



March 4, 2024

Dear Superintendent Howard:

Thank you for submitting the Mount Gilead Exempted Village Schools Reading Achievement Plan. The Department appreciates your time and commitment in developing this comprehensive literacy plan. Ohio Governor Mike DeWine recently launched [ReadOhio](#), an exciting statewide effort to encourage improved literacy skills for all students, including the implementation of high-quality instructional materials and professional development aligned with the science of reading.

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

Strengths of the Reading Achievement Plan:

- Plan includes both systems and instructional level supports.
- Plan describes both internal supports and family engagement strategies.
- Plan references sharing and updating the community.

This plan will benefit from:

- Plan may benefit from a deeper disaggregated data/subgroup analysis.
- Plan may benefit from more aggressive goal setting/targets to address the achievement gap/COVID needs addressed earlier.
- Plan may benefit from exploring adult implementation/monitoring efforts as a support.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Mount Gilead Exempted Village Schools revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to readingplans@education.ohio.gov. If you have any questions, please email the same inbox.

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

Sincerely,



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

READING ACHIEVEMENT PLAN

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

1. The district or community school received either of the following:

(a) A grade of “D” or “F” on the Improving At-Risk K-3 Readers Measure; or

(b) 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:

Mount Gilead Exempted Village Schools

DISTRICT IRN:

045534

DISTRICT ADDRESS:

145 N Cherry St., Mt Gilead, OH 43338

PLAN COMPLETION DATE:

11/10/2023

LEAD WRITERS:

Emily Ross with support from Erin Adkins, RELS for SST7

OHIO'S LANGUAGE AND LITERACY VISION

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 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.

MGEVS implements Culturally responsive practices with the foundational understanding that all children can & must learn to read. Our goal is to do whatever it takes to ensure all students learn to read. We also value all families and see them as vital partners in our work. Our role is to help build partnerships and have open communication with parents so students can succeed.

To ensure culturally responsive practice is embedded in our systems we utilized the guidance in Ohio's Plan to Raise Literacy Achievement when considering these elements:

1. Awareness: Teachers are aware of our own cultural backgrounds and the differences that exist among our students within the school community
2. Learning Partnerships: Seeing families as experts on their children helps to build trust and have a shared understanding of high educational expectations
3. Information Processing: Educators must ensure that we share information that is developmentally appropriate and easy to understand for students and families alike
4. Community Building: We strive to create safe spaces where community values are recognized while instilling academic identity in our students

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
Emily Ross	Curriculum Director	Central Office	eross@mgschools.org
Molly Clapper	Student Services & Preschool Director	Central Office	mclapper@mgschools.org
Santana Koebele	School Psychologist	Park Ave Elementary	skoebele@mgschools.org

Name	Title/Role	Location	Email
Ally Schleichert	Building Principal	Park Avenue Elementary	aschleichert@mgschools.org
Becky Bartlett	Literacy Coach	Park Avenue Elementary	bbartlett@mgschools.org
Shannon Sykes	Literacy Coach	Park Ave Elementary	ssykes@mgschools.org
Erin Adkins	RELS for SST7	SST7	eadkins@noesc.net
Dr. Zack Howard	Superintendent MGEVS	Central Office	zackhoward@mgschools.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.

This is not Mt Gilead's first iteration of this plan. We developed one initially in 2019-20 for compliance monitoring purposes. Since then it has been revised for our application to the CSLD Grant, which we were not awarded, and for the ECR grant, which we did receive. With the Each Child Reads grants we have gone through an extensive evaluation of our school-wide reading program with a focus on Pre-K through 1st grade utilizing the Lap-g tool. We also have regular monitoring requirements for the state.

We are also part of EdSteps Cohort 1 and are preparing to start the One Needs Assessment again with our District Leadership Team to create our One Plan for the next 3 years, so this report comes as we are evaluating progress on our District goals with Literacy Achievement being a primary one. While the triggers for creating this plan are not positive, we do feel that there has been a lot of progress made towards achieving our improvement goals. We have been provided with the resources to put all the necessary pieces in place. We now just need time to do the work and realize the fruits of our labor. School improvement is not a fast or simple task. The work we have done to examine and rebuild or strengthen our systems has been vital. We have not done this work alone. With support from SST7 and Mid-Ohio ESC plus the many opportunities for learning provided by ODE we have been steeped in evidence based practices of structured literacy and are fierce adherents to the Science of Reading because we know it works, and we have seen results.

