February 24, 2025

Dear Superintendent Elmore:

Thank you for submitting the Fairport Harbor Exempted Village Reading Achievement Plan. The Ohio Department of Education and Workforce appreciates your time and commitment in developing this comprehensive literacy plan. In spring 2023, Ohio Governor Mike DeWine launched ReadOhio which supports the implementation of high-quality instructional materials, professional development aligned with the science of reading, and coaching.

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 in your State Support Team are available to support the implementation of your plan.

Strengths of the Reading Achievement Plan:

- Root cause identifies factors that are actionable and aligned to the state literacy priorities
    - *Teaching practices that are balanced literacy
    - *Lack of instructional materials aligned to the state list
    - *Increase in the number of students needing behavioral and mental health supports
- Need for work on MTSS and the use of the Reading Tiered Fidelity Inventory
- Selected a comprehensive ELA core curriculum and identified a scope and sequence for roll out and embedded implementation checks
- The inclusion of additional tutoring for EL/MLL students – 4x a week for 20 minutes
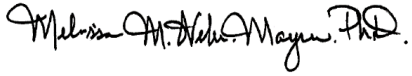
This plan will benefit from:

- Section 6: Progress monitoring could benefit from the addition of decision rules. See the Department's case study on Riverside Elementary and their decision rule example
- Section 7A: See the intervention schedule and log under the Tools for Improving Literacy section here
- Section 7C: Outline who is providing the professional development for the new curriculum. Who are you using for the MTSS training for the district level team? How does this transfer to building implementation?

The Reading Achievement Plan and this memo will be posted on the Department's [website](). If Fairport Harbor Exempted Village 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.

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.

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On behalf of the Department 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 Achievement and Academic Success

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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 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 OR COMMUNITY SCHOOL NAME: Fairport Harbor Exempted Village

DISTRICT IRN: 045369

DISTRICT ADDRESS: 329 Vine St. Fairport Harbor, OH 44077

PLAN COMPLETION DATE: December 20, 2024

LEAD WRITERS: William Billington, Heidi Elmore, Britany Wolosonovich, Dana Dibling, Candace Vahcic, Annmarie Edixon, Tara Reed, Ashley Girt

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

Ohio Department of Education & Workforce

Ohio's Language and Literacy Vision

With the leadership of Governor Mike DeWine, Ohio is implementing 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.](#)*

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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
William Billington	Superintendent	District	wbillington@fhevs.org
Heidi Elmore	Principal- Prek-5th Grade	McKinley Elementary	helmore@fhevs.org
Britany Wolosonovich	Literacy Coach	District	bwolosonovich@fhevs.org
Dana Dibling	Intervention Specialist	McKinley Elementary	ddibling@fhevs.org
Annmarie Edixon	Teacher	McKinley Elementary	aedixon@fhevs.org

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Name	Title/Role	Location	Email
Candace Vahcic	Teacher	McKinley Elementary	cvahcic@fhevs.org
Ashley Girt	SST Consultant	SST4	agirt@sst4.org
Tara Reed	SST Consultant	SST4	treed@sst4.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.

As part of the District Literacy Team's work supporting district-wide literacy improvement efforts, the team completed the Reading Tiered Fidelity Inventory (R-TFI) and created action steps to support planning for the Reading Achievement Plan. From there, the team began reviewing state and district student data. Data analysis included information from the R-TFI, Acadience Reading Benchmarking, the Kindergarten Readiness Assessment (KRA), the Ohio English Language Proficiency Assessment (OELPA), the Alternative Assessment for Students with Significant Cognitive Disabilities (AASCD), and Ohio State Tests (OST). From this data, the team noted the following observations:

- According to 22-23 and 23-24 KRA data, fewer students are coming to school ready for Kindergarten.

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- According to the OST data from the 22-23, student proficiency in ELA has decreased over the years as cohorts of students progress through grade levels.
- It was noted that assessment tools and curriculum have changed during this process to align more closely with the Science of Reading. The following plan was put into place to make the pedagogical shift to a structured literacy plan and improve student literacy achievement:
  - Heggerty added in grades K-1 in the 23-24 school year.
  - Heggerty added in grade 2 in the 24-25 school year.
  - Core Curriculum Benchmark Advanced adopted 24-25 school year.
  - Fundations and Just Words Phonics program moved to tier II Intervention for the 24-25 school year.
  - High dosage tutoring and a no new instruction period (NNI) has been embedded into the daily schedule to support students performing below benchmark. Reading lab is provided as a tier III intervention outside of school hours.
  - Acadience Benchmarking and Progress Monitoring adopted in 23-24 to assess and monitor student progress.
- Universal screening data has shown an increase in the number of students on track from the 23-24 school year to the 24-25 school year, showing a marked decrease in the number of students requiring a Reading Improvement and Monitoring Plan.

