March 4, 2024

Dear Superintendent Dettra:

Thank you for submitting the Rolling Hills Local 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 root cause analysis identified several malleable factors around which to develop goals.
- The action map plan aligns well with the goals to increase student literacy achievement.
- The plan includes a thorough description of the instructional strategies that will be used and the teacher training plan around those strategies.

This plan will benefit from:
- The plan could benefit from further detail for what will be done if learners are not progressing as expected.
- The plan could benefit from a clearer focus on equity efforts and incorporating culturally responsive practices.
- The plan could benefit from additional goals specific to adult implementation and measuring implementation fidelity.

The Reading Achievement Plan and this memo will be posted on the Department's website. If Rolling Hills Local 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.

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

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

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Sincerely,

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

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**Department of
Education &
Workforce**

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:

Rolling Hills Local School District

DISTRICT IRN:

047308

DISTRICT ADDRESS:

60851 Southgate Rd, Cambridge, Ohio 43725

PLAN COMPLETION DATE:

December

LEAD WRITERS:

Scott Baughman, Kristie Turner

OHIO'S LANGUAGE AND LITERACY VISION

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

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

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

CULTURALLY RESPONSIVE PRACTICE*

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

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

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

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

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

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

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
Devvon Dettra	Superintendent	Rolling Hills Local	devvon.dettra@rollinghills.k12.oh.us
Scott Baughman	Director of Curriculum	Rolling Hills Local	scott.baughman@rollinghills.k12.oh.us
Kristie Turner	Instructional Literacy Coach	Rolling Hills Local	kristie.turner@rollinghills.k12.oh.us
Jude Black	Special Education Coordinator	Rolling Hills Local	jude.black@rollinghills.k12.oh.us
Holly Hall	State ReadOhio Literacy Coach	Rolling Hills Local	holly.hall@rollinghills.k12.oh.us
Dawn Hare	Byesville/Secrest Elementary School Principal	Rolling Hills Local	dawn.hare@rollinghills.k12.oh.us
Shelly Sowers	Brook Intermediate School Principal	Rolling Hills Local	shelly.sowers@rollinghills.k12.oh.us
JP Wray	Meadowbrook Middle School Principal	Rolling Hills Local	jp.wray@rollinghills.k12.oh.us
Doug Pfeffer	Meadowbrook Middle School Assistant Principal	Rolling Hills Local	doug.pfeffer@rollinghills.k12.oh.us
Scott Golec	Meadowbrook High School Principal	Rolling Hills Local	scott.golec@rollinghills.k12.oh.us
Jeff Wheeler	Meadowbrook High School Assistant Principal	Rolling Hills Local	jeff.wheeler@rollinghills.k12.oh.us

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.

How we developed the plan:

District administration met with the State Support Team (SST) to begin development of the plan. The administrative team worked with building leaders, coaches and teachers to collect and analyze data from the Ohio English Language Arts (ELA) assessments over the past few years. Benchmarking data (MAP) from the past two years was analyzed as well. Root cause analysis was determined through collaboration with building and district leaders working with teachers, and the results and plan for solutions was shared and discussed with the SST.

The plan is built upon the foundational aspects of the Simple View of Reading (Gough & Tunmer, 1986), a formula based on the theory that reading has two basic components: word recognition (decoding) and comprehension. The Simple View formula has been supported and validated by a number of research studies, and is crucial for educators to understand in assessing reading weaknesses and providing appropriate instruction. Additionally, many students rely on compensatory strategies once the transition from 'learning how to read' to 'reading to learn information' takes effect. To combat this, educators must provide explicit support to students in attending to and learning about print and implement instructional

methods that incorporate a whole-word approach that uses multiple exposures to words so the words are memorized (Justice et al., 2009).

How we will communicate the plan:

The District Leadership Team (DLT) is comprised of members of each Building Leadership Team (BLT) including administrators and teachers. The plan will be presented and discussed with the DLT members who will communicate this information with Building Leadership Teams (BLT), which are comprised of members of each Teacher Based Team (TBT) team within the building. The TBT teams will work to ensure that all aspects of the plan are not only understood, but carried out with fidelity within the team. In turn, the TBT team representatives will communicate with the BLT members to clarify and discuss the progress of implementation. The representatives from the BLT will communicate with the DLT. This vertical two-way alignment of communication and collaboration is essential in the delivery of the plan's goals and implementation strategies. The BLT members will essentially become the experts of the plan and will ensure that all stakeholders are fully informed.

Differentiated support will be provided to all teachers by instructional coaches who will meet regularly with them for on-site coaching and prescriptive professional learning opportunities at the building level. Grade level teams and department teams will also meet and communicate regularly about the plan.

How we will monitor the plan:

Student progress will be monitored weekly in TBTs and quarterly in BLTs. Students will be assessed within the first months of school using MAP and Orton-Gillingham assessments. The results from these assessments will be reviewed as well as other progress monitoring to design personalized learning unique for each student. The data reports will support the TBT/BLT/DLT teams as they review student level performance to determine differentiated groupings and instructional focus areas. This data will be analyzed at both the building and district level. Reading Improvement and Monitoring Plans will also be a part of the data monitored as well. Students who are flagged on the district MAP Reading Fluency dyslexia screener will receive tier 2 progress monitoring and assessed using the Acadience K-6 benchmark screening.

Adult implementation will be monitored by district and building leadership teams working. Implementation of the plan with fidelity will be monitored by building administrators through the Ohio Teacher Evaluation System process as well as through the Fidelity Checklists at each building.

The district leadership team and instructional coaches will continue to develop tools and resources that principals are able to utilize at the building level with the BLT team and model with the TBT teams. The plan will be reviewed quarterly and adjustments made based upon data and results. The plan will also be revised yearly in the spring for the following year based upon assessment data from the Ohio English language arts assessments.

