March 4, 2024

Dear Superintendent Sprang:

Thank you for submitting the Fostoria City 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 data included in the RAP is thorough and includes a clear analysis of the importance of each data point.
- The root cause analysis included in the RAP is clear and draws from the internal and external factors included in the plan.
- The main goal is broken down into clear subgoals.
- The professional development opportunities listed are clearly aligned with the district's literacy goals and focused on meeting the district's targets.
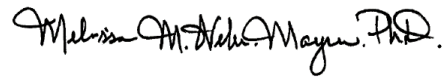
This plan will benefit from:
- Consider including teacher leaders in the creation of the plan because they would bring different perspectives to the plan.
- There are no adult implementation goals listed, but the root cause analysis focuses on adult implementation challenges. Consider including adult implementation goals.
- The action map lists several adult implementation actions that must occur to meet the goal. Consider including these in the goals section.

The Reading Achievement Plan and this memo will be posted on the Department's website. If Fostoria City 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. If you have any questions, please email the same inbox.

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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:

Fostoria City School District

DISTRICT IRN:

043992

DISTRICT ADDRESS:

1001 Park Avenue, Fostoria, OH 44830

PLAN COMPLETION DATE:

December 20, 2023

LEAD WRITERS:

Tera Matz - Curriculum Director

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
Andrew Sprang	Superintendent	Central Office	asprang@fostoriaschools.org
Tera Matz	Curriculum Director	Central Office	tmatz@fostoriaschools.org
Jennifer Abell	Director of Student Services	Central Office	jabell@fostoriaschools.org

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

Name	Title/Role	Location	Email
Kori Bernal	Fostoria Elementary Principal	Fostoria Elementary	kbernal@fostoriaschools.org
Dawn Skornicka	District Literacy Coach	District	dskornicka@fostoriaschools.org
Dr. Margy Brennan Krueger	District Data/Instructional Coach	District	mbrennankrueger@fostoriaschools.org
Dr. Linda Bertsch-Uveges	District Gifted Coordinator	District	lbertschuveges@fostoriaschools.org
Catherine Geiger	District Dyslexia Specialist	Fostoria Elementary	cgeiger@fostoriaschools.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.

Development Process

Several Fostoria City Schools stakeholders were selected to be a part of the Reading Achievement Plan Writing Team. Team members were selected intentionally to ensure that all grade level/bands, buildings, and student populations were represented. Those stakeholders who were closely engaged in an intense needs assessment in the Spring of 2023 were intentionally included due to their familiarity with the most current data and overall identified needs. Additional qualification included credentials and knowledge in the area of literacy instruction and past classroom performance. The team completed a thorough analysis of literacy data across grades PK-6. Data sources analyzed included: District and Building State Report Cards and Ohio State Testing results (OST/EOC/OELPA/AASCD), Early Learning Assessment (ELA), Kindergarten Readiness Assessment (KRA), K-3 Reading Diagnostic (iReady Diagnostic and Literacy Tasks), NWEA Measures of Academic Performance (MAP), Grade Level HQSD Benchmark Data (Heggerty, Fundations, Readiness Assessments), teacher observations, as well as additional data regarding special education, student mobility, socio-economics, and other non-academic factors impacting Fostoria's reading achievement.

This review of district data was included as part of the One Needs Assessment during District Leadership Team meetings, Building Leadership Team meetings and the Reading Achievement Plan Writing Team meetings to begin identifying consistent areas of strength and weakness across the grade levels from year to year. Identifying these areas allowed the team to determine both what is and what is not working as well as conduct a root cause analysis into each of these areas. The "5 Why's" approach was utilized. The Team also conducted a mini-curriculum review of the current K-6 ELA instructional resources: Heggerty Phonemic Awareness Curriculum (PK-2); Wilson Fundations PK-3; McGraw Hill – Reading Wonders 2020; McGraw Hill StudySync (6). The team would like to note that no decisions regarding changes in instructional materials will be made until the Department releases more details regarding approved literacy curriculum materials. The district is in its first year of implementing an updated One Plan (2023-2026). The goals (sub goals) and strategies identified in this Reading Achievement Plan are closely aligned to the District and Fostoria Elementary One Plan Instruction Goal. This RAP will serve as a natural progress-monitoring tool for the implementation and impact of the One Plan.

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In order to ensure that all stakeholders have a thorough understanding of the goals and implementation plan for Fostoria City Schools' Reading Achievement Plan, the Team will implement a communication plan to disseminate this information. The key stakeholder groups identified within this plan are Fostoria City Schools' staff, students, parents, Board of Education, and community members. The importance of a clear and consistent message is at the heart of this communication plan. The Reading Achievement Plan team will meet throughout the winter to prepare a presentation and handout materials that will be shared with all elementary staff once formal approval of this RAP is confirmed. Similarly, the Team will be presenting the plan to the Fostoria City Schools Board of Education during a Board of Education meeting. The goals of the Reading Achievement Plan will be communicated to parents and community members through a variety of media sources. These sources include informational articles included in building and district newsletters and information posted on the building and district website pages following the public board presentation. The Reading Achievement Plan will also be posted on the Ohio Department of Education website and Fostoria City Schools' website as a means for educating parents and community members about the Reading Goals the district will be working towards over the next three years. While presentation details and format will be adjusted to reflect the stakeholder audience it is specifically geared towards, the message will remain consistent.

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

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.

The Fostoria City School District's Reading Achievement Plan provides a structure of goals, strategies, and action steps intentionally developed to provide the necessary support and tools needed for the improvement of reading achievement across all grade levels and for all Fostoria Elementary Schools' students. Each goal is supported by strategies and a series of action steps required to guarantee its efficacy and success. While this plan focuses primarily on reading and writing grades PK-6, it truly speaks to the needs of the entire Fostoria City School District. Specific attention is paid to the implementation across all grades, with all student groups, with the ultimate goal of improving reading and writing of all students across all content areas. The plan will promote the implementation and value of a literacy program based on the Science of Reading. (Seidenberg, 2023) A central focus of this plan is the intention to continually conduct an analysis of available data, which will be used to guide and inform the plan as it continues to grow and develop. We plan to "mobilize the data" (Fullan, 2008). The goals of the Fostoria City Schools' Reading Achievement Plan are aligned with the goals of the Fostoria City School District's One Plan goals and strategies. It should also be noted that the district's current One Plan is dated through 2026.

As part of the district's Local Equitable Access Planning (LEAP) a concerning gap identified is the amount of inexperienced teachers at the elementary school. When looking at the root causes, the team concluded the primary cause of this is teacher attrition. Many factors have impacted teacher attrition. Currently the district is working on a variety of actions to increase teacher retention in the district as well as attracting new teachers with prior teaching experience.

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SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

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

- **The Kindergarten Readiness Assessment,**
- **Ohio's State Test for English language arts assessment for grades 3-8,**
- **K-3 Reading diagnostics (include 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.**

It is imperative that Fostoria City Schools have a comprehensive district plan for improving literacy for all students. Explicit and systematic reading instruction are key components to literacy development and essential to future success in school and beyond (Archer, 2011). Instruction in vocabulary, phonemic awareness, phonics, fluency and comprehension are essential early literacy skills for PK-6 and serve as the foundation for our schoolwide literacy plan.