Monitoring and Communication:

The Reading Achievement Plan will be monitored by the DLT, BLTs, and TBTs on a monthly basis as evidenced by meeting agendas and notes. Fairport Harbor Exempted Village Schools teaming structures are aligned with the Ohio's 5 Step Improvement Process (OIP) using the most current student outcome and adult fidelity data to make instructional decisions for students and teams. Section five of the reading achievement plan outlines specific timelines for monitoring of building goals and action steps.

Updates will be continually communicated monthly through DLT and BLT meetings, as well as weekly TBT meetings to allow for discussion of any modifications needed for the implementation of the plan. The plan will be communicated with all staff, the Board of Education, and made available to the public.

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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.

Fairport Harbor Exempted Village School District is a quaint coastal community along the shores of Lake Erie, 30 miles northeast of Cleveland. Of the 558 students served, 4% identify as Black, 16% Hispanic, 8% Multi-racial, 71% White (Non-Hispanic), and 13% are students with disabilities. Moreover, 65% are living in poverty, and 38% of students are chronically absent. These demographics present both unique opportunities and challenges in our efforts to support the achievement of all students.

The Fairport Harbor Exempted Village School District (FHEVS) has developed this Reading Achievement Plan in alignment with our current and future goals of raising literacy achievement to 80% on the ELA OST as identified in our district and building One Plan. Our focus is to develop strong literacy skills in each learner through evidence-based structured literacy instruction. This will be achieved through the strengthening of our Multi-Tiered Systems of Support (MTSS) model, ensuring all tiers of instruction are not only evidence-based but also leading to student growth in literacy and achievement for learners, including students with disabilities and English language learners. FHEVS's recent state assessment data in English Language Arts reveals literacy as a critical need. 50% of FHEVS third grade students demonstrated proficiency in the spring of 2024 and 32% of eighth-grade students met proficiency in the spring of 2024 as measured by state assessment. FHEVS data shows a trend of decline in achievement as cohorts of students progress through the grades. During the 24-25 school year, our educators will use data collected through screening, diagnostic, progress monitoring, and outcome assessment data to inform instructional practices in the classroom to ensure all students are making growth.

The District MTSS Implementation Team, currently participants in the state-wide SPDG, will work collaboratively to communicate, implement, and monitor this plan. Our work has already begun at FHEVS with a team of educators K-12 reflecting on our current Multi-Tiered Systems of Support (MTSS) and making recommendations for improvement. The group is focused on developing a shared understanding of MTSS, reviewing district data,

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developing decision rules, and auditing our tiers of instruction to ensure they align with our students' needs. In addition, FHEVS is identifying the needs of our staff and developing meaningful professional development opportunities to address them.

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),***
- ***The Ohio English Language Proficiency Assessment (OELPA)***
- ***The Alternate Assessment for Students with Significant Cognitive Disabilities** and*
- *Benchmark assessments, as applicable.*

Kindergarten Readiness Assessment (KRA):

The KRA data measure is a way of looking at Kindergarten Readiness in Ohio. The KRA includes questions that the students answer, as well as questions where students are observed in their classrooms while doing activities or interacting with other students. The KRA includes 50 questions that address a child's growth and development in four main areas, Language and Literacy, Social Foundations, Mathematics, Physical WellBeing, and Motor Development. The KRA is designed to support teachers' learning about their students, as well as to help teachers understand how they might modify their classroom instruction to support student learning. Students' scores on the KRA fall within the following categories:

Demonstrating Readiness: Describes students who received an overall score between 270 and 298. These children demonstrated foundational skills and behaviors that prepare them for instruction based on Ohio's kindergarten standards.

Approaching Readiness: Describes students who received an overall score between 258 and 269. These children demonstrated some of the foundational skills and behaviors that prepare them for instruction based on Ohio's kindergarten standards.

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Emerging Readiness: Describes students who received an overall score between 202 and 257. These children demonstrated minimal skills and behaviors that prepare them for instruction based on Ohio's kindergarten standards.

