186	193	194	200
3	87	203	650L-800L	208	195	199	204	208
3	38	179	185L-335L	187	177	185	170	175
3	63	190	395L-545L	193	198	184	183	188
3	81	199	570L-720L	203	196	198	200	195
3	89	205	685L-835L	201	222	203	199	201
3	85	202	630L-780L	198	201	206	199	207
3	18	169	BR10L-140L	180	162	157	170	178
3	79	198	550L-700L	198	209	196	190	201
3	63	190	395L-545L	192	188	193	185	192
3	59	188	360L-510L	195	183	186	186	189
3	61	189	380L-530L	182	177	195	197	196
3	79	198	550L-700L	191	209	212	187	194
3	29	175	110L-260L	157	180	174	186	176
3	77	197	530L-680L	215	176	196	201	202
3	42	181	225L-375L	183	177	185	177	184
3	22	171	30L-180L	164	159	178	174	183
3	3	152	BR335L-BR185L	146	161	163	143	151

- The Ohio English Language Proficiency Assessment (OELPA)
  - Not Applicable
- The Alternate Assessment for Students with Significant Cognitive Disabilities
  - Not Applicable
- *And benchmark assessments, as applicable*
  - NWEA Already Included.

## 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.*

### Internal Factor #1: No Tier 1 Science of Reading Core Curriculum.

There's one primary internal factor that is known to contribute to reading underachievement in Crestline Elementary School. That internal factor has been an inadequate and insufficient – at times nonexistent – implementation of a relevant core curriculum. For the past few years (prior to my arrival) up until August 2023 (when Wonders was adopted) some teachers at Crestline Elementary School used Tier 2 and Tier 3 interventions as a core and intervention curricula while other teachers used Journey's (2012) along with Tier 2 and Tier 3 interventions. Essentially, teachers were using whatever curricula that was available in the storage room to fashion some sort of meaningful literacy experience for students.

When I arrived in March 2023, a casual process was underway to explore, unpack, and select a new core ELA curriculum. In April 2023, Wonders samples arrived and after some Pros/Cons dialogue, the staff chose Wonders. During Summer 2023, I made certain that Wonders and all of its resources, including Tier 2 Wonderworks, and Tier 3 Corrective Reading and Reading Mastery were delivered prior to the staff arrival in August 2023. I also arranged for McGraw Hill PD in August, September, and October 2023 to ensure a strong start to successful core Science of Reading instruction.

Since a Science of Reading core curriculum applies to 2/3 of the general population (+1 -> -1 standard deviations in a normally distributed population), our sole focus has been to be good to great in terms of implementing the core curriculum with increasing levels of fidelity. Moreover, in order to remedy a few other internal factors that contribute to reading underachievement in Crestline Elementary School, we must become proficient (or better) at implementing core instruction with increasing levels of fidelity. Crestline Elementary School already has experience with rigorous Tier 2 and Tier 3 instruction without a true Tier 1 core instruction that did not remedy reading underachievement. Thus, Crestline Elementary School recognizes that Tier 1 core Science of Reading instruction must be the foundation of a multi-tiered system of supporting reading interventions designed according to data.

Crestline Elementary School is in the early stages (Developing) of Science of Reading implementation.

Internal factor #2: No Aligned Tier 1, Tier 2, and Tier 3 Data Driven MTSS.

Due to the sustained absence of a core Tier 1 Science of Reading curriculum, teachers were making decisions about students Tier 2 interventions that weren't informed by data that indicated the students not responding to Tier 1 instruction. Likewise, teachers were making decisions about students Tier 3 interventions that weren't informed by data that indicated the students not responding to Tier 2 instruction. While the decisions were well intentioned and not entirely incorrect, there was neither the data to substantiate those decisions, nor was there a systemic process to neutralize judgement errors. Finally, there wasn't a Tier 2 and Tier 3 curricula aligned to the Tier 1 core curriculum. Teachers were using whatever was in the storage closets.

Crestline Elementary School is in the early stages (Developing) of data driven Tiered interventions.

Internal Factor #3: Data.

The data being collected prior to August 2023 did not provide the information necessary for effective analyses and subsequent instructional decision making. NWEA was selected in June 2023 for implementation beginning with August 2023 for the foreseeable future. NWEA Map was selected to provide reliable and valid data for reading achievement, reading growth, and OST predictability. NWEA MAP allows us to analyze student data relative to 1) individual student growth & achievement analyses, 2) individual, small student groups, and entire student population analyses relative themselves and to national peer norms. NWEA MAP allows macro analyses (RIT Score) and micro analyses (Domain & Skill).