Changing Emphasis of Big Ideas (Ohio's Plan to Raise Literacy Achievement):
Adapted from Michigan's Integrated Behavior and Learning Support Initiative, 2017

	K	1st	2nd	3rd	4th	5th
Phonemic Awareness	Blend & Segment		Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation			
Phonics	Sounds/ Basic Phonics		Advanced Phonics & Multisyllabic		Multi-Syllabic & Word Study	
Fluency	Sounds & Words		Words & Connected Text		Connected Text	
Vocabulary	Speaking and Listening		Listening, Reading & Writing		Reading and Writing	
Comprehension	Speaking and Listening		Listening, Reading & Writing		Reading and Writing	

Ohio's Guide to Raise Literacy Achievement focuses on building educator capacity to deliver instruction that is aligned to the science of reading. Implementation of Fostoria City Schools' Reading Achievement Plan will require district and school leaders to provide intensive, sustained, embedded, collaborative and instructionally focused professional learning and coaching. The purpose of the Fostoria City Schools Reading Achievement Plan is to guide success in literacy for all students. By focusing this plan on the literacy development of students grades PK-6, students in Fostoria will be prepared to successfully transition from elementary to junior high school. This transition will include a strong foundation of literacy skills needed to be successful in grades 7-12 and beyond.

Fostoria is a small rural town that is located within three counties – Hancock, Wood, and Seneca. The Fostoria City School district consists of 2 schools: Fostoria Elementary (gr. PK-6), and Fostoria Junior Senior High School (gr. 7-12). PK-12 enrollment as of December 2023 is 1,852 students. Fostoria City Schools serves a diverse student population, including a large number of students with disabilities and economically disadvantaged students. Fostoria also serves a population with a high mobility rate – 12.3% for the 2022-2023 school year. It should also be noted that the district's students with disabilities subgroup also tends to be some of

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

the most mobile students – last year this subgroup had a mobility rate of 16.5%. While these data points reflect current data (**Table 1**), trend data for the district reflects these same factors.

TABLE 1 - Current District Demographics

	PK-12	**PK-6**
Total Enrollment	1852	1092
Students with Disabilities	393 (21.2%)	241 (22.1%)
Economically Disadvantaged	1142 (61.7%)	703 (64.4%)
Mobility	12.3%	11.1%
Students with Disabilities Mobility	16.5%	16.3%

The Ohio Department of Education and Workforce (ODEW) grades schools and districts through the Ohio School Report Card on specific measures of performance, which fall within five broader component grades. These components are Achievement, Progress, Gap Closing, Graduation Rate, and Early Literacy Literacy. The Ohio Department of Education and Workforce (ODEW) gives star ratings on each of the components and most of the individual measures. The Fostoria City School District's trend data showed a significant decline in 2020-2021 as a result of the Covid-19 Pandemic. However, more recently the 2021-2022 and 2022-2023 data illustrates that while the district has not reached pre pandemic results, that the district is making gains in most areas. Although the district is trending in a positive direction, the most recent report card data identifies that the district is not making expected progress with an overall 2.5-Star Rating. While the District's overall improvement efforts focus on improvement in all areas, this Reading Achievement Plan will be focused primarily on improving the District's Literacy Achievement in grades PK-6, Gap Closing for Special Education students, and an overall improvement in K-3 Literacy Measures. Based on the last two years' of ELA OST scores **(Table 2 and 3)**, the area of writing is consistently identified as an area of weakness, illustrated by the significantly low sub-score for all grades 3-6. These low scores in the area of writing are thought to be caused by a lack of intentional instruction in the area of writing conventions and processes – teacher reflection noted that this is an area that is often cut short or skipped altogether when classroom instructional time runs short. While this plan focuses on reading, research shows the strong correlation between writing and overall literacy achievement. While the Progress data illustrates that students in grades 3-6 are meeting or exceeding expected growth in ELA (3 Star), reflection on these scores shows a need to continue to focus on growing our students in order to close the achievement gap for all students. This is especially evident in our students with disabilities and economically disadvantaged students. Analysis of preschool and kindergarten data reflects a significant gap in the literacy skills students are entering school with, which reinforces the need for students to exceed their expected level of growth in order to meet established achievement goals **(Table 5 and 6)**. Students identified as "Not On Track" for grade level reading success are identified and placed on Reading Improvement and Monitoring Plans in grades K-4. Students on these plans receive specific Tier 2 and/or Tier 3 interventions based on identified areas of weakness. An identified obstacle based on the numbers of students placed on RIMPs for the district **(Table 4)** is scheduling and staffing to allow all students in need of these Tier 2 and/or

Tier 3 interventions to receive these services following suggested program implementation (small groups of 3 or less) in addition to their required Tier I/Core Instruction.

TABLE 2 – OST Grade 3

Assessment Window	Grade	Student Count	Average Scale Score	Percent Proficient	Reporting Category	Percent at Each Reporting Category Performance Level		
						Below Proficient	Near Proficient	Above Proficient
Fall 2023	3	128	669	22%	Reading Informational Text	61	28	11
					Reading Literary Text	58	27	16
					Writing	60	38	2
						Below Proficient	Near Proficient	Above Proficient
Spring 2023	3	117	690	38%	Reading Informational Text	44	33	23
					Reading Literary Text	44	35	21
					Writing	48	44	9
						Below Proficient	Near Proficient	Above Proficient
Fall 2022	3	118	666	18%	Reading Informational Text	64	26	9
					Reading Literary Text	63	31	6
					Writing	70	28	2
						Below Proficient	Near Proficient	Above Proficient
Spring 2022	3	120	687	34%	Reading Informational Text	47	38	16
					Reading Literary Text	39	33	28
					Writing	56	36	8
						Below Proficient	Near Proficient	Above Proficient
Fall 2021	3	114	662	17%	Reading Informational Text	66	23	11
					Reading Literary Text	65	26	9
					Writing	86	10	4

TABLE 3A – OST Grades 4-6

Window	Grade	Student Count	Average Scale Score	Percent Proficient	Reporting Category	Percent at Each Reporting Category Performance Level		
						Below Proficient	Near Proficient	Above Proficient
Spring 2023	4	134	684	40%	Reading Informational Text	41	34	25
					Reading Literary Text	43	38	19
					Writing	60	13	27
						Below Proficient	Near Proficient	Above Proficient
Spring 2022	4	135	684	41%	Reading Informational Text	44	34	21
					Reading Literary Text	35	41	24
					Writing	56	24	21

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

						Below Proficient	Near Proficient	Above Proficient
Spring 2023	5	128	700		Reading Informational Text	25	38	38
					Reading Literary Text	31	35	34
					Writing	52	38	10
						Below Proficient	Near Proficient	Above Proficient
Spring 2022	5	126	703	56%	Reading Informational Text	34	33	41
					Reading Literary Text	31	36	33
					Writing	46	29	25
						Below Proficient	Near Proficient	Above Proficient
Spring 2023	6	121	689	39%	Reading Informational Text	36	34	31
					Reading Literary Text	40	31	30
					Writing	57	30	13
						Below Proficient	Near Proficient	Above Proficient
Spring 2022	6	140	695	46%	Reading Informational Text	34	35	31
					Reading Literary Text	33	31	36
					Writing	47	37	16