Our school board is aware of the journey we have been on to improve our reading outcomes for students. They are supportive of the work and have allowed us to allocate resources as needed to do the work. They receive regular updates from Central Office staff at Board Meetings. The community is kept abreast of the work through our quarterly newsletter, information on our website, school events and direct communication with families. The Dyslexia Law requirements have significantly beefed up our communication to parents and that is a good thing. This plan will be shared with our school board and posted on our website. The DLT will continuously monitor progress towards our goals as part of the OIP process.

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.

As mentioned above our work aligns directly with our OIP process as one of our major goals for the district is improving literacy achievement. Beyond the work of DLT our compliance process for the ECR grant requires extensive and regular reporting of progress with both the state and our SST7 RELS. We have not had to do an equity plan in recent years, but do acknowledge the importance of educating new teachers in our curriculum, systems and process to ensure implementation fidelity. With a new principal and a significant number of new teaching staff at our elementary building I anticipate we will be revisiting our local equitable access plan in the near future.

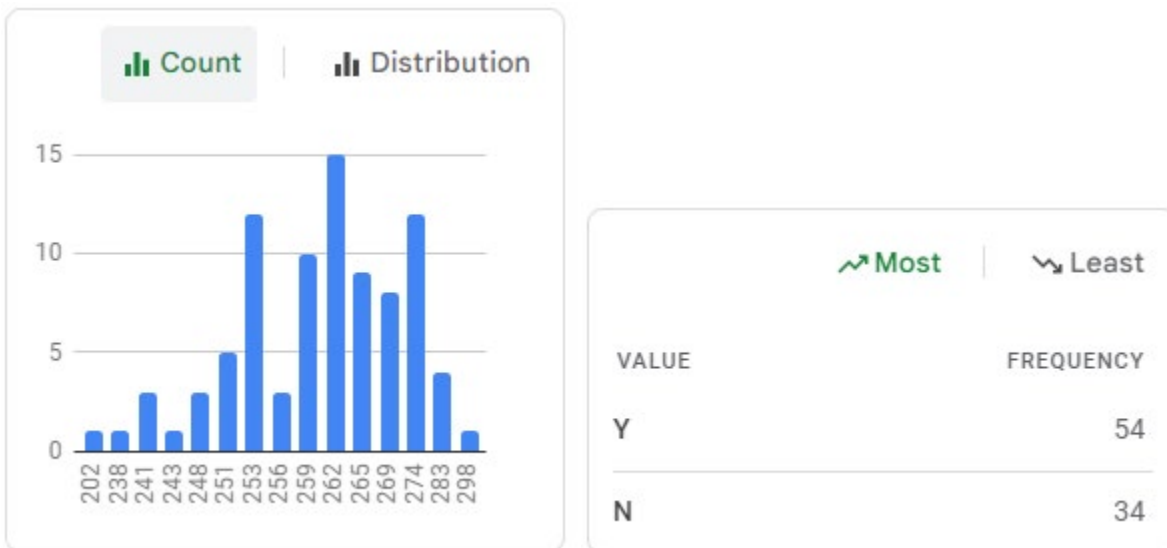
SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL*

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, Language & Literacy Report**

KRA Score Breakdown, 263 and above in On Track for Reading & On a RIMP = Y,



In the Fall of 2023 we assessed 88 students. 54 were not on track for reading and 34 for were on track based on the KRA Language and Literacy Composite score.

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

Filtered By School: All Schools | Test Reasons: All Test Reasons | Reporting Time Period: 06/01/2023 |