NWEA Fluency was also selected in June 2023 for implementation beginning with August 2023 for the foreseeable future. NWEA Fluency was selected because 1) the content & skills being assessed aligns with RIMP specifications, 2) assessment frequency provides enhanced growth analyses alongside NWEA MAP, and 3) calibrates & corroborates MTSS decision making.

Crestline Elementary School is in the early stages (Developing) of NWEA utilization.

Internal Factor #4: Systems & Processes

Crestline Elementary School didn't report Fall 2022 K-3 Early Learning data.

Crestline Elementary School wasn't aware of 1) different assessment cycles, 2) criteria inherent within each assessment & metric, and 3) systemic processes necessary for real



time monitoring and decision making relative to current status & progress toward goals & objectives.

Crestline Elementary School did not know that the K-3 Early Learning Metric was a Fall to Fall assessment cycle and the chosen assessment (prior to August 2023) didn't yield useful data to inform effective decision making.

Crestline Elementary School didn't understand 1) the Value Add Metric, 2) the calculation used to determine '1 years' worth of growth', and 3) how to determine real time value add relative to Spring goals and objectives.

Crestline Elementary School didn't have a Student Support Team structure & process, a meaningful RIMP structure & process, and an aligned BLT <-> TBT structure & process to support data driven decision making relative to Tier 1, Tier 2, and Tier 3 Science of Reading implementation.

Crestline Elementary School is in the early stages (Developing) of system and process implementation and alignment.

### 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.*

~ Since there isn't an asterisk, identifying that this area is required, no content is included. Nevertheless, TBTs perform a quasi-root cause analysis when they analyze student strengths & weaknesses data relative to curriculum, instruction, and skill readiness & ability level.

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

*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.*

### Student performance Goals are:

- 1) Grade 3 Spring 2024 Achievement: 55%.
- 2) Grade K Fall 2023 to Grade 1 Fall 2024 Off Track to On Tack: 55%.
- 3) Grade 1 Fall 2023 to Grade 2 Fall 2024 Off Track to On Tack: 55%.
- 4) Grade 2 Fall 2023 to Grade 3 Fall 2024 Off Track to On Tack: 55%.
- 5) Fall 2024 3 Stars on the K-3 Early Literacy Metric.

### Adult Implementation Goals are:

- 1) Increasing fidelity implementation of the Tier 1 core curriculum.
- 2) Intentional RIMP (Tier 2 & Tier 3) process implementation that includes aligned intervention and data analyses
- 3) TBT performance band analyses cross walk of Wonders Unit data with NWEA.
- 4) TBT analyses of Wonders implementation efficacy.
- 5) BLT analyses of TBTs along with supporting feedback, PD, and resources.

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

### Goals # 1 – 5 Action Map

Goal Statement: Develop a highly effective data driven multi-tiered system of intervention supports.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	P.A.W.S Implementation (Gradual Release) Tier 1 Core Curriculum	Student Support Team	Data Driven MTSS Intervention
Timeline	SY 2023 - 2024	SY 2023 - 2024	SY 2023 - 2024
Lead Person(s)	BLT	BLT Principal Mays	TBTs BLT Literacy Coach Principal Mays
Resources Needed	Calendar BLT Template Clear Definitions Concise Expectations	PD Day Google Drive Folder Referral Form SST Processes	PD Days Literacy Coach Repeated Practice Decision Rules.
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<b>Monitor</b> Pop ins started, continue pop ins 1-2 times a week will begin November 13th after the PD day  <b>Feedback/Analysis</b> Need more data to make informed decisions.	<b>SST Conversation</b> Teacher steps for SST referral 1. If there is a teacher concern refer to teacher decision tree located in the shared drive > SST-Student support team>	Every 5 to 6 weeks, as TBTs analyze student performance data relative to Tier 1 Unit instruction, and make data based decisions about which students aren't responding to