2023 - 2024	Percentage of K Students at each Level
Emerging	36.4%
Approaching	22.7%
Demonstrating	40.9%

2024-2025	Percentage of K Students at each Level
Emerging	29.7%
Approaching	48.6%
Demonstrating	21.7%

In the fall of 2023, 59.1% of students lacked the foundational skills and behaviors necessary for instruction based on Kindergarten standards. That number increased in Fall of 2024 to 70.3% of incoming students lacking the foundational skills and behaviors necessary.

<u>Acadience Benchmarking (Universal Screener and Reading Diagnostic):</u>

This data is based on Acadience Reading K-6 and is used to identify students who may be at risk for reading difficulties, target early literacy skills that need instructional support, monitor the effectiveness of instruction through ongoing progress monitoring, and examine the effectiveness of school-wide literacy supports.

Kindergarten: The beginning of the year composite benchmarking score is based on first sound fluency which is a phonological assessment, and a letter naming alphabet knowledge assessment given 3 times a year. The high percentage of kindergarten students scoring well below on first sound fluency in the previous two school years is a major concern and indicates that students are coming to kindergarten lacking foundational skills. The data suggests that

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students are improving, but not at a rate significant enough to close the gap. Therefore, this plan needs to support a focus on foundational kindergarten literacy skills.

2023-2024	Reading Composite	First Sound Fluency
Well below	37%	43%
Below	23%	14%
At Benchmark	7%	14%
Above	33%	29%

2024-2025	Reading Composite	First Sound Fluency
Well below	30%	41%
Below	24%	8%
At Benchmark	24%	16%
Above Benchmark	22%	35%

First Grade: This data is based on phonological and phonics assessments, such as phonemic segmentation fluency and nonsense word fluency. The trend in the data suggests that phonological awareness and phonics skills are improving.

2023-2024	Composite	PSF	NWF/CLS	WWR
Well below	47%	12%	32%	0%
Below	12%	42%	20%	24%

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At Benchmark	18%	18%	18%	13%
Above	23%	28%	30%	63%

2024-2025	Composite	PSF	NWF/CLS	WWR
Well below	28%	12%	22%	0%
Below	12%	22%	12%	50%
At Benchmark	12%	22%	22%	22%
Above	47%	44%	44%	28%

Second Grade: This data is based on phonics, fluency, and comprehension assessments, such as nonsense word fluency, oral reading fluency, words correct, accuracy, and retell. The data suggests that there was an overall improvement in the reading composite score and the breakdowns of phonics, fluency, and comprehension. However, a large percentage of students are still below benchmark in nonsense word fluency/correct letter sounds and whole words read. Therefore, interventions in these areas will continue to be provided to ensure growth.

2023-2024	Composite	NWF/CLS	NWF/WWR	ORF- WC	ORF-Accuracy	ORF-Retell
Well below	39%	63%	46%	39%	33%	40%
Below	16%	13%	25%	20%	13%	24%
At Benchmark	27%	11%	11%	16%	13%	22%
Above	18%	13%	18%	25%	41%	14%

2024-2025	Composite	NWF/CLS	NWF/WWR	ORF- WC	ORF-Accuracy	ORF-Retell
Well below	14%	5%	11%	16%	11%	6%

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Below	5%	32%	24%	11%	8%	12%
At Benchmark	32%	22%	30%	19%	32%	30%
Above	49%	41%	35%	54%	49%	52%

Third Grade:

This data is based on fluency and comprehension assessments, such as oral reading fluency, words correct, accuracy, retell and the MAZE. The data suggests that students are improving, but not at a rate significant enough to close the gap. The percentage of students who are at benchmark in comprehension and retell quality improved, however, there was a decrease in the percentage of students who scored at benchmark on the MAZE.

2023-2024	Composite	ORF- WC	ORF-Accuracy	ORF-Retell	ORF-Retell quality	Maze
Well below	47%	46%	40%	30%	0%	29%
Below	10%	7%	20%	30%	53%	10%
At Benchmark	17%	10%	20%	20%	47%	26%
Above	27%	37%	20%	20%	0%	35%

2024-2025	Composite	ORF- WC	ORF-Accuracy	ORF-Retell	ORF-Retell quality	Maze
Well below	38%	`36%	34%	2%	0%	44%
Below	8%	10%	18%	22%	22%	20%
At Benchmark	14%	24%	16%	31%	78%	8%
Above	40%	30%	32%	44%	0%	28%

Fourth Grade: This data is based on fluency and comprehension assessments, such as oral reading fluency, words correct, accuracy, retell and the MAZE. The data suggests that a large percentage of students are below benchmark in their composite score and more students

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were below benchmark in 2024 than 2023. This grade level also experienced a large number of new student enrollment in the 24-25 school year.