TABLE 4 – RIMP Data 2023-2024

CURRENT RIMP DATA K-4					
Grade	**% On Track**	**% Not On Track**	**Students on RIMP**	**SWD on RIMP**	**Diagnostic Data Source**
Kindergarten	86/149 = 57.7%	63/149 = 42.3%	77/149 = 51.7%	22/27 = 81.3%	*iReady Diagnostic < 332*
1st Grade	96/177 = 54.2%	80/177 =45.2%	111/177 = 62.7%	31/41 = 75.6%	*iReady Diagnostic < 378*
2nd Grade	67/145 = 46.2%	78/145 = 53.8%	81/145 = 55.9%	29/33 = 87.9%	*iReady Diagnostic < 440*
3rd Grade	37/131 = 28.2%	94/131 = 71.8%	94/131 = 71.8%	26/27 = 96.3%	*iReady Diagnostic < 495*
4th Grade			19	0	*RIMP carryover from Grade 3*

Fostoria City Schools' preschool program has received a "5 Star" rating by Step Up to Quality. Currently the districts' preschool program provides services to 102 children ages 3-5. Of these 102 students, 40 are identified as students with disabilities. Preschool students are assessed three times a year using the *Early Learning Assessment*, which focuses on seven areas of a child's growth and development. Preschool students are also assessed on a skills checklist that reflects kindergarten readiness skills. Both the ELA **(Table 5)** and Skill

Checklist reflect a lack of kindergarten readiness skills in many of our preschool students. The lack of basic early literacy skills are a noted obstacle faced by the district.

TABLE 5 – PRESCHOOL LITERACY DATA

ELA Key: 5 = End of Kindergarten; 4=Entering Kindergarten; 2, 3= Progressing to Kindergarten; 1= Approximately 3 years of Age				
Skill Category	**Score of 1**	**Score of 2/3**	**4**	**5**
PHONOLOGICAL AWARENESS				
Rhyming Words	9%	6%	-	5%
Syllables/Onsets and Rimes/Phonemes	-	28%	1%	-
Initial/Final/Medial Sounds	-	17%	1%	-
Adding/Deleting/Substituting Sounds	-	-	6%	1%
VOCABULARY				
Word Meanings	18%	48%	4%	-
Word Relationships	-	34%	14%	-

At the beginning of each school year, all first year kindergarten students are assessed using *Ohio's Kindergarten Readiness Assessment*. This assessment measures a child's readiness for engaging with instruction aligned to the kindergarten standards. The Kindergarten Readiness Assessment is used to assess four areas of early learning: Social Foundations- including social and emotional development, and approaches toward learning, Mathematics, Language and Literacy, Physical Well-Being and Motor Development **(Table 6)**. Any student who was not a first year kindergartener was assessed using the State Reading Diagnostic for this purpose. An analysis of individual student data associated with the Language and Literacy portion reinforced a weakness in Foundational Skills, specifically those focused on Phonics and Phonemic Awareness; this data is directly aligned to what the district observes on the Early Learning Assessment. The Team believes that a factor contributing to these scores is a lack of early language and literacy exposure **(Table 7)**.

TABLE 6 – KRA COMPOSITE DATA

Fall 2023	ALL KDG	149 total		Fall 2022	ALL KDG	174 total
27/149	Demonstrating	18%		29/174	Demonstrating	17%
47/149	Approaching	32%		61/174	Approaching	35%
73/149	Emerging	49%		82/174	Emerging	47%
2/149	Did not Participate	1%		2/174	Did not Participate	1%

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

TABLE 7 – LANGUAGE & LITERACY

Average Language and Literacy Scores		
	2023 Total Student 147 SWD 23	**2022** Total Student 174 SWD 26
ALL KDG Students	255	255
Students with Disabilities	240	243.5

The *iReady Diagnostic* (K-3) and *NWEA Measures of Academic Performance MAP Growth* (4-6) are examples of the research-based tools Fostoria City Schools will use to measure this plan's goal of both reading proficiency and reading growth across grades K – 6. By dynamically adjusting to each student's performance, these assessment measures create a personalized assessment experience that accurately measures performance—whether a student performs on, above, or below grade level. Both assessments reveal how much growth has occurred between testing events and, when combined with norms, shows projected proficiency. A thorough analysis of iReady *(*Fall 2023 is the first administration of the iReady Diagnostic)* **(Table 8)** and MAP results **(Table 9)** for the last two years shows both areas of strength and weakness across the grade levels. Students in grades K-2 show the area of foundational skills as an area of weakness **(Table 8, Table 9, Table 10)**. When looking specifically at student growth (both grade level and cohort) over the last two years two specific grade levels (grade 2 and 4) were identified as areas of concern. Limited growth in grade 2 and a loss of expected growth in grade 4 were identified. Heggerty Fall Data **(Table 10)** reinforces our findings that students are coming to school with limited exposure to language and literacy skills.

TABLE 8 - iReady Fall 23 Diagnostic Data

Kindergarten					
	Mid or Above Grade Level	**Early On Grade Level**	**One Grade Level Below**	**Two Grade Levels Below**	**Three or More Grade Levels Below**
Phonological Awareness (PA)	1%	23%	76%	NA	NA
Phonics (PH)	3%	8%	89%	NA	NA
High-Frequency Words (HFW)	3%	3%	94%	NA	NA
Vocabulary (VOC)	8%	25%	67%	NA	NA
Comprehension: Overall (COMP)	15%	17%	67%	NA	NA
Literature (LIT)	17%	23%	60%	NA	NA
Informational Text (INFO)	15%	22%	63%	NA	NA

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

Grade 1					
	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
Phonological Awareness (PA)	9%	7%	70%	14%	NA
Phonics (PH)	9%	6%	69%	17%	NA
High-Frequency Words (HFW)	12%	5%	56%	27%	NA
Vocabulary (VOC)	5%	9%	63%	23%	NA
Comprehension: Overall (COMP)	4%	8%	76%	12%	NA
Literature (LIT)	6%	11%	73%	10%	NA
Informational Text (INFO)	6%	9%	70%	15%	NA
Grade 2					
	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
Phonological Awareness (PA)	69%	0%	2%	29%	NA
Phonics (PH)	12%	9%	42%	37%	NA
High-Frequency Words (HFW)	32%	14%	2%	29%	NA
Vocabulary (VOC)	4%	12%	43%	41%	NA
Comprehension: Overall (COMP)	4%	11%	42%	43%	NA
Literature (LIT)	7%	11%	42%	40%	NA
Informational Text (INFO)	6%	7%	46%	41%	NA
Grade 3					
	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
Phonological Awareness (PA)	100%	NA	NA	NA	NA
Phonics (PH)	29%	2%	6%	29%	33%
High-Frequency Words (HFW)	79%	0%	3%	7%	11%
Vocabulary (VOC)	9%	18%	22%	36%	15%
Comprehension: Overall (COMP)	9%	9%	20%	36%	27%
Literature (LIT)	9%	13%	49%	20%	9%
Informational Text (INFO)	6%	13%	18%	35%	29%

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

Overall K-3					
	Mid or Above Grade Level	**Early On Grade Level**	**One Grade Level Below**	**Two Grade Levels Below**	**Three or More Grade Levels Below**
Phonological Awareness (PA)	49%	7%	35%	10%	NA
Phonics (PH)	20%	6%	47%	19%	9%
High-Frequency Words (HFW)	37%	5%	41%	15%	2%
Vocabulary (VOC)	6%	15%	50%	24%	5%
Comprehension: Overall (COMP)	7%	10%	51%	22%	10%
Literature (LIT)	9%	13%	49%	20%	9%
Informational Text (INFO)	8%	12%	47%	23%	11%