	Action Step 1	Action Step 2	Action Step 3
	<p><b>Support</b> Displays provided, explicit expectations and goals, flip book with examples. A 1-hour session on November 7th to unpack Paws presented by the BLT members- Hand out tools and goals for the building.</p> <p><b>BLT goal</b> - By November 7th, 2023, we will provide 100% of teachers with a PAWS display and a flip book of ideas for each step.</p>	<p>Part 2 Multi tiered intervention process</p> <ol style="list-style-type: none"> <li>2. Make a copy of the document- Response to intervention documentation form- name it: teacher last name. First initial last name</li> <li>3. Fill out Part 1 ONLY- Stop at the stop sign</li> <li>4. Upload to Referral folder</li> <li>5. Email Jason Mays to inform of a referral</li> <li>6. Jason Mays will review and suggest next steps Tylana Miller will intro to all TBTs on 9/21/23.</li> </ol>	<p>Tier 1 instruction and require Tier 2 intervention.</p> <p>Similarly, the data and decisions will be mad for students currently receiving and not responding to Tier 2 interventions that will require a Tier 3 interventions.</p>
Measure of Success	<p><b>Building goal</b> - By January 1, 2024, 100% of K - 5 classroom teachers will display the PAWS framework, with an explanation of what activity is being used for each step.</p>	<p>By May 2024, teachers will report feeling and being knowledgeable about the SST process and expectations.</p>	<p>By May 2024, teachers will report feeling and being knowledgeable about the MTSS process &amp; expectations</p>
Description of Funding	N/A	N/A	N/A

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	<b>Next Steps</b> - Prepare the flip book, make or buy PAWS letters for each classroom, create a pop in schedule.	May 2024 Survey	May 2024 Survey

## 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.*

- 1) NWEA Map Data will be collected in September 2023, January 2024, and May 2024.
- 2) NWEA Fluency data will be collected once every two weeks, beginning in October 2023.
- 3) RIMPs will be created October 2023.
- 4) Wonders Unit Data will be collected every 5 or 6 weeks.
- 5) The BL T will review TBT once per quarter, 4 times per year.
- 6) The BLT will provide non-evaluative check ins to quantify and support P.A.W.S (Gradual Release) implementation.

## SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS\*

### SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS\*

*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.*

August 2023 will see the implementation of a new Tier 1, core – Science of Reading – curriculum. TBTs will be monitoring Wonders Unit implementation with their 5 step process in August with the initial unit expected to be complete near the end of October 2023. Fall 2023 NWEA MAP assessment will conclude at the end of September 2023 with student off track/on track – RIMP – determinations made in early October 2023. NWEA fluency assessment administration will quickly follow (first week in October 2023) to ascertain the specific foundational literacy skill a student will be intervened with and assessed on. The intervention will consist of a small group (teacher led) instruction within the literacy framework (P.A.W.S/GRoR) and a push in/pull out intervention with Title teacher and the Wonder Works curriculum. Tier 1 Science of Reading, the instructional framework, Tier 2 Wonder Works intervention, Bi-weekly NWEA Fluency assessments, and TBT unit implementation monitoring will continue through the completion of the first semester. By this time, teachers will have completed two TBT 5 step analyses with 2 full curriculum units.

January 2024 will begin with Unit 3 curriculum implementation and a cross walk data analyses in TBTs of Unit 2 data with NWEA fluency data to determine the students that have/haven't effectively responded to 8 weeks of Tier 1 core Science of Reading instruction and Tier 2 Wonder Works intervention. Data driven decision will be made for exiting Tier 1 small group core instruction, Tier 2 Wonder Works intervention, and Tier 3 Reading Mastery intervention. NWEA Winter MAP assessments will be administered to substantiate Tiered instructional decisions.

By mid-February 2024, teachers will have analyzed data from Tier 1 Science of Reading Unit 3 implementation to monitor students' performance and analyze Tiers 2 & 3 intervention efficacy and provide data for adjusting Tier 2 & Tier 3 intervention

enrollment. This process – including Unit 4 – will repeat through then end of March 2024, when our Spring Break begins.

Upon returning from Spring Break, OST administration will commence along with Unit 5 implementation in early April 2024. During OST administration, some instruction implementation flexibility will be necessary, but the Science of Reading Tier 1, along with Tier 2 and Tier 3 Supports framework will continue. The tentative plan is complete OST administration in April.