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken												
English Language Arts II	Ohio's State Tests	10	Spring 2023 (OST)	75	700	<table border="1"> <tr><td>Percent</td><td>19%</td><td>35%</td><td>27%</td><td>17%</td><td>3%</td></tr> <tr><td>Count</td><td>14</td><td>26</td><td>20</td><td>13</td><td>2</td></tr> </table>	Percent	19%	35%	27%	17%	3%	Count	14	26	20	13	2	04/28/2023
Percent	19%	35%	27%	17%	3%														
Count	14	26	20	13	2														
Grade 5 English Language Arts	Ohio's State Tests	5	Spring 2023 (OST)	78	697	<table border="1"> <tr><td>Percent</td><td>22%</td><td>26%</td><td>32%</td><td>14%</td><td>6%</td></tr> <tr><td>Count</td><td>17</td><td>20</td><td>25</td><td>11</td><td>5</td></tr> </table>	Percent	22%	26%	32%	14%	6%	Count	17	20	25	11	5	04/28/2023
Percent	22%	26%	32%	14%	6%														
Count	17	20	25	11	5														
Grade 4 English Language Arts	Ohio's State Tests	4	Spring 2023 (OST)	76	704	<table border="1"> <tr><td>Percent</td><td>26%</td><td>22%</td><td>16%</td><td>21%</td><td>14%</td></tr> <tr><td>Count</td><td>20</td><td>17</td><td>12</td><td>16</td><td>11</td></tr> </table>	Percent	26%	22%	16%	21%	14%	Count	20	17	12	16	11	04/26/2023
Percent	26%	22%	16%	21%	14%														
Count	20	17	12	16	11														
Grade 8 English Language Arts	Ohio's State Tests	8	Spring 2023 (OST)	74	709	<table border="1"> <tr><td>Percent</td><td>14%</td><td>26%</td><td>31%</td><td>20%</td><td>9%</td></tr> <tr><td>Count</td><td>10</td><td>19</td><td>23</td><td>15</td><td>7</td></tr> </table>	Percent	14%	26%	31%	20%	9%	Count	10	19	23	15	7	04/24/2023
Percent	14%	26%	31%	20%	9%														
Count	10	19	23	15	7														
Grade 3 English Language Arts	Ohio's State Tests	3	Spring 2023 (OST)	67	679	<table border="1"> <tr><td>Percent</td><td>43%</td><td>27%</td><td>15%</td><td>12%</td><td>3%</td></tr> <tr><td>Count</td><td>29</td><td>18</td><td>10</td><td>8</td><td>2</td></tr> </table>	Percent	43%	27%	15%	12%	3%	Count	29	18	10	8	2	04/19/2023
Percent	43%	27%	15%	12%	3%														
Count	29	18	10	8	2														
Grade 6 English Language Arts	Ohio's State Tests	6	Spring 2023 (OST)	60	701	<table border="1"> <tr><td>Percent</td><td>23%</td><td>28%</td><td>15%</td><td>23%</td><td>10%</td></tr> <tr><td>Count</td><td>14</td><td>17</td><td>9</td><td>14</td><td>6</td></tr> </table>	Percent	23%	28%	15%	23%	10%	Count	14	17	9	14	6	04/19/2023
Percent	23%	28%	15%	23%	10%														
Count	14	17	9	14	6														
Grade 7 English Language Arts	Ohio's State Tests	7	Spring 2023 (OST)	82	715	<table border="1"> <tr><td>Percent</td><td>10%</td><td>20%</td><td>28%</td><td>23%</td><td>20%</td></tr> <tr><td>Count</td><td>8</td><td>16</td><td>23</td><td>19</td><td>16</td></tr> </table>	Percent	10%	20%	28%	23%	20%	Count	8	16	23	19	16	04/19/2023
Percent	10%	20%	28%	23%	20%														
Count	8	16	23	19	16														
English Language Arts II	Ohio's State Tests	10	Fall 2022 (OST)	26	683	<table border="1"> <tr><td>Percent</td><td>58%</td><td>12%</td><td>12%</td><td>15%</td><td>4%</td></tr> <tr><td>Count</td><td>15</td><td>3</td><td>3</td><td>4</td><td>1</td></tr> </table>	Percent	58%	12%	12%	15%	4%	Count	15	3	3	4	1	01/09/2023
Percent	58%	12%	12%	15%	4%														
Count	15	3	3	4	1														
Grade 3 English Language Arts	Ohio's State Tests	3	Fall 2022 (OST)	65	659	<table border="1"> <tr><td>Percent</td><td>65%</td><td>17%</td><td>12%</td><td>6%</td><td></td></tr> <tr><td>Count</td><td>42</td><td>11</td><td>8</td><td>4</td><td></td></tr> </table>	Percent	65%	17%	12%	6%		Count	42	11	8	4		11/03/2022
Percent	65%	17%	12%	6%															
Count	42	11	8	4															

Percent Proficient for ELA OST Spring 2023:

- **3rd grade = 31%**
- **4th grade = 51%**
- **5th grade = 53%**
- **6th grade = 48%**
- **7th grade = 71%**
- **8th grade = 61%**
- **10th EOC ELA II = 47%**