2023-2024	Composite	ORF- WC	ORF-Accuracy	ORF-Retell	ORF-Retell quality	Maze
Well below	32%	30%	20%	21%	0%	18%
Below	7%	7%	19%	22%	35%	9%
At Benchmark	13%	20%	20%	37%	65%	13%
Above	48%	43%	41%	20%	0%	60%

2024-2025	Composite	ORF- WC	ORF-Accuracy	ORF-Retell	ORF-Retell quality	Maze
Well below	42%	44%	50%	15%	0%	22%
Below	11%	17%	14%	24%	26%	22%
At Benchmark	19%	17%	14%	15%	74%	19%
Above	28%	22%	22%	47%	0%	36%

Fifth Grade: This data is based on fluency and comprehension assessments, such as oral reading fluency, words correct, accuracy, retell and the MAZE. Performance has been improving from year to year, however, over half of students are still below benchmark. A contributing factor may be a lack of foundational tier I curriculum aligned to the Science of Reading in their primary years.

2023-2024	Composite	ORF- WC	ORF-Accuracy	ORF-Retell	ORF-Retell quality	Maze
Well below	17%	25%	13%	23%	0%	55%
Below	52%	25%	17%	31%	15%	25%
At	8%	8%	10%	26%	85%	9%

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Benchmark						
Above	23%	42%	60%	20%	0%	11%

2024-2025	Composite	ORF- WC	ORF-Accuracy	ORF-Retell	ORF-Retell quality	Maze
Well below	23%	35%	23%	13%	0%	31%
Below	25%	15%	23%	23%	4%	25%
At Benchmark	10%	6%	12%	11%	96%	15%
Above	42%	44%	42%	53%	0%	29%

OST Data Grades 3-8:

Based on the Ohio State Test, FHEVS has earned a 3 star rating (out of 5), which is an improvement from 2.5 stars earned in the 22-23 school year. The district has earned an overall 2 star rating for achievement in the previous two years. Increases in achievement are highlighted in grades 5 and 7, while there are decreases in grades 3, 4, 6, and 8.

ELA OST DATA (grades 3-8)						
Grade 3	**2022-23**	**2023-24**		**Grade 6**	**2022-23**	**2023-24**
Limited	32%	27%		**Limited**	25%	21%
Basic	17%	23%		**Basic**	33%	41%
Proficient	17%	27%		**Proficient**	15%	17%
Accomplished	11%	13%		**Accomplished**	21%	14%
Advanced	23%	10%		**Advanced**	6%	7%
%Students Prof or Better	51%	50%		**%Students Prof or Better**	42%	37%
Grade 4	**2022-23**	**2023-24**		**Grade 7**	**2022-23**	**2023-24**
Limited	16%	20%		**Limited**	26%	14%
Basic	16%	22%		**Basic**	39%	32%
Proficient	26%	17%		**Proficient**	26%	30%

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Accomplished	26%	23%
Advanced	16%	18%
%Students Prof or Better	68%	58%
Grade 5	**2022-23**	**2023-24**
Limited	17%	3%
Basic	13%	8%
Proficient	19%	50%
Accomplished	34%	22%
Advanced	17%	17%
%Students Prof or Better	70%	89%

Accomplished	7%	13%
Advanced	2%	11%
%Students Prof or Better	35%	54%
Grade 8	**2022-23**	**2023-24**
Limited	22%	50%
Basic	24%	18%
Proficient	40%	27%
Accomplished	11%	5%
Advanced	2%	0%
%Students Prof or Better	53%	32%

The performance index indicates that several subgroups are not meeting state determined targets, including students with disabilities and English language learners.