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.

All improvement efforts in the Rolling Hills Local School District are aligned to support every learner across the language and literacy development continuum, ultimately working toward our primary goal that 100% of graduating seniors will be college and career ready.

These programs are rooted in the Simple View of Reading (Gough & Tunmer, 1986) which suggests that if either decoding or language comprehension is zero, reading comprehension will be impaired. Word recognition and language comprehension are equally important for reading comprehension. Instructional practices need to address both aspects of student skill development.

The Simple View of Reading

| Decoding (Word-Level Reading)
The ability to transform print into spoken language | ✖ | Language Comprehension
The ability to understand spoken language | = | Reading Comprehension |

The Simple View of Reading (Gough & Tunmer, 1986)

Additional improvement efforts in the district that focus on literacy outcomes include:

- District One Plan:(CCIP) As a part of the District's Comprehensive Continuous Improvement Plan, Rolling Hills has engaged in the strategic planning process in order to develop four key areas to drive initiatives over the next three years. One goal, aimed at academic improvement, sets action goals around reading improvement with a heavy focus on early literacy. Regular discussion of data to drive instruction has been a focus during the 2023-2024 school year, and will continue to improve literacy efforts throughout the district.

- Ohio Improvement Process: The goals, strategies, and action steps involved in the district's Comprehensive Continuous Improvement Plan are implemented with the intent that By **06/30/2026** we will improve the performance of **All Students**, **All Grades** students at/in **Rolling Hills Local** to **increase 10.00 %** in **Reading/Literacy** using **District Formative Assessments**. Through consistent communication and reflection, district and building leadership teams work with teacher-based teams to provide instructional practices designed to meet the needs of students to achieve this goal. All district goals are driven by a theory of action that incorporates both adult implementation and student progress indicators to achieve success.

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- <u>District Professional Development Plan:</u> The district professional development plan focuses on the four measurable learner performance goals outlined in the final section of this plan. The professional learning activities described are built upon Ohio's Standards for Professional development and are rooted in the research demonstrating the process of change as PD for teachers first, then a change in classroom practice, which affects students' outcomes and eventually leads to a change in teacher beliefs and attitudes.

All of these initiatives collaboratively work together to impact school improvement structures and supports. The programs work in coordination to develop students' literacy skills that The National Reading Panel (2000) refer to as the Five Components of Reading:

- Phonemic awareness- the ability to hear and manipulate individual spoken sounds or phonemes within words.
- Alphabetic principle- understanding that written letters represent spoken sounds and that letter sounds can be blended together to read words and segmented to spell words.
- Fluency with connected text- the ability to effortlessly read words accurately, at an appropriate rate, and with expression.
- Vocabulary- to the words we must know to communicate effectively through listening, speaking, reading, and writing.
- Comprehension- related to a student's ability to read with accuracy (decoding) as well as the student's language comprehension (*miblsi.org*).

Additionally, the programs work to develop the necessary skills for adolescent reading:

- Advanced Word Study- involves continued instruction in the application of more advanced phonics to reading.
- Fluency with connected text- ability to effortlessly read words accurately, at an appropriate rate, and with expression.
- Vocabulary- the words we must know to communicate effectively through listening, speaking, reading, and writing.
- Comprehension- related to a student's ability to read with accuracy as well as the student's language comprehension.
- Motivation- a student's perceived probability of success (*miblisi.org)*.

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

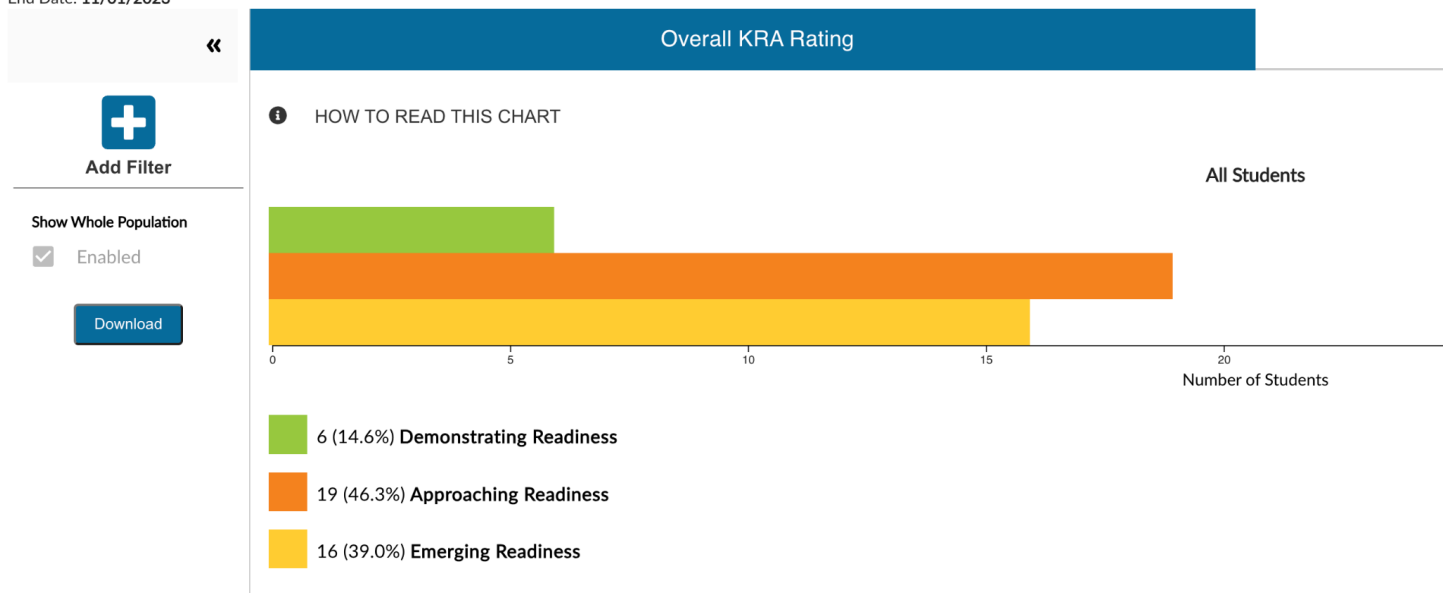SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

Kindergarten Readiness Assessment

Students are not performing at level for language and literacy skills as kindergarteners.