TABLE 9 – NWEA MAP DATA 2022-2023

Percentage of Students Scoring Average or Above (>40% ile)					
Grade Level Growth 2022-2023		**Fall 2022**	**Spring 2023**	**Change**	**Current Grade**
	4	49%	39%	-10%	**5**
	5	43%	44%	1%	**6**
		Fall 2022	**Fall 2023**	**Change**	**Current Grade**
Cohort Growth Fall 22 to Fall 23	**3 - 4**	49%	48%	-1%	**4**
	4 - 5	49%	46%	-3%	**5**
	5 - 6	43%	49%	6%	**6**

Testing Window	Grade	Percent at Each Reporting Category Performance Level - Foundational Skills				
		Lo % <21	LoAvg % 21-40	Avg % 41-60	HiAvg % 61-80	Hi % > 80
Fall 22	K	17%	32%	29%	13%	9%
Spring 23	K	19%	22%	25%	19%	14%
Fall 22	1	21%	26%	20%	21%	11%
Spring 23	1	22%	25%	15%	21%	17%

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

TABLE 10 – HEGGERTY FALL 2023 PROFICIENCY BY SKILL

	Onset Fluency: Initial Phoneme Isolation	Blending Phonemes into Spoken Words	Final Phoneme Isolation	Segmenting Words into Phonemes	Isolating the Medial (Vowel) Sound in Spoken Words	Adding Initial Phoneme	Deleting Initial Phoneme	Substituting Initial Phoneme
Kindergarten								
#	22/145	8/145	8/145	3/145	4/145	4/145	6/145	2/145
%	15.1	5.5	5.5	2	2.7	2.7	4.1	1.3
Grade 1								
#	143/160	121/160	100/160	103/160	90/160	77/160	94/160	78/160
%	89.3	75.6	62.5	64.3	56.2	48.1	58.7	48.7

Analysis of the OST special education data from 2022 and 2023 **(Table 13)** indicated general overall weaknesses in special education performance on the ELA assessments in grades 3 through 6. Although Students with Disabilities (SWD) are provided with allowable accommodations related to their disabilities, scores falling within the proficient range or above were minimal and growth from one performance level to another was minimal as well. An additional review of the specific disability categories who earned Basic or Proficient occurred with the distinction between disabilities associated with lower cognitive ability (ID, MD) and those that are generally associated with average or above cognitive ability (SLD, SLI, OHI, OH). **(Table 12)**. While not shown in the charts below, in looking closer at the specific number of students who fell in the categories most often associated with average intelligence and who fell in either the Proficient or Basic range, we fell short. For example, in looking at 3rd grade specifically, out of the 21 students who took the ELA test, 76% of them were students that fell in the categories associated with average intelligence, however, of those students, only 31% of them earned a proficient score and only 50% of them earned a Basic or Proficient score meaning that the other 50% were in the Limited range. Other grades were very similar. It is clear that emphasis on students with SLD, SLI, OHI, and OH, with traditionally average intelligence, should occur to include ensuring that the correct testing accommodations are being provided as well as focusing on ensuring that there is significant exposure to the general education curriculum.

In addition, an overall thorough analysis identified both celebrations and areas requiring further focus for our students with disabilities subgroup. Over half of the tests (5 out of 9) exhibited improvements in the percentage of Proficient scores, with notable instances of double-digit advancements in 3rd Grade ELA, 4th Grade ELA, and Math. In 6 out of 9 tests, there was an improvement in the percentage of Basic or Proficient scores, with particularly significant progress in 4th Grade for both ELA and Math. Across all grades (3-6), a minimum of 25% proficiency or above was achieved in ELA, with notable percentages in 3rd (52%), 4th (39%), 5th (39%), and 6th (28.5%). Despite an exception in 6th grade, all FES grades experienced an increase in Proficient percentages for ELA. Similarly, with the exception of 5th grade, all FES grades demonstrated an improvement in Basic or Proficient percentages for ELA. The proficiency percentage for 4th-grade ELA was 19%, slightly below the 2021-22 ODEW standard of 22%. 3rd-grade ELA achieved a proficiency percentage of 24%, surpassing the 22% standard set for 4th grade by ODEW in 2021-22. Eight students in grades 3-6 fell within the

690-699 range for ELA, showcasing a considerable cohort in this proficiency range. The introduction of inclusion classrooms and co-teaching in the 2022-2023 academic year appears to have potentially contributed to the positive trend in scores. Areas for Improvement: In 6th grade, no students with disabilities (SWD) reached proficiency in either ELA or Math, highlighting a critical gap. 6th-grade ELA proficiency dropped from 12.5% to 0%, indicating a significant decline.

Included in this analysis were results from the AASCD **(Chart 14);** however, the team noted that while these students are Fostoria City School students, they have been placed at the local MRDD allowing for a limited impact on their academic outcomes.

TABLE 12 – STUDENTS WITH DISABILITIES OST PERFORMANCE 2022-2023

	6th Math	6th ELA	5th Math	5th ELA	5th Sci	4th Math	4th ELA	3rd Math	3rd ELA
# of SWD Taking Test	28	28	24	23	23	31	31	21	21
SWD Proficient	0	0	3 (1- 754)	3	2	5 (1-759)	6	3	5
% Proficient	0%	0%	12.5%	13%	9%	16%	19%	14%	24%
Disability Category(s) Proficient	N/A	N/A	1 SLI 1 OHI 1 OI	2 SLD 1 SLI	1 SLI 1 OHI	2 SLD 2 SLI 1 AU	4 SLD 1 SLI 1 OI	3 SLI 1 OHI	3 SLD 2 SLI
# SWD Basic	2	8	2	6	9	2	6	1	6
% SWD Basic or Proficient	7%	28.5%	21%	39%	48%	22.5%	39%	19%	52%
Disability Categories Basic or Prof	1 SLD 1 SLI	6 SLD 1 SLI 1 AU	1 SLI 2 OHI 1 OI 1 ID	4 SLD 3 OHI 1 SLI 1 ID	4 SLD 4 OHI 1 SLI 2 ID	3 SLD 2 SLI 1 OHI 1 AU	8 SLD 1 SLI 1 OI 2 AU	1 SLD 3 SLI 1 OHI	4 SLD 5 SLI 2 OHI
# SWD btw 690-699	0	3	0	0	3	0	0	0	2
Disability Category(s) btw 690-699	N/A	1 SLD 1 SLI 1 AU	N/A	N/A	2 SLD 1 ID	N/A	N/A	N/A	1 SLI 1 OHI

Green= 20% or higher passage rate   Yellow= 10-19% passage rate   Red= Below 10% passage rate