English Language Arts Achievement
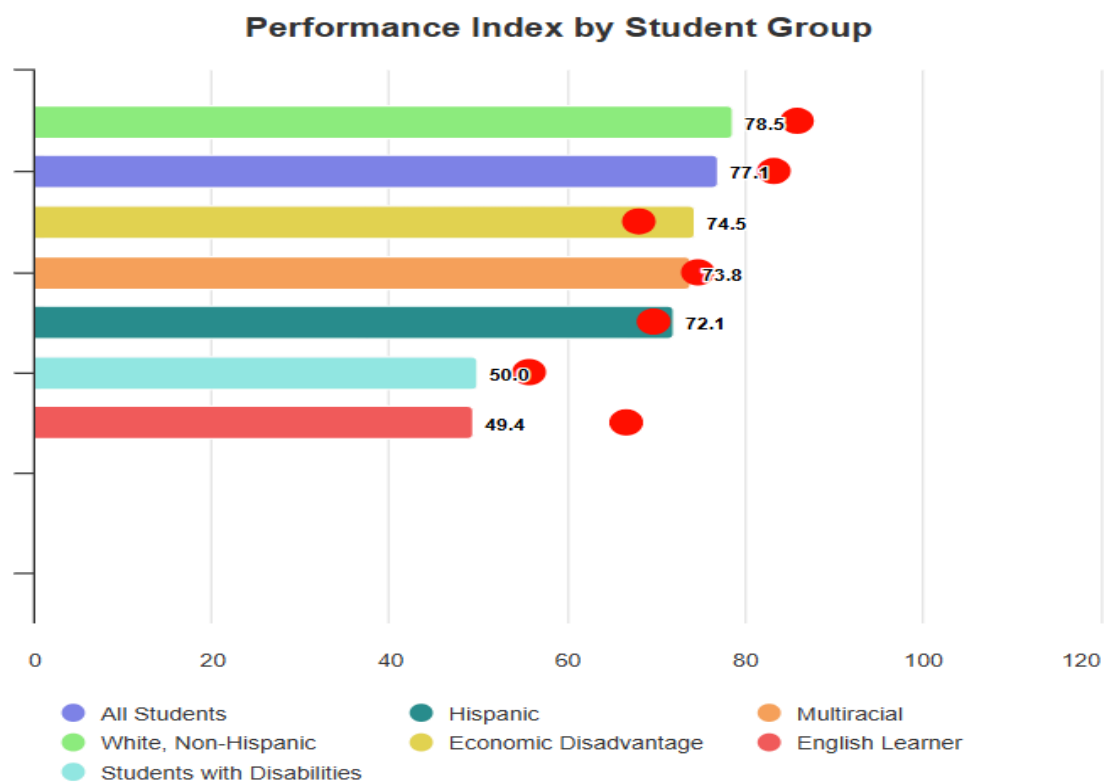
Performance Index by Student Group

- All Students — 77.1
- White, Non-Hispanic — 78.5
- Students with Disabilities — 50.0
- Hispanic — 72.1
- Economic Disadvantage — 74.5
- Multiracial — 73.8
- English Learner — 49.4

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Ohio English Language Proficiency Assessment (OELPA):

The Ohio English Language Proficiency Assessment (OELPA) is the state summative test that assesses an English learner's progress to English proficiency and readiness to exit from the English language development program.

OELPA 22-23 K-12 Data:

30 students, 10% of the K-12 student population, were administered the OELPA in Spring 2023. Of those tested, three students (10%) were proficient.

Assessment Name		Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Kindergarten OELPA	⌄	OELPA	KG	Spring 2023 (OELPA)	2	5516	Percent 100% / Count 2	03/14/2023
Grade 3 OELPA	⌄	OELPA	3	Spring 2023 (OELPA)	2	5752	Percent 50% 50% / Count 1 1	03/07/2023
Grade 7 OELPA	⌄	OELPA	7	Spring 2023 (OELPA)	3	5214	Percent 33% 67% / Count 1 2	03/07/2023
Grade 1 OELPA	⌄	OELPA	1	Spring 2023 (OELPA)	2	4886	Percent 50% 50% / Count 1 1	03/06/2023
Grade 2 OELPA	⌄	OELPA	2	Spring 2023 (OELPA)	5	5046	Percent 100% / Count 5	03/06/2023
Grade 4 OELPA	⌄	OELPA	4	Spring 2023 (OELPA)	3	5858	Percent 67% 33% / Count 2 1	03/06/2023

Grade 5 OELPA	⌄	OELPA	5	Spring 2023 (OELPA)	1	5057	Percent 100% / Count 1	
Grade 9 OELPA	⌄	OELPA	9	Spring 2023 (OELPA)	2	5426	Percent 100% / Count 2	
Grade 8 OELPA	⌄	OELPA	8	Spring 2023 (OELPA)	3	5082	Percent 33% 67% / Count 1 2	
Grade 10 OELPA	⌄	OELPA	10	Spring 2023 (OELPA)	1	5681	Percent 100% / Count 1	
Grade 11 OELPA	⌄	OELPA	11	Spring 2023 (OELPA)	6	5645	Percent 83% 17% / Count 5 1	

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OELPA 23-24 K-12 Data:

35 students, 6% of the K-12 student population, were administered the OELPA in the Spring of 2024. Of those tested, two students (6%) were proficient.