In examining scores from the Kindergarten Readiness Assessment, approximately 15% or fewer of students entering kindergarten are "demonstrating" readiness with slightly over 46% are approaching readiness but are not quite proficient according to the KRA data.
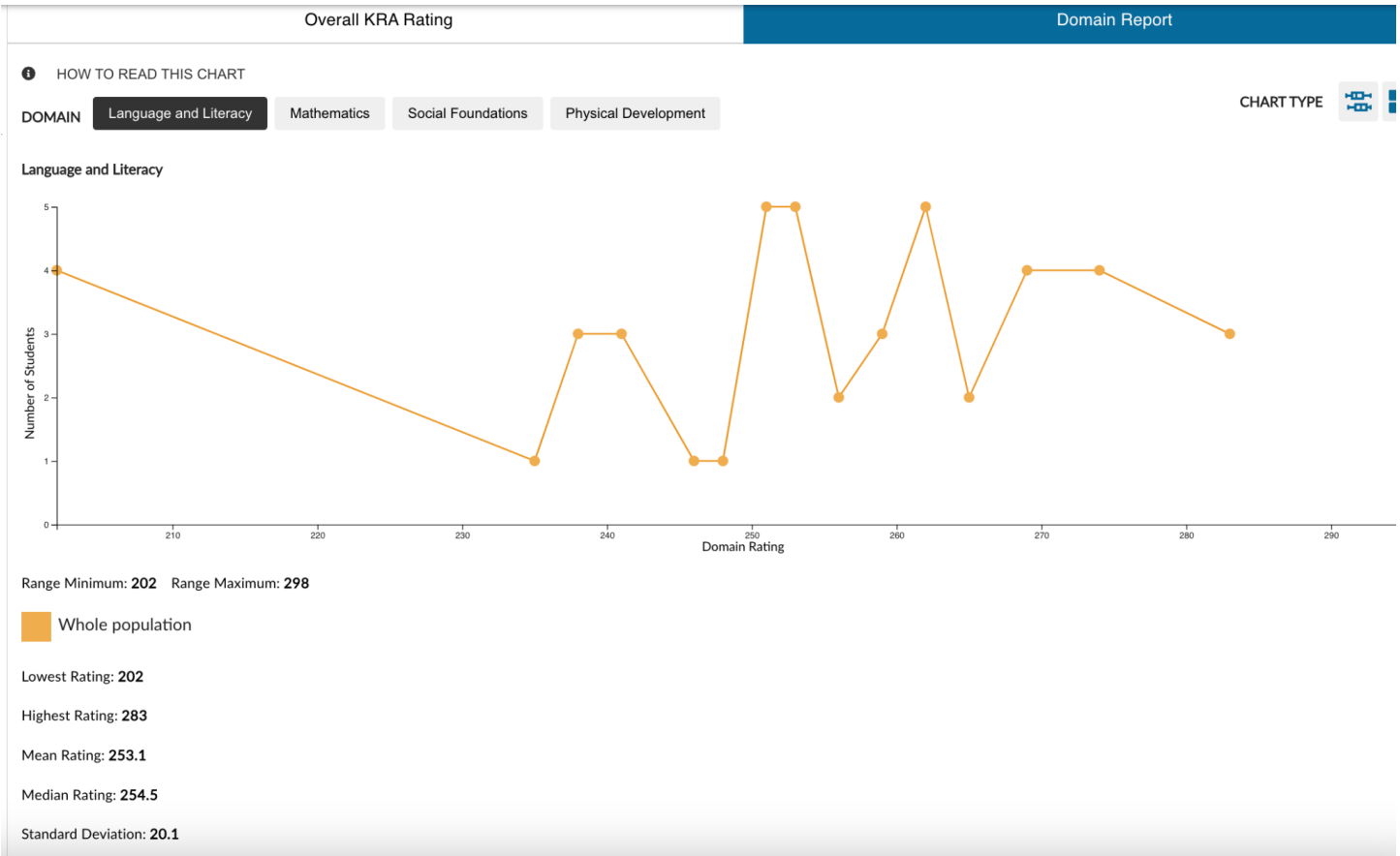
2023 Kindergarten Readiness Assessment Revised
End Date: **11/01/2023**

Overall KRA Rating

HOW TO READ THIS CHART

All Students

Add Filter

Show Whole Population
☑ Enabled

Download

0   5   10   15   20

Number of Students

6 (14.6%) **Demonstrating Readiness**

19 (46.3%) **Approaching Readiness**

16 (39.0%) **Emerging Readiness**

Specifically when looking at the language and literacy component of the KRA and how the scores relate to readiness, we first have to understand the scoring system. Scores fit into the system as followed:

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

Demonstrating Readiness (270-298): The child demonstrates foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.

Approaching Readiness (258-269): The child demonstrates some foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.

Emerging Readiness (202-257): The child demonstrates minimal foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.