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

TABLE 13 – STUDENTS WITH DISABILITIES OST 2-YEAR TREND

	21-22 6th ELA	22-23 6th ELA	Diff	21-22 5th ELA	22-23 5th ELA	Diff	21-22 4th ELA	22-23 4th ELA	Diff	21-22 3rd ELA	22-23 3rd ELA	Diff
# of SWD Taking Test	24	28		27	23		25	31		30	21	
SWD Proficient	3	0		3	3		0	6		1	5	
% Proficient	12.5%	0%	-12.5%	11%	13%	+2%	0%	19%	+19%	3%	24%	+21%
Disability Category(s) Proficient	1 SLD 1 OHI 1 AU	N/A		2 SLI 1 AU	2 SLD 1 SLI		N/A	4 SLD 1 SLI 1 OI		1 OI	3 SLD 2 SLI	
# SWD Basic	3	8		8	6		4	6		12	6	
% SWD Basic or Proficient	25%	28.5%	+3.5%	41%	39%	-2%	16%	39%	+23%	43%	52%	+9%
Disability Categories Basic or Prof	3 SLD 1 ED 1 OHI 1 AU	6SLD 1 SLI 1 AU			4SLD 3OHI 1 SLI 1 ID		N/A	8 SLD 1 SLI 1 OI 2 AU		6 SLI 6 SLD 1 OI	4 SLD 5 SLI 2 OHI	
# SWD btw 690-699	0	3		0	0		0	0		3	2	
Disability Category(s) btw 690-699		1SLD 1 SLI 1 AU								2 SLI 1 SLD	1 SLI 1 OHI	

Green= 20% or passage rate or positive gain from year to year Yellow= 10-19% passage rate Red= Below 10% passage rate or a decline from year to year

TABLE 14 – AASCD Grades 3-6

Window	Grade	Student Count	Average Scale Score	Percent Proficient	Reporting Category	Percent at Each Reporting Category Performance Level		
						Below Proficient	Near Proficient	Above Proficient
Spring 2023	3	1	458	0%	Reading Informational Text	100	0	0
					Reading Literary Text	100	0	0
					Writing & Language	0	0	100
						Below Proficient	Near Proficient	Above Proficient
Spring 2023	4	1	470	0%	Reading Informational Text	0	100	0
					Reading Literary Text	100	0	0
					Writing & Language	0	100	0

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						Below Proficient	Near Proficient	Above Proficient
Spring 2023	6	1	473	0%	Reading Informational Text	100	0	0
					Reading Literary Text	100	0	0
					Writing & Language	0	0	100

Analyzing the provided data on the Ohio English Language Proficiency Assessment (OELPA) for grades K-6 **(Table 15)** in the spring of 2023, we can identify some strengths and weaknesses amongst our EL population. The data provides a detailed breakdown of performance in listening, reading, speaking, and writing for each grade. The team noted that this allows for targeted interventions and improvements in specific language skills based on individual students. Listening was identified as the first area that students generally advanced most quickly in, this was considered an asset for our students who experience a significant amount of verbal instruction. Across all grades, the percentage of students classified as proficient is consistently low (0% or 25%). This suggests a potential area of concern regarding overall language proficiency levels. The team noted that while there are inconsistencies in the performance levels across grades for similar reporting categories this is largely due to circumstances of the individual students and not indicative of grade level support, etc.

TABLE 15 – OELPA Grades K-6

Window	Grade	Student Count	Average Scale Score	Percent Proficient	Reporting Category	Percent at Each Reporting Category Performance Level				
						Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Spring 2023	K	6	5303	0%	Listening	17	17	67	0	0
					Reading	17	33	17	33	0
					Speaking	17	50	0	17	17
					Writing	50	17	33	0	0
						Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Spring 2023	1	2	5667	0%	Listening	0	0	0	0	100
					Reading	0	0	50	0	50
					Speaking	50	0	50	0	0
					Writing	0	50	50	0	0
						Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Spring 2023	2	4	5223	25%	Listening	0	0	50	25	25
					Reading	25	0	50	25	0
					Speaking	25	25	25	0	25
					Writing	25	0	50	25	0
						Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Spring 2023	3	4	5546	25%	Listening	0	0	25	50	25
					Reading	0	75	0	25	0
					Speaking	25	25	0	0	50
					Writing	0	75	0	25	0

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

						Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Spring 2023	4	3	5309	0%	Listening	0	0	0	67	33
					Reading	0	0	67	0	33
					Speaking	33	0	67	0	0
					Writing	0	33	67	0	0
Spring 2023	5	2	5672	0%		Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
					Listening	0	0	0	0	100
					Reading	0	0	100	0	0
					Speaking	0	0	100	0	0
					Writing	0	0	100	0	0
Spring 2023	6	1	4328	0%		Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
					Listening	0	100	0	0	0
					Reading	100	0	0	0	0
					Speaking	100	0	0	0	0
					Writing	100	0	0	0	0

The team would like to note that literacy is the responsibility of all members of the Fostoria community: students, educators, and parents alike. The district literacy program must be organized to identify students' needs, provide teachers with strategies to support students based on these identified needs, and include extended opportunities necessary for all students to achieve at high levels. Our belief is that "Every student deserves a great teacher, not by chance, but by design."

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

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

A variety of external factors have been identified and integrated into the narrative data analysis in Section 3 Part A (see above). Additionally, the following factors have been identified:

- Lack of updated curriculum maps and use of a common reading curriculum with fidelity for K-6 as a contributing factor. Literacy scores will likely improve when our teachers begin utilizing the reading curriculum with fidelity in each grade, and there is a building-wide pacing guide commitment that supports students as they transition from grade to grade.
- As a district, our teachers are in continual need of specific professional development on evidence based strategies focused on the Science of Reading to better equip them with the right tools for literacy instruction.
- The team has identified an inconsistent use of the phonics program (Wilson Fundations) as a contributing factor to low early literacy achievement.
- Fostoria Elementary has a high population of students with disabilities and economically disadvantaged students.
- Limited exposure to the general education curriculum and an over reliance on pull-out services for students with disabilities.
- Current practices/mindset focuses on trying to remediate gaps rather than improve access to effective Tier 1 grade level instruction. This is observed across all grades/subgroups, but becomes most apparent with students with disabilities.
- Attendance for both students and staff may be a contributing factor.

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.

Upon thorough analysis of the presented data, it is evident that the primary contributing factor to the observed low reading achievement at Fostoria Elementary School is a lack of consistency in the implementation fidelity of effective Tier 1 instructional practices. Historically the building has focused on Tier 2 and 3 intervention; however, recognizes that Tier 1 must be addressed first.

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

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

Overarching Goal:

Increase the percentage of students meeting or exceeding Third Grade reading proficiency standards from 41.2% to 65% in the spring of 2024 as measured by the Ohio State Reading Assessment.

Subgoals:

1. 88% (49/56) of grade 3 students scoring between 648-682 on Fall Ohio State Reading Assessment will meet the Third Grade Reading Promotion score of 690 or higher or a 48 Reading Subscore on the Spring Ohio State Reading Assessment by May 2024.

2. 90% of students in grades K-2 will demonstrate on-grade level phonological awareness skills as measured by the iReady Diagnostic Assessment by May 2024.

3. 90% of students in grades K-3 will demonstrate on-grade level phonics skills as measured by the iReady Diagnostic Assessment by May 2024.

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

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.

Goal # 1 Action Map

Goal Statement: 88% (49/56) of grade 3 students scoring between 648-682 on Fall Ohio State Reading Assessment will meet the Third Grade Reading Promotion score of 690 or higher or a 48 Reading Subscore on the Spring Ohio State Reading Assessment by May 2024.