Assessment Name		Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution
Grade 3 OELPA	⌄	OELPA	3	Spring 2024 (OELPA)	5	5525	Percent 100% / Count 5
Kindergarten OELPA	⌄	OELPA	KG	Spring 2024 (OELPA)	4	5317	Percent 100% / Count 4
Grade 1 OELPA	⌄	OELPA	1	Spring 2024 (OELPA)	2	5229	Percent 100% / Count 2
Grade 2 OELPA	⌄	OELPA	2	Spring 2024 (OELPA)	3	5080	Percent 100% / Count 3
Grade 5 OELPA	⌄	OELPA	5	Spring 2024 (OELPA)	2	5974	Percent 50% 50% / Count 1 1
Grade 4 OELPA	⌄	OELPA	4	Spring 2024 (OELPA)	1	5351	Percent 100% / Count 1
Grade 12 OELPA	⌄	OELPA	12	Spring 2024 (OELPA)	6	5664	Percent 83% 17% / Count 5 1
Grade 11 OELPA	⌄	OELPA	11	Spring 2024 (OELPA)	1	5605	Percent 100% / Count 1
Grade 10 OELPA	⌄	OELPA	10	Spring 2024 (OELPA)	2	5462	Percent 100% / Count 2
Grade 9 OELPA	⌄	OELPA	9	Spring 2024 (OELPA)	4	5442	Percent 25% 75% / Count 1 3
Grade 6 OELPA	⌄	OELPA	6	Spring 2024 (OELPA)	1	5118	Percent 100% / Count 1
Grade 8 OELPA	⌄	OELPA	8	Spring 2024 (OELPA)	4	5456	Percent 25% 75% / Count 1 3

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Department of Education & Workforce — Ohio

Alternate Assessment (AASCD) 22-24 Data:

The following data is based on Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities, which is the outcome assessment given to students with the most significant needs, less than 1% of the total student population. The district reviewed all data and determined those students would benefit most from an explicit and multi-sensory, structured literacy program.

2022-2023	2023-2024
3rd Grade (2 students) Accomplished Basic	4th Grade (2 students) Proficient Proficient
4th Grade (1 student) Accomplished	5th Grade (1 student) Proficient

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 Factors
- Teachers previously trained in balanced literacy and district-wide (IB) International Baccalaureate philosophy, not in alignment with the Science of Reading prior to 2024, significantly impacted the intermediate grades
- Inconsistent use of new tier I ELA instructional materials for K-6 in 2024, fidelity of implementation needs to be defined and monitored
- Increase in the number of students needing behavioral and mental health supports
- Teacher attrition and frequent change in teaching assignments

External Factors

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- Chronic Absenteeism -has been increasing at both the elementary and secondary levels . At the elementary level, 29.7% of students were chronically absent in the 22-23 school year and 31.9% of students were chronically absent in the 23-24 school year. At the secondary level 42.3% of students were chronically absent in the 22-23 school year and 43.6% of students were chronically absent in the 23-24 school year.
- Transportation to school - the district does not provide transportation and a large number of students are open enrolled from neighboring districts, affecting attendance rates.
- Preschool opportunities in the immediate area have decreased resulting in a lack of kindergarten readiness.
- 13% of students have a disability.
- Transient population: 56% of students on a RIMP after grade 3 did not receive early literacy instruction at Fairport Harbor.
- 65% of the district's families are economically disadvantaged.

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.

1. One of the biggest root causes of low reading achievement in Fairport is that the elementary school was implementing an International Baccalaureate philosophy in alignment with balanced literacy practices. In the 21-22 school year, the district hired a literacy coach to improve literacy practices and transition to a structured literacy approach to instruction.

2. Another factor was the lack of a building-wide tier I ELA structured literacy curriculum demonstrating the 5 Big Ideas of Reading. There has been an inconsistent use of phonemic awareness, fluency, vocabulary, and reading comprehension instructional practices among teachers.

3. Lastly, a significant number of students (65%) are economically disadvantaged. With this comes mitigating factors such as high transient population, gaps in language proficiency, vocabulary, access to developmentally appropriate literature, and parent education. There is a higher rate of students being identified with a learning disability.

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Section 4: Measurable Learner Performance Goals and Adult Implementation Goals*

Describe the measurable learner performance goals addressing learners' needs 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.