In the beginning of May 2024, teachers and administration will work together to experiment with a Walk to Read (Science of Reading) instructional period and a What I Need (Math) instructional period. The details will be collaboratively developed during the March 6, 2024 and April 3, 2024 staff meetings. Essentially, these periods will be designed to provide instructional intervention to the entire student population at a common designated time. The goal of this strategy is for the staff to gain experience with this type of intervention strategy so they can become an informed practitioner and make a collaborative determination during August 2024 in-service as to how best add this type of intervention to the Multi-Tiered System of instructional Supports that Crestline Elementary School has accepted as it's priority.

## 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.*

Since 2023-2024 is the first year of Science of Reading and Multi-Tiered Systems of instructional support implementation, we are documenting who is implementing a strategy, what strategies are implemented, where the strategies are being implemented, when the strategies are being implemented, and how those decisions are made so that we can refine, define, and improve our implementation of the Science of Reading and Multi-Tiered Systems of instructional support.

We will be able to extrapolate a decision tree, decision timelines, and decision dates so that students will benefit from a refined Science of reading and Multi-Tiered Systems of instructional Support.

During 2024-2025 in-service, using this RAP as a framework for making Science of Reading and Multi-Tiered Systems of instructional Support improvements, Crestline Elementary School will create a calendar of data driven decision events data driven decision timelines.

This calendar will provide a streamlined accountability, a framework for improved efficacy & efficiency, while also providing a foundational support timeline for improving our Science of Reading and Multi-Tiered Systems of Support implementation.

## 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 135<sup>th</sup> 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.*

### 2024 Semester All Day Professional Development Dates & Content

January 12, 2024: Lindamood Bell PD Part 1.

March 22, 2024: Lindamood Bell PD Part 2.

The Lindamood Bell PDs are intended to remedy the over identification speech in our special education programming. The Lindamood Bell PDs will be facilitated by Lindamood Bell staff and supported throughout the remainder of this year and for 2024-2025 by a collaborative endeavor between a Lead Crestline Elementary School Teacher and Lindamood staff. At this time, this is a fluid process with additional implementation details forthcoming.

April 8, 2024: Dyslexia PD Part 1.

This day will have Grade 2 & 3 teachers engaging online modules, with some support being provided by Erin Adkins (SST7). Further training for Grades 2 & 3 teachers, including grades 4 & 5 teachers will be delineated for August 2024 in-service. This will include further facilitation and support from Erin Adkins (SST 7).

Our NWEA MAP & Fluency implementation aligns with and supports dyslexia legislation expectations.

### 2024 Monthly 1 Hour Professional Development Dates



- January 10, 2024: Second semester staff duty assignments.  
Insight document content reflection.  
Social Emotional Learning, Trauma Informed Practices,  
Culturally Responsive Practices overview.  
Crestline Elementary School Norms.  
Literacy Coach Check In.
- February 7, 2024: Tier 2 and Tier 3 Review -> 30 days until OST.
- March 6, 2024: Dyslexia PD Facilitation with Erin Adkins.  
Literacy Coach Check In.
- April 3, 2024: Dyslexia PD Facilitation with Erin Adkins.  
Literacy Coach Check In.
- May 1, 2024: Dyslexia PD Facilitation with Erin Adkins.  
Literacy Coach Check In.

2024-2025 Master School Calendar is under construction with the hope of having a 5-day in-service prior to students' day 1. The extended in-service will help facilitate dyslexia module completion, master schedule adjustments, MTSS configuration, and Elementary School calendar timelines (as mentioned earlier).

2024 Weekly 45-minute Professional Development

Every Thursday, TBTs meet to engage the 5 Step Process of unpacking standards (Step 0), collecting and disaggregating student data (Step 1), analyzing students strengths & weaknesses relative to readiness and ability levels (Step 2), unpacking the instructional strategies within the unit (Step 3), analyzing adult unit implementation (Step 4), collecting and disaggregating student unit data (Step 5), and informing the BLT what went well, what needs to be better, and PD/supports needed to improve outcomes.

I engage TBTs in their discussion to 'keep the main thing the main thing'. In other words, I collaborate with TBTs during this time to help keep the focus on increasing fidelity implementation of the Science of Reading and data analysis that drives Tiered interventions.

For January 11 & 18, 2024 however, the specific focus will be analyzing the current Tier 1 and Tier 2 data to identify the students that aren't responding to those interventions and establish Tier 3 protocol. Additionally, we will identify students that are responding to Tier 1 and Tier 2 interventions and adjust their placement.

## APPENDICES

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