Rolling Hills Local Schools specifically in relation to to the language and literacy component of the KRA scored as follows:

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

ℹ HOW TO READ THIS CHART

DOMAIN | **Language and Literacy** | Mathematics | Social Foundations | Physical Development

CHART TYPE

Language and Literacy

Range Minimum: **202**   Range Maximum: **298**

▮ Whole population

Lowest Rating: **202**

Highest Rating: **283**

Mean Rating: **253.1**

Median Rating: **254.5**

Standard Deviation: **20.1**

With a mean score of 253.1, Rolling Hills students scored in the Emerging Readiness in regards to language and literacy which shows a serious lack of ELA skills as students are entering into Kindergarten and putting kids well behind grade level.

K-5 Reading Diagnostics and Benchmark Assessment Data

On the MAP Growth Benchmark Assessment for Reading for grades K-2, the test is broken down into 4 components: Language and Writing, Literature and Informational, Foundational Skills, and Vocabulary Use and Functions. Levels are broken down in the following chart:

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

Grade	LO	AV	HI
K	<134	134-146	>146
1	<153	153-165	>165
2	<168	168-184	>184
3	<182	182-200	>200
4	<192	192-210	>210
5	<200	200-217	>217

Byesville Elementary

- Kindergarten students are scoring at low average in all four components with means of 138, 141, 138, and 140 in the four categories respectively.
- First grade students are scoring at low average in all four components with means of 155, 155, 154, and 156.
- Second grade students are scoring at below level in all four components with means of 164, 165, 165, and 169 in the four categories respectively.

Secrest Elementary

- Kindergarten students are scoring at low average in all four components with means of 135, 138, 136, and 137 in the four categories respectively.
- First grade students are scoring at low average in all four components with means of 154, 157, 154, and 155.
- Second grade students are scoring at low average in all four components with means of 170, 168, 171, and 171 in the four categories respectively.

On the MAP Growth Benchmark Assessment for Reading for grades 3-5, the test is broken down into 5 components: Vocabulary Acquisition and Use, Informational Text: Language, Craft and Structure, Literary Text: Key Ideas and Details, Informational Text: Key Ideas and Details, and Literary Text: Language Craft and Structure. Levels are broken down in the same chart as above.

Brook Intermediate

- Third grade students are scoring below level in categories 2 and 4 with mean scores of 179 and 180, they are scoring at low average in categories 1, 3, 5 respectively with mean scores of 182, 182, and 182.
- Fourth grade students are scoring below level in all five components with means of 188, 187, 191, 187, and 188 in the five categories respectively.

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

- Fifth grade students are scoring below level in all five components with means of 199, 196, 197, 198 and 197 in the five categories respectively.

This is only the second year Rolling Hills has used MAP Growth for Benchmarking Assessments district-wide. We are confident that with our commitment of a district sponsored literacy coach with the help of the state's provided literacy coach and more consistent implementation of literacy instruction, student proficiency will show increases. However, based on Scarborough's Rope, the students in 3rd grade are still heavily working on Word Recognition and require more time to advance their skills in language comprehension in order to be proficient 3rd grade OST.

Grades 3-5 Ohio English Language Arts Assessments

In analyzing the scores from English Language Arts state assessments in grades 3-5, students proficiency rates have remained relatively consistent, with a slight decrease in scores the last 3 years. Scores are also below the state average each year.

3rd Grade Proficiency

Year	Proficiency
22-23	40
21-22	37
20-21	38

4th Grade Proficiency

Year	Proficiency
22-23	51
21-22	58
20-21	55

5th Grade Proficiency

Year	Proficiency
22-23	54
21-22	58
20-21	66
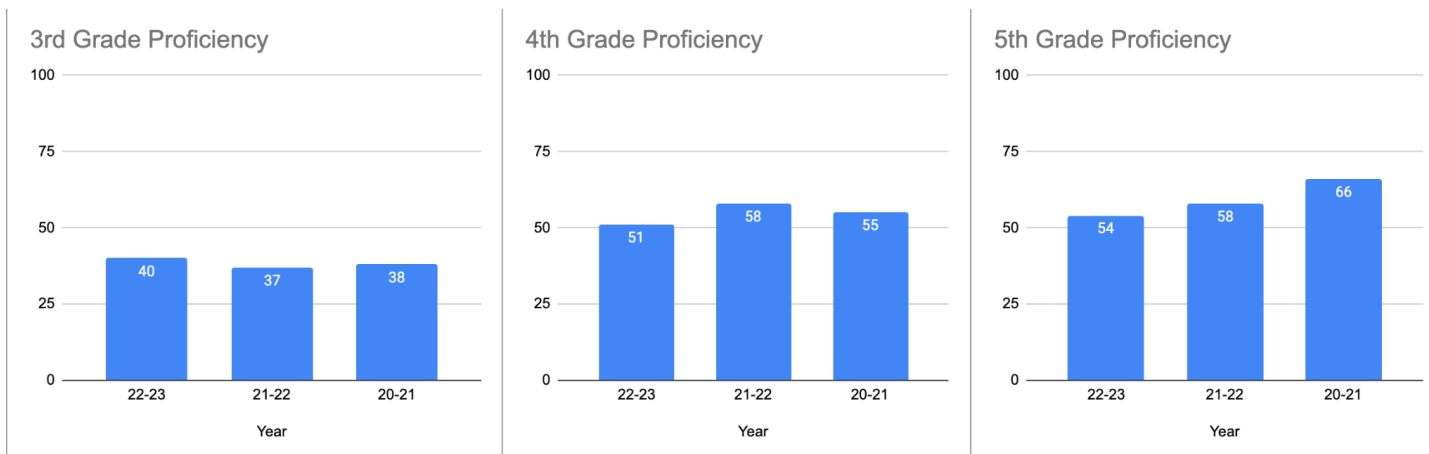
With regard to 3rd grade specifically, trend data shows steady improvement in spring scores, but students still consistently enter the school year below grade level.