Learner Performance Goal:

By the end of the 2024-2025, the district will increase the percentage of students demonstrating proficiency on the 3rd Grade Ohio State test from 50% proficient to:
55% or greater by the end of 2024-2025 school year
60% or greater by the end of 2025-2026 school year
65% or greater by the end of 2026-2027 school year

Subgoal:

By the end of the 2024-2025 school year, the number of learners meeting grade level targets on the end of year Acadience assessment will increase by 5% as compared with their beginning of year composite score in grades K-3 as shown:
Kindergarten- 70% to 75%
First grade- 53% to 58%
Second grade- 86% to 91%
Third grade- 62% to 67%

Adult Implementation Goal:

By the end of June 2025, 100% of K-5 teachers will have completed professional development for the Science of Reading Pathways training and Benchmark Advance Curriculum.

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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 (RIMPs). Include a description of the professional development activities provided for each goal.

Goal # 1 Action Map

Goal Statement: By the end of the 2024-2025, the district will increase the percentage of students demonstrating proficiency on the 3rd Grade Ohio State test from 50% proficient to:

55% or greater by the end of 2024-2025 school year
60% or greater by the end of 2025-2026 school year
65% or greater by the end of 2026-2027 school year

Grade Specific Subgoal: By the end of the 2024-2025 school year, the number of learners meeting grade level targets on the end of year Acadience assessment will increase by 5% as compared with their beginning of year composite score in grades K-3 as shown:

Kindergarten- 70% to 75%
First grade- 53% to 58%
Second grade- 86% to 91%
Third grade- 62% to 67%

Evidence-Based Strategies: Implementation of core and intervention curriculum aligned to the Science of Reading, data based decision making modeled through district level MTSS, Ohio Improvement Process for team communication and problem solving.

No text	Action Step 1	Action Step 2
Implementation Component: Implement Benchmark Advance K-5 ELA tier I Curriculum with fidelity	Assessment for Data Based Decision Making	Tier I Curriculum Adoption - Benchmark Advance
Timeline	Acadience Benchmarking Screening: September 2024: BOY January 2025: MOY May 2025: EOY	Fall 2024 to Spring 2027

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No text	Action Step 1	Action Step 2
Lead Person(s)	Literacy Coach Teachers Title I teacher TESOL certified teacher High Dosage tutors	Administration Literacy Coach TBT Members
Resources Needed	Acadience Learning Online Data Management System	Curriculum materials Ohio State Learning Standards
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Sept/Jan/May: Complete appropriate universal screening, diagnostics, and RIMPS Progress Monitoring for students below and well below benchmark bi-weekly Monthly student level data meetings between the literacy coach and classroom teachers to review student progress, goals, and adjust support as needed. Monthly MTSS team meetings to review building level data.	November 2024- Curriculum scope and sequence review with TBTs to discuss qualitative data about curriculum implementations and essential components. January 2025- Tier I implementation expectations outlined by building administration and BLT and communicated to staff. February-March 2025 Collaboration with the literacy coach to implement tier I curriculum expectations and scope and sequence. Administration will conduct curriculum fidelity checks to ensure implementation. June 2025- Benchmark Advance professional development provided to staff. Scope and sequence reviewed and amended by BLT as needed based on information provided from training. Weekly literacy meetings with the literacy coach to plan and deliver curriculum with fidelity and follow proposed scope and sequence.

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No text	Action Step 1	Action Step 2
Measure of Success	Increase in the number of students "at or above benchmark" using Acadience Benchmarking	Data collected from fidelity checklist completed in Spring 2025
Description of Funding	$1200- 300 annual ALO licenses including Lexile add-on	No funding needed
Check-in/Review Date	Jan 2025 May 2025	January 2025 August 2025 January 2026

Goal #2 Action Map

Goal Statement: By the end of June 2025, 100% of K-5 teachers will have completed professional development for the Science of Reading Pathways training and Benchmark Advance Curriculum.

Evidence-Based Strategies: High Quality Professional development in the Science of Reading.

No text	Action Step 1	Action Step 2
Implementation Component: HQPD	Science of Reading Pathways	Benchmark Advance Curriculum training
Timeline	Completion June 2025	June 2025
Lead Person(s)	All K-12 Staff Administration	All K-6 ELA Staff Administration
Resources Needed	Pathways provided by ODEW	Benchmark curriculum and materials
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Assigned course pathways based on State guidelines Coaching as needed to support learning from pathways Reminder of completion deadline from district administration	Benchmark training on the curriculum Coaching as needed to support staff on implementing the curriculum

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No text	Action Step 1	Action Step 2
Measure of Success	Checklist of staff completion tracked by Google documentation form	Adult implementation data collected from fidelity checklists
Description of Funding	No funding needed	No funding needed
Check-in/Review Date	January 2025 April 2025	Monthly agenda items at 25-26 BLT meetings

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.