Evidence Based Strategy or Strategies: Implement strategies focused on building teacher capacity around The Science of Reading (inclusive of Dyslexia) and Structured Literacy instruction. Included strategies are:

1. Professional Development: *Providing ongoing training and development opportunities for teachers.*
2. Mentoring and Coaching: *Pairing less experienced teachers with experienced mentors and providing two district literacy coaches.*
3. Resource Allocation: *Ensuring that teachers have access to the necessary tools and materials to support literacy instruction.*
4. Feedback and Evaluation: *Providing specific feedback to help teachers identify areas for improvement and growth.*

   timeline and details will be tentative based on further direction from ODEW in regards to PD requirements and approved instructional resources

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Component	All PreK-6 staff and all intervention specialists will be required to complete the ODEW Dyslexia Modules All Pk-6 staff will complete additional ODEW required Literacy PD (TBD)	Engage in Discussion with Facilitator, Coach, and Colleagues	Implementation and Coaching	Analyze the effectiveness of the Structured Explicit Systematic Tier 1 instruction through iReady Diagnostic Data

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

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Timeline	1.By the beginning of the 2023-2024 School Year 2.By September 15th of the 2024-2025 School Year 3.By September 15th of the 2025-2026 School Year	Ongoing professional development January and February, 2024 2024-2025 SY Monthly 2025-2026 SY Monthly	Ongoing professional development 2024-2025 SY Implementation year	April/ May 2024 April/ May 2025 April/May 2026
Lead Person(s)	District Gifted Coordinator, ODEW Certified Facilitator, Dyslexia Certified Specialist District Dyslexia Specialist	Instructional Coaches Literacy Leadership Team	Instructional Coaches Building administrators Literacy Leadership Team	District/Building Administrators, District Coaches, Literacy Leadership Team, PK-4 teachers, intervention Specialists, and Title I staff
Resources Needed	Access to ODEW Dyslexia Modules and additional Literacy Modules as Determined	Built in time for professional development *(schedule TBD)*	Walkthrough tool, Time *Observations are focused on professional growth and are non-evaluative*	iReady diagnostic data RIMP Progress Monitoring Data
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	1. By the beginning of the 2023-2024 School Year: Teachers providing instruction to students in grades K-1, including intervention specialists 2. By September 15th of the 2024-2025 School Year: Teachers providing instruction to students in grades 2-3, including intervention specialists	1 Discuss modules and implementation. 2. Analyze what best practices are currently being used and what needs to be changed, as well as determine what practices must be ended. 3. Proactively plan Tier 1 instruction. 4. LLT (Literacy Leadership Team)	1 Teachers will implement Structured Explicit Systematic instruction in Tier 1. 2. Building administrators and District Coaches will observe and provide specific feedback using a walkthrough tool created to measure Structured Explicit Instruction and drive coaching conversations.	PK-4 teachers will analyze the data during TBT meetings. Professional development on use of iReady will be facilitated as this is a new data source (March 18 2024). District/Building Administrator, District Coaches, and Literacy

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

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
	3. By September 15th of the 2025-2026 School Year: Intervention Specialists serving students in grades 4-12 *Teachers will be paid per negotiated agreement for outside of work day.completion of modules.*			
Measure of Success	Modules completed and verified with certificate of completion from ODE 100% of PK- 4 teachers and all intervention specialists trained.	Literacy Leadership Team meeting minutes	Data gathered from classroom walkthroughs	iReady diagnostic data RIMP Progress Monitoring Data
			Title IIA - Professional Development and ESSER ARP will be used to provide funding to support additional professional development in using the classroom walkthrough tool.	

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

Goal # 2 Action Map

Goal Statement: 90% of students in grades K-2 will demonstrate on-grade level phonological awareness skills as measured by the iReady Diagnostic by May 2024.

Evidence Based Strategy or Strategies: Implement Explicit and Systematic Phonemic Awareness Instruction

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Component	Training for K-2 teachers in Heggerty Phonemic Awareness Curriculum (Refresher or initial based on need)	Teachers will implement Heggerty Phonemic Awareness Curriculum with fidelity	Observe and provide feedback on implementation fidelity using the Heggerty Fidelity Checklist *Observations are focused on professional growth and are non-evaluative*	Analyze the effectiveness of the Heggerty Phonemic Awareness Program through Heggerty Benchmark and iReady Diagnostic Data
Timeline	Ongoing beginning January 2024	On-going (currently in place)	Beginning March 2024	April/May 2024
Lead Person(s)	District Literacy Coach	PK-2 teachers, interventionist Specialists, and Title I staff (as noted on individual RIMPs)	Building Administrators and District Coaches	District/Building Administrators, District Coaches, PK-2 teachers, interventionist Specialists, and Title I staff
Resources Needed	Heggerty Materials, PD Time (TBD) Heggerty Manuals	Built in time daily during literacy block (10-15 minutes daily), Heggerty Manuals, MyHeggerty	Time, Heggerty Fidelity Checklist	Heggerty Benchmark Data, iReady Diagnostic Data, RIMP Progress Monitoring Data

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

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Literacy Coach will survey staff need for refresher or full training. Trainings will be facilitated based on individual need. Teachers will be paid per negotiated agreement for sessions held outside of the work day.	Schedules for PK-2 classes will be intentionally designed to allow for 10-15 minutes daily. Lesson plans and RIMPs will reflect implementation.	Building administrators and District Coaches will observe and provide specific feedback using the Heggerty Fidelity Checklist. Grade Level Teams will be encouraged to complete peer observations using the Fidelity Checklist (optional professional growth step)	PK-2 teachers will analyze the data during TBT meetings. Professional development on use of iReady will be facilitated as this is a new data source (March 18 2024). District/Building Administrators and District Coaches will analyze data. Based on the data, teachers will plan future instruction.
Measure of Success	100% of PK-2 teachers, interventionist specialists and TItle I staff trained	Diagnostic data, Progress Monitoring data	Coaching walkthrough data	Diagnostic data, Progress Monitoring data
Description of Funding	Title IIA - Professional Development and ESSER ARP will be used to provide funding to support PD/training costs. In the event additional instructional materials Title IA will be used.	Does not require additional funding	Does not require additional funding	Does not require additional funding
Check-in/Review Date	January/February 2024	January/February 2024	April/May 2024	April/May 2024

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

Goal # 3 Action Map

Goal Statement: 90% of students in grades K-3 will demonstrate on-grade level phonics skills as measured by the iReady Diagnostic by May 2024.