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

DIBELS 8th edition Amplify mCLASS

Comparing Measures: DIBELS 8th Edition					
View	Population		Time	Measure	
Segment Results by: School Grade Divider: On	Show Students Enrolled: Now Grade: 5 Grades District: Mount Gilead Exempted Village Schools School: Park Avenue Elementary - 025791		School Year: 2023-2024 Period: 23-24 BOY	Measure: All Measures Level Filter: All Levels	
Mount Gilead Exempted Village Schools					Current as of 11/09/2023
↳ Park Avenue Elementary - 025791					
↳ Grade 1					
Measures	20%	40%	60%	80%	Total Students
Composite Score	23-24 BOY				67
Letter Names (LNF)	23-24 BOY				67
Phonemic Awareness (PSF)	23-24 BOY				67
Letter Sounds (NWF-CLS)	23-24 BOY				67
Decoding (NWF-WRC)	23-24 BOY				67
Word Reading (WRF)	23-24 BOY				67
Reading Accuracy (ORF-Accu)	23-24 BOY				67
Reading Fluency (ORF)	23-24 BOY				67

Grade 2						
Measures		20%	40%	60%	80%	Total Students
Composite Score	23-24 BOY					73
Letter Sounds (NWF-CLS)	23-24 BOY					73
Decoding (NWF-WRC)	23-24 BOY					73
Word Reading (WRF)	23-24 BOY					73
Reading Accuracy (ORF-Accu)	23-24 BOY					73
Reading Fluency (ORF)	23-24 BOY					73
Reading Comprehension (Maze)	23-24 BOY					73

Grade 3						
Measures		20%	40%	60%	80%	Total Students
Composite Score	23-24 BOY					75
Letter Sounds (NWF-CLS)	23-24 BOY					75
Decoding (NWF-WRC)	23-24 BOY					75
Word Reading (WRF)	23-24 BOY					75
Reading Accuracy (ORF-Accu)	23-24 BOY					75
Reading Fluency (ORF)	23-24 BOY					75
Reading Comprehension (Maze)	23-24 BOY					75

Grade 4						
Measures		20%	40%	60%	80%	Total Students
Composite Score	23-24 BOY					65
Reading Accuracy (ORF-Accu)	23-24 BOY					65
Reading Fluency (ORF)	23-24 BOY					65
Reading Comprehension (Maze)	23-24 BOY					65
Grade 5						
Measures		20%	40%	60%	80%	Total Students
Composite Score	23-24 BOY					73
Reading Accuracy (ORF-Accu)	23-24 BOY					73
Reading Fluency (ORF)	23-24 BOY					73
Reading Comprehension (Maze)	23-24 BOY					73

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.

- Lack of Preschool resources in our county. We have a 2 classroom half-day special education preschool in our elementary. It currently can serve up to 64 students aged 3-5 but 50% must be students with Disabilities. Our Kindergarten class this year is 88 students. Of that group, less than half of them attended our preschool. Our capacity is not enough to serve all the students we have coming to us for Kindergarten and there is only 1 private daycare facility and Head Start in our county. This means many students are coming to us in Kindergarten not knowing their letters.
- The economic disadvantage of our school population has been increasing. We are School-wide for Title 1 and have been for about a decade, but for the first time ever we now have more than 50% of our district qualifying for free and reduced meals.
- We have a higher concentration of students with disabilities. Our district has close to 21% of students identified which exceeds the state average by more than 5%.
- We cannot ignore the learning gaps created by the COVID pandemic. The current class of 2032 whose data triggered this report were in Kindergarten and 1st grade when we lost about half of their academic learning time to

pandemic shutdown and hybrid learning measures. This lost time along with the chronic absenteeism we have been battling since have definitely been contributing factors to low reading achievement

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.

Our work with the ECR grant and the Lap-g evaluation process led to the following conclusions that would address our root causes:

- Increase teacher training in the Science of Reading and in our curriculum
- Ensure our curriculum and assessment materials align to structured literacy
- Create a Decision Rules Framework to guide intervention following our assessments and help teachers better understand our processes and procedures for MTSS
- Improve communication with families and increase parent education around reading

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

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

Measurable Learner Performance Goals K-3:

- Increase the percent of students scoring proficient on the ELA OST & EOC by at least 5% each year for the next 2 years by implementing structured literacy for all students.
- Decrease the number of students needing RIMP's each year by moving more students to On Track in reading through Tier 2 interventions for all students that are Not on Track until they pass the OST.