The goals outlined in this plan will be monitored by:

The BLT will meet monthly with an agenda focused on disaggregated student performance and adult implementation data. The team will use the data to review curriculum implementation practices, develop a non-negotiable instructional framework which includes the essential components of evidence based instruction. The literacy coach will support the framework outlined by the team through instructional coaching cycles and professional development of staff members.

The BLT will communicate data findings and essential implementation practices to TBTs monthly. Administration will continue to monitor curriculum implementation with updated fidelity checklists to monitor the scope and sequence of successful implementation of Benchmark Curriculum.

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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.*

Part A: Strategies to Support Learners

Students will be monitored three times a year using Acadience benchmarking as the universal screener measuring phonological awareness, phonics, fluency, and comprehension. From this data, further diagnostic assessments will be given to students performing below and well below grade level to identify student performance deficits within literacy sub-skills.

Tier II and tier III interventions are provided during no new instruction (NNI) time using high dosage tutoring practices and a state approved intervention curriculum. Students are grouped based on their first Acadience sub skill deficit area, including the progress monitoring domains of first sound fluency, phoneme segmentation, nonsense word fluency, and, oral reading fluency. The students are provided intervention with the classroom teacher three times a week and are progress monitored biweekly. The students are also provided high dosage tutoring four times a week, 20 minutes per day. ELL students are provided high dosage tutoring with the TESOL teachers four times a week, 20 minutes per day. ELL students are also provided a supplemental curriculum that is specially designed for ELL students and supports the classroom curriculum.

Tier III students in grades K-5 are provided one additional session per week (5 total sessions per week) during the school day to target individual student needs. Students in grades 3-5 are offered a reading lab twice a week after school. This serves as an additional opportunity to provide specifically designed interventions based on individual skill deficits.

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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 7, 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.*

Part B: Strategies for Teachers

1. Teachers are knowledgeable about Science of Reading and Structured Literacy
2. Teachers utilize curriculum with fidelity to provide effective instruction
3. Teachers provide effective intervention with ongoing progress monitoring
   1. Knowledge-
      a. Teachers completed state Dyslexia training
      b. Teachers are required to complete the Science of Reading professional development course to better their instructional practices and knowledge for structured literacy by April 2025.
      c. A Structured Literacy certification process will be adopted for teachers willing to receive certification
      d. There is one teacher in the process of completing the Structured Literacy Certification, will be finished by December 2024
      e. Currently there is one teacher who has completed one year of the AIMS Pathway for Structured Literacy Certification.
      f. K-3 teachers were trained in the Fundations program in the spring of 2022
      g. Support staff was trained in Fundations in spring of 2024
      h. Teachers in grades 4-6 were trained in Just Words in spring of 2023 and 2024
      i. Teachers in K-2 were trained in Heggerty in the fall of 2023 and 2024

   2. Curriculum Implementation
      a. All teachers in K-6 will be trained in tier I curriculum, Benchmark Advance, in June of 2025.
      b. Administrators and teachers will use tier I curriculum walkthroughs to support teacher instructional delivery with fidelity

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c. Ongoing professional development throughout curriculum adoption

d. Teachers meet with the Literacy coach weekly to help with tier I curriculum implementation and tier II interventions and progress monitoring.

3. Intervention/ Progress Monitoring

a. In the 24-25 school year, literacy specialists, TESOL certified teacher, and High Dosage tutors were trained in the Acadience Benchmarking program.

b. Continuous professional development and fidelity checklists will be implemented

c. Teachers will meet monthly with the Literacy Coach to look at data and adjust intervention practices and groupings as necessary

d. MTSS district leadership team will be trained in a district wide MTSS process.

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. 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.*

Part C: Professional Development

All teachers K-12 will have completed the state required Science of Reading Professional Development training by April of 2025. Ongoing training for curriculum and intervention programs will be implemented by the end of the 2024-2025 school year. As the literacy coach position moves to a district level position, all teachers grades K-12 will have

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access to coaching. Staff will also receive professional development in the newly adopted literacy curriculum. A district level team will receive professional development in the creation of an integrated multi tiered system of support to meet the needs of all learners. Refer to section 7 Part B for the professional development action steps.

Appendices

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

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