Evidence Based Strategy or Strategies: Implement Explicit and Systematic Phonics Instruction

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Component	Training for K-3 teachers in Wilson Fundations (Training will include full day Launch Workshop and Virtual Implementation Support) Sustainability training for District Coaches (2) to become Fundations Presenters and Facilitators Building Administrator Support from Wilson Specialist. Access to Wilson Principal Resources (WIN)	Teachers will implement Fundations Curriculum with fidelity Coached will complete (4) days of on-site coaching from Wilson Literacy Specialist Building Administrators will become familiar with key components of the Fundations Program and Supporting Implementation Best Practices	Observe and provide feedback on implementation fidelity using the Fundations Implementation Checklist *Observations are focused on professional growth and are non-evaluative*	Analyze the effectiveness of the Wilson Fundations Curriculum through Fundations Unit Assessments and iReady Diagnostic Data
Timeline	Ongoing beginning January 2024 Teachers completed by February Coached and Admin on-going throughout January -May	On-going (currently in place)	Beginning February 2024	April/May 2024
Lead Person(s)	District Curriculum Director Building Administrators	K-3 teachers, interventionist Specialists, and Title I staff (as noted on individual RIMPs)	Building Administrators and District Coaches	District/Building Administrators, District Coaches, K-3 teachers, interventionist

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

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
	District Literacy Coach	District Coaches (2) Building Admin		Specialists, and Title I staff
Resources Needed	Fundations Materials, PD Time (TBD)	Built in time daily during literacy block (30-45 minutes daily), Fundations Materials, FunHub	Time, Fundations Implementation Checklist	Fundations Unit Assessment Data, iReady Diagnostic Data, RIMP Progress Monitoring Data
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	All K-3 staff (47) will be provided with Fundations Training and a Wilson Academy account. Workshops will be facilitated during the day throughout January and February. Building Administrators will have Orientation with Wilson Specialist Coaches will each begin the process of becoming a Facilitator/Presenter for 1 Level and then add a second Level (beginning with 1 and 2)	Schedules for K-3 classes will be intentionally designed to allow for 30-45 minutes daily. Lesson plans and RIMPs will reflect implementation.	Building administrators and District Coaches will observe and provide specific feedback using the Fundations Implementation Checklist. Coaches will work closely with specific levels to provide facilitation of TBT data discussions based on Implementation Checklist observations.	K-3 teachers will analyze the data during TBT meetings. . Professional development on use of iReady will be facilitated as this is a new data source (March 18, 2024). District/Building Administrators and District Coaches will analyze data. Based on the data, teachers will plan future instruction.
Measure of Success	100% of K-3 teachers, interventionist specialists and TItle I staff trained District Coaches become Fundations Presenters/Facilitators for 2 levels each.	Diagnostic data, Progress Monitoring data	Coaching walkthrough data. TBT Minutes. Coaching Logs.	Diagnostic data, Progress Monitoring data

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

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Description of Funding	ESSER ARP will be used to provide funding to support PD/training costs.	Does not require additional funding	Does not require additional funding	Does not require additional funding
Check-in/Review Date	January/February 2024	January/February 2024	April/May 2024	April/May 2024

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

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

Goal Statement/Strategy	Monitoring Implementation (Adult)	Monitoring Progress (Student)
Goal Statement: 88% (49/56) of grade 3 students scoring between 648-682 on Fall Ohio State Reading Assessment will meet the Third Grade Reading Promotion score of 690 or higher on the Spring Ohio State Reading Assessment by May 2024. Evidence Based Strategy or Strategies: *Implement strategies focused on building teacher capacity around The Science of Reading (inclusive of Dyslexia) and Literacy instruction.*	Adult implementation will be monitored through participation in required professional development opportunities: ● Dyslexia Modules ● Literacy Modules (TBD - based on ODEW)	Student progress will be monitored through benchmark assessments (outline below). Overall student progress will be measured on the Spring Grade 3 Ohio State Reading Test.
Goal Statement: 90% of students in grades K-2 will demonstrate on-grade level phonological awareness skills as measured by the iReady Diagnostic by May 2024. Evidence Based Strategy or Strategies: *Implement explicit and Systematic Phonemic Awareness Instruction*	Adult implementation will be monitored by administration and literacy coaches through lesson plan review and data collected using the Heggerty Fidelity Checklist.	Student progress will be monitored through Heggerty Benchmark Data collected three times annually (Beginning, Middle, End). Student progress will also be monitored through the iReady Diagnostic Assessment and Literacy Tasks administered three times annually (Fall, Winter, Spring). BiWeekly progress monitoring of students on RIMPs with deficits in Phonemic Awareness will also be

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

		analyzed.
Goal Statement: 90% of students in grades K-3 will demonstrate on-grade level phonics skills as measured by the iReady Diagnostic by May 2024. Evidence Based Strategy or Strategies: *Implement explicit and Systematic Phonics Instruction*	Adult implementation will be monitored through participation in appropriate grade level Launch Workshops Jan/Feb 2024. Adult implementation will be monitored by administration and literacy coaches through lesson plan review and coaching data collected using the Fundations Implementation Checklist.	Student progress will be monitored through Fundations Unit Assessments. Student progress will also be monitored through the iReady Diagnostic Assessment and Literacy Tasks administered three times annually (Fall, Winter, Spring). BiWeekly progress monitoring of students on RIMPs with deficits in Phonics will also be analyzed.

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.

The implementation of the evidence-based strategies outlined in Section 3 will have several positive impacts on all learners, but specifically students who are on Reading Improvement and Monitoring Plans (RIMPs):

- Targeted Support: Students on RIMPs will receive more targeted and individualized support as teachers undergo professional development and receive guidance from mentors and coaches focused on Tier 2. This personalized attention helps address specific reading challenges and tailors instruction to meet each student's needs.
- Improved Instructional Practices: The ongoing professional development around Science of Reading for teachers and the feedback they receive will contribute to the improvement of instructional practices. Teachers will become more skilled at identifying and addressing literacy difficulties, leading to more effective instruction for students on RIMPs.
- Enhanced Assessment and Intervention: Resource allocation ensures that teachers have access to the necessary tools and materials for assessment and intervention. This can lead to more accurate identification of reading difficulties, allowing for timely and targeted interventions to support students on RIMPs.
- Building Foundational Skills: Explicit and systematic phonemic awareness and phonics instruction directly targets foundational skills necessary for reading. By focusing on these foundational elements, students on RIMPs can strengthen their decoding and word recognition abilities, which are critical for overall reading success.
- Progress Monitoring and Adjustments: Regular feedback and evaluation of teachers, coupled with ongoing monitoring of student progress, enable educators to make data-informed decisions. This iterative process ensures that instructional strategies are adjusted as needed to meet the evolving needs of students on RIMPs.

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

- Long-term Academic Gains: The combined impact of these strategies can contribute to long-term academic gains for students on RIMPs. By addressing foundational reading skills and providing continuous support, these students are better positioned for success in subsequent grades and throughout their academic journey.

In summary, the implementation of evidence-based strategies not only supports teachers in enhancing their instructional practices but also has a direct and positive impact on all learning, including students on Reading Improvement and Monitoring Plans by addressing their specific needs, fostering a supportive learning environment, and promoting academic success.

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.*

After completing a thorough review and analysis of all relevant district data (Section 3 of this Plan), the Team identified consistent areas of strength and weakness across the grade levels from year to year. Identifying these areas allowed the team to determine both what is and what is not working as well as conduct a root cause analysis into each of these areas. The Team also conducted a mini-curriculum review of the current K-6 ELA instructional resources. The results of this review reflected a program/curriculum weakness in regards to explicit foundational skill instruction – primarily phonics and phonemic awareness at the primary level. An inconsistency in adult implementation was also noted to be a factor when looking at this data. After taking all available data into consideration, the Team determined the areas that they deemed to be most impactful for influencing student achievement. These identified goals are aimed at building teacher knowledge and capacity in the Science of Reading, and providing teachers with explicit instructional strategies and tools focused on improving students' foundational skills.