School Year	Fall Score	Spring Score	Increase
2022 - 2023	17%	40%	+23

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2021 - 2022	19%	37%	+18
2020 - 2021	19%	38%	+19

In breaking the data down by reporting category, students still score consistently below the state average on reading literary and informational text.

Third Grade Scores - Literary Text
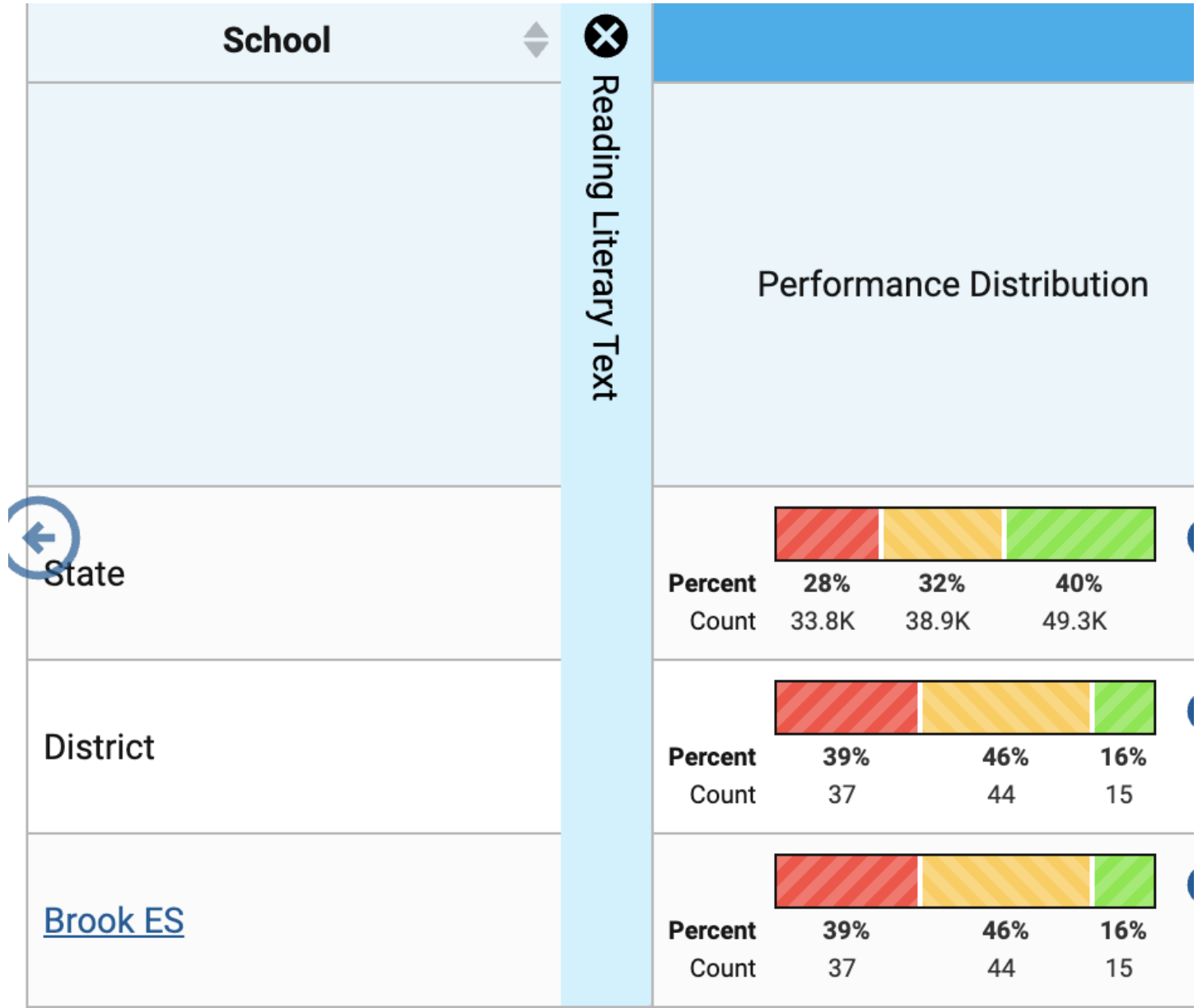
Section headings marked with an asterisk are required by state law.

Third Grade Scores - Informational Text

School ⇕	Reading Informational Text	Performance Distribution
State		Percent 27% 31% 43% Count 32.5K 37.2K 52.3K
District		Percent 38% 44% 19% Count 36 42 18
Brook ES		Percent 38% 44% 19% Count 36 42 18

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

Fourth Grade Scores - Literary Text

School ⇕	Reading Literary Text	Performance Distribution
State		**Percent** 32% 26% 42% Count 39.7K 31.6K 51.5K
District		**Percent** 46% 28% 27% Count 53 32 31
Brook ES		**Percent** 46% 28% 27% Count 53 32 31

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

Fourth Grade Scores - Informational Text

School ⇕	Reading Informational Text	Performance Distribution
State		**Percent** 28% 32% 40% Count 33.9K 39.9K 49K
District		**Percent** 30% 38% 32% Count 35 44 37
Brook ES		**Percent** 30% 38% 32% Count 35 44 37

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

Filtered By **School:** All Schools | **Test Reasons:** Spring 2023 (OST) | **Standards Keys**

School	Reading Literary Text	**Performance Distribution**
State		**Percent** 26% 29% 46% Count 31.4K 35K 55.7K
District		**Percent** 38% 29% 33% Count 40 30 35
Brook ES		**Percent** 38% 29% 33% Count 40 30 35

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

Fifth Grade Scores - Informational Text

Filtered By **School:** All Schools | **Test Reasons:** Spring 2023 (OST) | **Standards Keys**

School	Reading Informational Text	Performance Distribution
State		Percent 17% 35% 48% Count 20.4K 43.1K 58.7K
District		Percent 19% 40% 41% Count 20 42 43
Brook ES		Percent 19% 40% 41% Count 20 42 43

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.