Adult Implementation Goals K-3:

- Ensure adherence to the Decision Rule Framework and MTSS flow chart through regular data team meetings for each grade every 6 weeks.
- Ensure fidelity of curriculum implementation by regular classroom walk-throughs for all K-3 teachers every semester.

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

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans. Include a description of the professional development activities provided for each goal.

Goal # 1 Action Map

Goal Statement: Increase the percent of students scoring proficient on the ELA OST & EOC by at least 5% each year for the next 2 years by implementing structured literacy for all students.

Evidence-Based Strategy or Strategies: Improving Teacher Clarity

https://www.visiblelearningmetax.com/influences/view/teacher_clarity

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Ensure teachers have all necessary curriculum materials for effective structured literacy instruction	Ensure teachers all have training on curricula, structured literacy, dyslexia and the Science of Reading	Teachers earn Structured Literacy certification
Timeline	Fall 2023	Summer 2024	Summer 2024
Lead Person(s)	Emily Ross	Emily Ross	Emily Ross
Resources Needed	Heggerty, Foundations, Geodes and Amplify materials	Curricular PD, Literacy PD	IDA approved program
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Implementation support	Professional Development, training & coaching	Professional Development
Measure of Success	All teachers have materials they need	All teachers have training they need	At least 2 teachers trained per year
Description of Funding	General Funds, ECR grant funds, and Title 1 Funds	General Funds, ECR Grant funds & Title 2 funds	General funds or Title 1 funds
Check-in/Review Date	Winter 2024	Fall 2024	Fall 2024

Goal # 2 Action Map

Goal Statement: Decrease the number of students needing RIMP's each year by moving more students to On Track in reading through Tier 2 interventions for all students that are Not on Track until they pass the OST.

Evidence-Based Strategy or Strategies: Explicit instruction in phonemic awareness and phonics from IES Practice Guide: Foundational Skills to Support Reading for Understanding in K-3 <https://ies.ed.gov/ncee/WWC/PracticeGuide/21>

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Identify greatest skill needs for student intervention	Coach teachers on Tier 2 interventions	Increase teacher communication with families to build partnerships and educate about the importance of literacy
Timeline	Fall 2023	Winter 2024	2023- 2024 school year
Lead Person(s)	Literacy Coaches	Literacy Coaches	Literacy Coaches and teachers
Resources Needed	DIBELS 8 & CORE multiple measures (Tier 1 & 2 Dyslexia screeners)	Intervention strategies and curriculum	Parent letters from curriculum, state required communication from Dyslexia law
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	System structures	Coaching, Implementation Support	System structures, implementation support
Measure of Success	Students are grouped by skill needs for interventions	Teachers are providing successful interventions as noted in PM data	All parents receive regular communication about student's literacy progress
Description of Funding	General funds, ECR grant funds, and Title 1	Title 2a for PD & coaching	General Funds
Check-in/Review Date	Spring 2024	Spring 2024	Spring 2024

Goal # 3 Action Map

Goal Statement: Ensure adherence to the Decision Rule Framework and MTSS flowchart through regular data team meetings for each grade every 6 weeks.

Evidence-Based Strategy or Strategies: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.

<https://ies.ed.gov/ncee/WWC/PracticeGuide/3>

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Communicate Practice Profile and Decision Rules to staff	Ensure regular progress monitoring occurs	Track student data regularly through Data Team meetings
Timeline	Fall 2023	Ongoing 2023-24 school year	Ongoing 2023-24 school year
Lead Person(s)	Emily Ross	Literacy Coaches & Teachers	Literacy Coaches & Teachers
Resources Needed	Decision rules & practice profile	DIBELS 8 Mclass Data reports	Data tracking spreadsheets and dashboard in Amplify
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	System Structures	Implementation Support, system structures	Implementation Support, system structures
Measure of Success	Teachers are following decision rules and practice profile	Fidelity check on DIEBLS dashboard	Students are moving out of Tier 2 & 3 interventions
Description of Funding	none	General or Title Funds	none
Check-in/Review Date	Winter 2024	Winter 2024	Spring 2024

Goal # 4 Action Map

Goal Statement: Ensure fidelity of curriculum implementation by regular classroom walk-throughs for all K-3 teachers every semester.