Within these goal areas, the Team identified high impact research-based strategies/practices to ensure that the established goals will be met. These strategies and practices were identified through an analysis of district data, specifically looking closely at classrooms and/or cohorts of students performing well. While these isolated pockets of implementation have shown great success, implementation has not been closely monitored for fidelity. Several differences in adult implementation of evidence based strategies and tools was also noted. The current documented success of these strategies (implementation of Heggerty and Fundations) is what has driven the Team to focus on implementing them with fidelity building-wide. The strategies in this plan will focus on providing explicit systematic tier one phonemic awareness and phonics instruction to all students, providing explicit systematic tier two instruction to those students on RIMPs. Additionally, this plan seeks to effectively

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provide all teaching staff with the knowledge, tools, and capacity to provide reading instruction to students of all backgrounds and ability levels.

Fostoria City Schools will ensure these identified strategies are highly effective and promote academic progress across the district through on-going focused and aligned professional development as outlined in the district's professional development plan and continued support through district literacy coaches. Adult implementation will be closely monitored for fidelity and results will be analyzed. All staff members will be required to monitor student progress and report progress to the literacy coaches, grade level peers and administration. Both implementation and progress will be shared with and analyzed by Building Leadership, District Leadership, and District Literacy Teams.

Progress towards the District's literacy instructional goals will be measured through student growth and achievement on Ohio State Tests, iReady Diagnostic Assessments/Literacy Tasks, Heggerty Benchmark Assessments, Fundations Unit Assessments as well as growth of teacher knowledge and capacity on pre and post PD surveys and Literacy Module assessments.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Refer to the definition of professional development in the guidance document. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.

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

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

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Goal 1: 88% (49/56) of grade 3 students scoring between 648-682 on the Fall Ohio State Reading Assessment will meet the Third Grade Reading Promotion score of 690 or higher on the Spring Ohio State Reading Assessment by May 2024.

Evidence-Based Practice or Intervention: Implement strategies focused on building teacher capacity around The Science of Reading (inclusive of Dyslexia) and Literacy instruction. Included strategies are:

1. Professional Development: *Providing ongoing training and development opportunities for teachers.*
2. Mentoring and Coaching: *Pairing less experienced teachers with experienced mentors and providing two district literacy coaches.*
3. Resource Allocation: *Ensuring that teachers have access to the necessary tools and materials to support literacy instruction.*
4. Feedback and Evaluation: *Providing specific feedback to help teachers identify areas for improvement and growth.*

   timeline and details will be tentative based on further direction from ODEW in regards to PD requirements and approved instructional resources

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Instructionally-Focused
All required PreK-6 teachers and all intervention specialists will complete the ODEW Dyslexia Modules	Current - Deadline based on respective ODEW September 15th Deadlines	X	X	X	X		X
All PreK-6 required staff and all intervention specialists will complete the "to be determined" ODEW Science of Reading Literacy Modules	Current - Deadline based on respective ODEW September 15th Deadlines	X	X	X	X		X
Training for PK-3 teachers on the use of iReady Data to inform instruction	Ongoing	X	X	X	X	X	X

Resources Required	Outcomes/Evaluation
	Next: March 18, 2024

Resources Required	Outcomes/Evaluation
1. Access to Modules, Dyslexia Specialist, District Gifted Coordinator/ODEW Certified Facilitator ,Literacy Coach, Time	100% of PK-6 ELA teachers, intervention specialists, and Title 1 staff and building admin will complete the appropriate modules.
2. iReady, Curriculum Associates Trainer, Time	100% of K-3 teachers, interventionists, and Title 1 staff will be qualified to administer the iReady Diagnostic and Literacy Tasks and analyze a variety of data in TBT meetings throughout the year. *grades 4-6 will utilyze MAP data this year and is currently exploring use of iReady in the future*

Goal 2: 90% of students in grades K-2 will demonstrate on-grade level phonological awareness skills as measured by the iReady Diagnostic by May 2024.

Evidence-Based Practice or Intervention: Implement Explicit and Systematic Phonemic Awareness Instruction

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Instructionally-Focused
Training for PK-2 teachers, intervention specialists, and Title I Teaches in Heggerty Phonemic Awareness Curriculum	Current - Ongoing	X	X	X	X		X
Training for PK-3 teachers on the use of iReady Data to inform instruction	Ongoing Next: March 18, 2024	X	X	X	X	X	X

Resources Required	Outcomes/Evaluation
1. Heggerty Materials, Literacy Coach, Time	100% of PK-2 teachers, interventionists, and Title 1 staff will be qualified to implement Heggerty Phonemic Awareness curriculum.

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2. iReady, Curriculum Associates Trainer, Time	100% of K-2 teachers, interventionists, and Title 1 staff will be qualified to administer the iReady Diagnostic and Literacy Tasks and analyze a variety of data in TBT meetings throughout the year.

Goal 3: 90% of students in grades K-3 will demonstrate on-grade level phonics skills as measured by the iReady Diagnostic by May 2024.

Evidence-Based Practice or Intervention: Explicit and Systematic Phonics Instruction

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Instructionally-Focused
Training for PK-3 teachers, intervention specialists, and Title I Teaches in the appropriate level of Wilson Fundations	Current - Ongoing	X	X	X	X		X
Training for Building Administrators focused on best practices in supporting Fundations implementation.	January 24 - Date TBD	X	X	X	X		X
Training for Literacy Coaches focused on building sustainability and enabling them to be presenters/ facilitators for Fundations.	Beginning January 24 - 4 full days TBD	X	X	X	X		X
Training for PK-3 teachers on the use of iReady Data to inform instruction	Ongoing Next: March 18, 2024	X	X	X	X	X	X

Resources Required	Outcomes/Evaluation
1. Heggerty Materials, Literacy Coach, Time	100% of PK-2 teachers, interventionists, and Title 1 staff will be qualified to implement Heggerty Phonemic Awareness curriculum.
2. iReady, Curriculum Associates Trainer, Time	100% of K-2 teachers, interventionists, and Title 1 staff will be qualified to administer the iReady Diagnostic and Literacy Tasks and analyze a variety of data in TBT meetings throughout the year.

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Provide a brief description of how the <u>overall</u> plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.
Sustained: Taking place over an extended period; longer than one day or a one-time workshop. All PD opportunities outlined above consist of multiple sessions, opportunities, etc. spread throughout the school year.
Intensive: Focused on a discreet concept, practice or program. All PD opportunities are focused on the Science of Reading. However there are 3 specific programs being supported in this PD - Heggerty Phonemic Awareness Curriculum, Wilson Fundations, and the implementation of iReady.
Collaborative: Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding. The PD plan is inclusive of all K-3 staff, including general education teachers, intervention specialists, Title I teachers, Literacy Coaches, and Administration.
Job-Embedded: A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment. All PD outlines above include a coaching component. This includes in class modeling, peer-observations, co-teaching and coaching observation/feedback.
Data-Driven: Based upon and responsive to real-time information about the needs of participants and their students. Each PD opportunity has a portion that focuses on the use of real-time data and its impact on instructional decisions. The iReady training is specifically focused on how to use data to inform instruction.
Instructionally-Focused: Related to the practices taking place in the learning environment during the teaching process. The PD outlined in this plan is focused on providing teachers the capacity to implement current practices with fidelity.

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APPENDICES

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

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

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