Conclusion #1: In previous years, the district has lacked consistent core instructional practices designed to improve all students' language and literacy skills. This can be attributed to the following factors:

1. Diversified professional learning activities have created a lack of focus: Prior to the pandemic, the district engaged in numerous professional development sessions that resulted in changing focus from year to year. This led to a climate in which teachers were unsure of which initiatives to focus on in order to improve reading instruction across content areas. The Ohio Improvement Process Guide validates the importance of eliminating initiatives not aligned with the district goals for achievement. Further, Michael Fullan (2012) states that districts should "focus on a small number of ambitious goals, stay with those and build capacity." The district employment of a literacy coach in 2023 along with the state provided literacy coach, has allowed the district to better align literacy efforts, and coordinate professional development so that there is more consistency in the implementation of instructional practices. In addition, all K-5 ELA teachers are receiving training in the Orton-Gillingham approach to teaching reading which has further helped to create a united focus. Further time is needed, as well as consistent monitoring of instructional practices, in order for these changes to have a positive effect on the district's ELA state test scores.

2. Staffing turnaround resulted in usage of multiple methods of literacy strategies: Teacher and administrative turnover in all content areas has led to inconsistent instructional practices being implemented in different classrooms. Without a cohesive plan, teachers are either unaware of how to implement such strategies or attempt to implement what they are familiar with, leading to major variation between grade levels, content areas, and even individual classrooms.

3. A combination of student apathy and level of teacher-expectations has resulted in decreased academic performance: Apathy is a regional concern affecting all areas of education, not just literacy. The district has seen a large increase in lack of motivation on the students' part and limited support from parents as contributing factors to low achievement. Some staff members have grown accustomed to working around student apathy instead of working against it.

Conclusion #2: Struggling readers continue to score below proficient on Ohio English language arts assessments because they are not being exposed to evidence-based intervention strategies through a differentiated curriculum. This is evident in the following pieces of data:

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1. The district is inconsistent in the delivery of a Multi-Tiered System of Support (MTSS): In data collected from the R-TFI, discrepancies in the type of instructional support provided to students across grade bands are evident. Some currently used intervention practices are outdated and some instruction lacks differentiation. Additionally, the district is learning how to better implement a blended environment in which technology is not the focus but the tool for delivering evidence-based instruction.

2. Technology has also caused the focus to shift away from reading intervention and towards devices, providing an app as an avenue for learning when a student struggles. Many times, this will result in a teacher giving a student an audiobook or some other technological supplement instead of continuing to encourage hard work and growth with a more traditional and evidence-based intervention method.

3. Previously, teachers were unaware of how to select evidence-based instructional practices based on data: Data collected from Teacher Based Teams indicates that teachers are not aware of how to properly collect and analyze data and systems in order to drive effective practices and reading strategies. Data showed that teachers continued the use of intervention(s) even when progress was not occurring, and they lacked effective progress monitoring and data literacy skills. Additionally, non-ELA content area teachers have only recently begun to recognize their role as reading teachers. All teachers do not yet recognize the importance of reading instruction at all levels and the need for evidence-based learning strategies and approaches to content based literacy that can be implemented in their classroom.

4. Struggling students fail to retain literacy skills and strategies from one grade level to the next: In comparing spring benchmark data to incoming fall data, it is evident that a large percentage of students are scoring significantly lower. The district does not currently provide any reading support over the summer, thereby leading to a decline in letter-sound correspondence and letter formation for many K-2 students. For students in grades 3-5, this gap in instruction over the summer leads to lower word recognition and syntactic knowledge, ultimately resulting in decreased comprehension skills.

Conclusion #3: Students consistently score below proficient on the 3rd grade reading assessment because they are not receiving initial literacy exposure to support early skill development. This can be attributed to the following factors:

1. A large percentage of Rolling Hills students are economically disadvantaged: Poverty is directly linked to children's initial literacy exposure in the home, as family characteristics are the biggest predictor of kindergarten reading ability (Aikens & Barbarin, 2015). These lags in language and literacy development compound further with time, resulting in increasing deficits as the student advances through grade levels (Justice et. al, 2009). Additionally, Rolling Hills families living in poverty often lack transportation which keep students from attending school programs or even visiting the library to obtain reading resources.

2. Limited Pre-school availability has led to roughly 35% of incoming Kindergarteners attending our Preschool: Dr. Laura Justice explains how early literacy instruction is important to prevent delayed literacy development that leads to more serious disabilities in later grades (Justice et al, 2009). Students enrolled in early child development programs receive language and literacy instruction that will be significantly related to their reading achievement in later grade levels.

3. Children coming from poverty lack appropriate vocabulary development: According to Hart and Risley (1995), children from high-income families are exposed to 30 million more words than those children who come from

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

families on welfare. This developmental issue is seen even more as students move throughout the grade levels. This illustrates the district-wide need for strategies designed to teach content-specific vocabulary.

Environmental factors contribute to students' poor performance in kindergarten, and continue to be evident once they reach third grade and are required to achieve success on the third grade reading guarantee. However, as Barbarin and Aikens (2015) explained, differences in the school experience of poor children are not entirely a result of inadequate resources, but also from the quality of instruction, curriculum, and teaching.

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

Consistently monitoring the implementation of the literacy framework with explicit multisensory literacy instruction across the 5 big ideas of reading with the emphasis on the science of reading, has been a problem. Professional development needs to continue to support staff and monitoring by leadership needs to be consistent and supported. In addition, our state report card data for early literacy is not fully accurate due to improper or lack of reporting from the district's side.