Evidence-Based Strategy or Strategies: Strengthening Collective Teacher Efficacy

https://www.visiblelearningmetax.com/influences/view/collective_teacher_efficacy

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Identify walk-through tools aligned to curriculum	Create Schedule for walk-through's	Conference with teachers and Literacy Coaches to follow up after walk-through
Timeline	Fall 2023	Fall 2023	Winter 2023/24
Lead Person(s)	Emily Ross	Literacy Coaches	Literacy Coaches
Resources Needed	Curriculum materials and walk-through tools	Teacher literacy instruction schedules	Materials & strategies to support curriculum implementation fidelity
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Implementation support and leadership structures	System Structure	Professional Development & Coaching
Measure of Success	Tools identified and validated	Walk-through schedule	Follow up conferences
Description of Funding	General or Title 1 funds for curriculum resources		Title 2a funds for PD & Coaching
Check-in/Review Date	Winter 2023	Spring 2024	Spring 2024

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.

We have several structures & processes in place for monitoring progress and plan implementation.

1. Ohio Improvement Process
 - a. Teacher Teams meet 2x a month to discuss Data and student interventions, the Building Leadership Team meets monthly and monitors progress and reports data to the District Leadership Team
2. Lap-g / R-TFI

- a. These monitoring tools have helped us assess our building wide literacy program, take stock of strengths and weaknesses and create action steps for improvement.
- b. Regular review of these tools helps ensure our program follows best practices and is implementing evidence based strategies with fidelity
- 3. Classroom walk throughs
 - a. Our State Support Team 7 RELS, Erin Adkins has helped start the practice of instructional walkthroughs to ensure adult implementation of curriculum through support from our Dyslexia Grant, and our Curriculum Director will continue these
- 4. Instructional Coaching
 - a. We have two Literacy Specialists on staff that work with our teachers to co-plan, model instruction, push in to observe and provide support to our staff
 - b. We also have contracted with MOESC for outside coaching at our elementary building because we have a high number of new staff and young teachers who need additional support

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.

Goal 1: Evidence-Based Strategy or Strategies: Improving Teacher Clarity

https://www.visiblelearningmetax.com/influences/view/teacher_clarity

From the website: Teacher clarity relates to organization, explanation, examples and guided practice, and assessment of student learning. It can involve clearly communicating the learning intentions of the lessons and the success criteria. Clear learning intentions describe the skills, knowledge, attitudes, and values that the student needs to learn.

Goal 2: Evidence-Based Strategy or Strategies: Explicit instruction in phonemic awareness and phonics from IES Practice Guide: Foundational Skills to Support Reading for Understanding in K-3

<https://ies.ed.gov/ncee/WWC/PracticeGuide/21>

From the Website: Develop awareness of the segments of sounds in speech and how they link to letters. Tier 1 Strong Evidence

Teach students to decode words, analyze word parts, and write and recognize words. Tier 1 Strong Evidence.

Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. Tier 2 Moderate Evidence

Goal 3: Evidence-Based Strategy or Strategies: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.

<https://ies.ed.gov/ncee/WWC/PracticeGuide/3>

From the Website: Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Tier 3 Promising.

Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Tier 3 Promising.

Goal 4: Evidence-Based Strategy or Strategies: Strengthening Collective Teacher Efficacy

https://www.visiblelearningmetax.com/influences/view/collective_teacher_efficacy

From the Website: The shared belief by a group of teachers in a particular educational environment that they have the skills to positively impact student outcomes.

All of our students that qualify for a Reading Improvement & Monitoring Plan are provided with Tier 2 interventions either by a trained reading specialist or their classroom teacher. These evidence based strategies along with the Dyslexia Guidenbook and Ohio's Plan to Raise Literacy Achievement guide our intervention planning and processes. Students with reading difficulties need explicit instruction tailored to their specific needs and implementation by adults is important, as is the belief that the work they are doing is going to make a difference.

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;*

All students that are below grade level on our benchmark screener are receiving reading intervention. Those that are well below benchmark are getting high dosage tutoring from certified ALTA CALP Structured Literacy Specialists. We rate our program and practices using academic tools including the Lap-g and R-TFI to ensure we are effective in implementing our evidence based strategies.

2. *Show progress; and*

Progress will ultimately be measured by how many of our students are Proficient on state tests. We progress monitor our students that are Well Below benchmark in reading weekly and those Below benchmark twice a month. Students that do

not show 3 consecutive PM scores above their goal line will have their interventions adjusted. Progress monitoring reports and benchmark scores are shared with parents regularly.