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.

Overarching Goal #1: K-5 students will increase letter-sound correspondence as evidenced by a median score of 80 percent proficiency in letter sounds and a 80 percent proficiency in word reading on IMSE benchmark assessments by the Spring of 2026.

- **Subgoal #1.A:** K-5 students will increase letter-sound correspondence as evidenced by a median score of 60 percent proficiency in letter sounds and a 60 percent proficiency in word reading on IMSE benchmark assessments by the end of 2023-2024 school year.
- **Subgoal #1.B:** K-5 students will increase letter-sound correspondence as evidenced by a median score of 70 percent proficiency in letter sounds and a 70 percent proficiency in word reading on IMSE benchmark assessments by the end of 2024-2025 school year.

Overarching Goal #2: As measured by the Ohio State Test for English Language Arts for 3rd grade, 70% of Rolling Hills students will score proficient by the spring of 2026.

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

- **Subgoal #2.A:** As measured by the Ohio State Test for English Language Arts for 3rd grade, 50% of Rolling Hills students will score proficient by the spring of 2024.
- **Subgoal #2.B:** As measured by the Ohio State Test for English Language Arts for 3rd grade, 60% of Rolling Hills students will score proficient by the spring of 2025.

Overarching Goal #3: As measured by the Ohio State Test for English Language Arts for grades 3-5, grade level proficiency will increase by 3% for each grade level and increase by a minimum of 3% each corresponding year with the goal of a 10% increase by the spring of 2026.

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.

#1: K-5 students will increase letter-sound correspondence as evidenced by a median score of 80 percent proficiency in letter sounds and a 80 percent proficiency in word reading on IMSE benchmark assessments by the Spring of 2026.

#2: As measured by the Ohio State Test for English Language Arts for 3rd grade, 70% of Rolling Hills students will score proficient by the spring of 2026.

#3: As measured by the Ohio State Test for English Language Arts for grades 3-5, grade level proficiency will increase by 3% for each grade level and increase by a minimum of 3% each corresponding year with the goal of a 10% increase by the spring of 2026.

Goal # 1 Action Map

Goal Statement: K-5 students will increase letter-sound correspondence as evidenced by a median score of 80 percent proficiency in letter sounds and a 80 percent proficiency in word reading on IMSE benchmark assessments by the Spring of 2026.

Evidence-Based Strategy or Strategies: Heggerty Phonics Instruction, Orton-Gillingham Multisensory Approach

	Action Step 1	**Action Step 2**	**Action Step 3**
Implementation Component	Use of Heggerty Phonemic Awareness Curriculum	Use of the Orton-Gillingham (OG) Approach for explicit, multisensory, structured, sequential, diagnostic, and prescriptive teaching of literacy	Using a variety of assessment data to identify and monitor struggling readers, including those on RIMPS.
Timeline	August 2023-May 2026	August 2023-May 2026	August 2023-May 2026
Lead Person(s)	K-2 teaching staff including ELA teachers, Title Teacher, and Intervention Specialists	K-5 teaching staff including ELA teachers, Title Teacher, and Intervention Specialists	K-5 teaching staff including ELA teachers, Title Teacher, and Intervention Specialists

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

Resources Needed	Heggerty Curriculum, professional development, time in TBTs to collaborate	Resources from IMSE to support all aspects of Orton-Gillingham including workbooks, teacher manuals, and manipulatives, time in TBTs to collaborate	PAST assessment, Orton-Gillingham Level 1 and Level 2 assessments
Specifics of Implementation	K-2 ELA staff will implement the Heggerty Phonemic Awareness Curriculum into their instruction with fidelity.	K-5 ELA staff will implement the Orton-Gillingham Approach into their instruction with fidelity to improve spelling, decoding skills, fluency and reading comprehension.	K-5 ELA teachers will assess students using the PAST Assessment and Orton-Gillingham assessments to identify specific skills that students have not mastered. These students will be given small group instruction using OG methods.
Measure of Success	Increased student proficiency on PAST assessment	Fidelity of implementation of OG using Admin checklist	Increased student proficiency on PAST and OG assessments
Check-in/Review Date	Weekly in TBTs beginning the 2023-24 school year	Quarterly at administrative meetings and DLT beginning January 2024	TBTs and BLTs beginning the 2023-2024 school year

Goal # 2 Action Map

Goal Statement: As measured by the Ohio State Test for English Language Arts for 3rd grade, 70% of Rolling Hills students will score proficient by the spring of 2026.

Evidence-Based Strategy or Strategies: Heggerty Phonics Instruction, Orton-Gillingham Multisensory Approach

	Action Step 1	**Action Step 2**	**Action Step 3**
Implementation Component	Using a variety of assessment data to monitor student growth	Differentiating teacher-led instruction based upon assessment data	Using a variety of assessment data to identify and monitor struggling readers, including those on RIMPS.

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Timeline	August 2023- May 2026	August 2023- May 2026	August 2023- May 2026
Lead Person(s)	K-3 teaching staff including ELA teachers, Title Teacher, Literacy Coach and Intervention Specialists	K-3 teaching staff including ELA teachers, Title Teacher, Literacy Coach and Intervention Specialists	K-3 teaching staff including ELA teachers, Title Teacher, Literacy Coach and Intervention Specialists
Resources Needed	Orton-Gillingham Level 1 and Level 2 assessments, MAP Growth Benchmarking Assessment	Orton-Gilingham, Heggerty, and other instructional resources to support literacy instruction	Orton-Gilingham, Heggerty, and other instructional resources to support literacy instruction
Specifics of Implementation	Teachers will assess student growth with MAP Growth times a year and will analyze the data with administration in TBTs and BLTs. K-5 will assess fall, winter, and spring. Building members will share this data during DLT meetings to determine trends and district needs.	Teachers will use data on a regular basis from the OG, PAST, and MAP assessments in order to determine path of instruction to meet students' needs. Students who are on a RIMP will be monitored weekly and placed into small groups and one-on-one situations in order to learn fundamental skills.	Teachers will use specific reading levels in order to differentiate instruction per child/per reading group. Students on RIMPS will especially benefit from implementation of these kits.
Measure of Success	Increase percentage of students reaching a Proficiency Score of 70% or higher, number of teacher logins	RIMP documentation	Completed running records for each student
Check-in/Review Date	TBTs and BLTs beginning the 2023-2024 school year	TBTs and BLTs beginning the 2023-2024 school year	TBTs and BLTs beginning the 2023-2024 school year