3. *Improve upon strategies utilized during the two prior consecutive school years.*

Our Lap-g process began in 2022 and was finished in the Fall of 2023. With the start of this 23-24 school year we feel confident that we have all the necessary pieces in place to have a strong building-wide literacy program. Our focus now is on implementing all those pieces with fidelity. The improvements we have made over the prior 2 years are a new Universal & Dyslexia Screener with Progress Monitoring, a new structure for intervention grouping, and new decodable texts aligned with our phonics curriculum. All of these require teacher training and practice in using the new materials before we will see results. We are doing the work and need to ensure consistency across the building with staff.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

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

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

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

Goal 1 Statement: Increase the percent of students scoring proficient on the ELA OST & EOC by at least 5% each year for the next 2 years by implementing structured literacy for all students.

Evidence-Based Strategy or Strategies: Improving Teacher Clarity

https://www.visiblelearningmetax.com/influences/view/teacher_clarity

PD Description	Begin/ End Dates	Sustained	Intensive	Data -Driven	Instructionally- Focused
1. Teachers earn Structured Literacy certification	June 2023-May 2024	X	X	x	X

2. Ensure teachers all have training on structured literacy, dyslexia and the Science of Reading	Began June 2023, ongoing	x	x	x	X
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Resources Required	Outcomes/Evaluation				
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1. OG trainer	1 new teacher ALTA certified as CALP each year				
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2. PD Sessions	100% of teachers will understand the Simple View of Reading and Scarborough’s rope and implement evidence based practices with fidelity. All required teachers will participate in LMS Science of Reading Training with SST7 Facilitator Erin Adkins				
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Goal 2 Statement: Decrease the number of students needing RIMP’s each year by moving more students to On Track in reading through Tier 2 interventions for all students that are Not on Track until they pass the OST.

Evidence-Based Strategy or Strategies: Explicit instruction in phonemic awareness and phonics from IES Practice Guide: Foundational Skills to Support Reading for Understanding in K-3 <https://ies.ed.gov/ncee/WWC/PracticeGuide/21>

PD Description	Begin/End Dates	Sustained	Intensive	Data-Driven	Instructionally-Focused
1. DIBELS data training	August 2023 & Ongoing	X	x	X	X
2. Instructional Coaching	2020-2024	x	x	x	X

Resources Required	Outcomes/Evaluation				
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1. Amplify PD	Increased proficiency on DIBELS 8, 50% of students At Benchmark or Above
2. Culturally Responsive & Evidence Based Strategies	Teachers will implement reading interventions that are evidence based and culturally responsive to improve student learning

Goal 3 Statement: Ensure adherence to the Decision Rule Framework and MTSS flowchart through regular data team meetings for each grade every 6 weeks.

Evidence-Based Strategy or Strategies: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.

<https://ies.ed.gov/ncee/WWC/PracticeGuide/3>

PD Description	Begin/ End Dates	Sustained	Intensive	Data -Driven	Instructionally- Focused
1. Curriculum mapping and standards unpacking	Winter 2024 thru August 2024	x	x	x	x
2. Student Data Analysis	TBT's 2x a month	x	x	x	x

Resources Required	Outcomes/Evaluation
1. TBT's will be tasked with creating pacing guides to ensure all students are getting full year's growth with Tier 1 instruction	Fewer students will be scoring Well Below or Below because of stronger core instruction
2. Data driven instructional strategies	Teachers will increase their toolbox of evidence based strategies by honing practices that are shown to have a positive impact on student learning.

Goal 4 Statement: Ensure fidelity of curriculum implementation by regular classroom walk-throughs for all K-3 teachers every semester.

Evidence-Based Strategy or Strategies: Strengthening Collective Teacher Efficacy

https://www.visiblelearningmetax.com/influences/view/collective_teacher_efficacy

PD Description	Begin/ End Dates	Sustained	Intensive	Data -Driven	Instructionally- Focused
1. Curriculum Training	Quarterly	x	x	x	x
2. Instructional Coaching	Monthly	x	x	x	x
Resources Required	Outcomes/Evaluation				
1. 2hr PD sessions	Regular review of curricular programs to ensure all staff are familiar with resources and utilizing them as expected will strengthen core instruction and give teachers more confidence				
2. Literacy Coaches	Teachers will improve practices that are shown to have a positive impact on student learning.				