Goal # 3 Action Map

Goal Statement: As measured by the Ohio State Test for English Language Arts for grades 3-5, grade level proficiency will increase by 3% for each grade level and increase by a minimum of 3% each corresponding year with the goal of a 10% increase by the spring of 2026.

Evidence-Based Strategy or Strategies: Explicit vocabulary instruction, explicit comprehension instruction

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Targeting vocabulary and comprehension instruction at the intermediate level in the ELA classroom thru appropriate curriculum.	Targeting vocabulary and comprehension instruction thru IMSE approach	Targeting vocabulary, comprehension, and writing instruction in cross-curricular subject areas 3-5.
Timeline	August 2023- May 2026	August 2023- May 2026	August 2023- May 2026
Lead Person(s)	Building principals, Grade 3-5 ELA teachers, Intervention Specialists	Building principals, Grade 3-5 ELA teachers, Intervention Specialists	Building principals, Grade 3-5 Content specific teachers, Intervention Specialists
Resources Needed	Lexia Core5, NewsELA, PD on explicit vocabulary instruction, IMSE IOG 2.0	Lexia Core5, NewsELA, PD on explicit vocabulary instruction, IMSE IOG 2.0, Wonders	Lexia Core5, NewsELA, PD on explicit vocabulary instruction, IMSE IOG 2.0
Specifics of Implementation	Each grade level will focus on a specific area for improvement: - 3rd grade will target vocabulary knowledge and reading comprehension - 4th grade will target informational text, vocabulary and writing skills - 5th grade will target vocabulary and literary text	3-5 staff will include at least one informational text reading per week and will include the informational reading questions to develop comprehension.	Content area vocabulary lists will be created for all content areas and TBT's and admin will determine how the vocabulary will be implemented through the year on a unit by unit basis. By the end of the year, students will have been given all vocabulary words and tested to determine mastery. That information will be used to adjust future vocabulary work and guide future decision making.
Measure of Success	TBT minutes documenting implementation and/or lesson plans, Increased student scores on MAP	TBT minutes documenting implementation and/or lesson plans, increased MAP scores, Increased subscores on ELA OST tests for informational text	TBT minutes documenting implementation and/or lesson plans, Increased student scores on MAP

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

Check-in/Review Date	TBTs and BLTs beginning the 2023-2024 school year	TBTs and BLTs beginning the 2023-2024 school year	TBTs and BLTs beginning the 2023-2024 school year

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.

Rolling Hills Local Literacy Plan is based on the foundational belief that student growth in language and literacy development comes about through an integrated system of leadership and shared contribution from building and district leaders as well as teaching professionals.

To achieve this, the district will monitor and compare projected results with actual results, assess which changes in adult practices impact student performance, identifies strategies and actions with the greatest impact, support actions to institutionalize successes and eliminate unsuccessful practices. Following are the learner performance goals that will be monitored and the details of what data will be analyzed and how frequently the process will take place:

Overarching Goal #1: K-5 students will increase letter-sound correspondence as evidenced by a median score of 80 percent proficiency in letter sounds and a 80 percent proficiency in word reading on IMSE benchmark assessments by the Spring of 2026.

   a. In the beginning of the academic school year, K-5 students will take the MAP Reading Fluency benchmark assessment as well as IMSE Benchmark assessments in order for teachers to identify those tier 2 and 3 students who are at risk for not passing the OST. Struggling students will begin interventions, including but not limited to RIMP, Orton-Gillingham specific instruction, small group and one-on-one instruction. This data will be shared with TBTs and BLTs as grade levels work to meet the needs of students below proficient.

   b. In the beginning of the academic school year, K-5 English Language Arts teachers will utilize the Core5 comprehensive diagnostic Auto Placement tool and IMSE assessment tools that screens both word recognition skills (Phonemic Awareness and Phonics) and meaning-based skills (Vocabulary and Comprehension). Students will be immediately placed in an appropriate level, with support for students who are not making progress towards the goal.

   c. On a weekly basis, K-5 English Language Arts teachers will share in TBTs the Core5 and IMSE detailed progress monitoring as well as usage targets for each student that indicates the amount of time each week that a student needs to work in order to meet their grade-level end-of- year benchmark.

   d. Students will be measured against norms-based standards to determine their level of risk for reading failure and their progress against grade-level standards for reading. This will occur three times a year for K-5. This data is specific to each student and can be aggregated across classes, grades and schools to determine the overall levels of risk in the entire student population.

   e. Administrators will meet with teachers in TBTs to check in on weekly progress, and discuss building progress with BLTs.

Overarching Goal #2: As measured by the Ohio State Test for English Language Arts for 3rd grade, 70% of Rolling Hills students will score proficient by the spring of 2026.

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

a. Two-three times a year, K-5 students will take the Orton-Gillingham (OG) Level 1 and/or 2 assessments. Struggling students will begin interventions, including but not limited to RIMP, Orton-Gillingham specific instruction, small group and one-on-one instruction. This data will be shared with TBTs and BLTs as grade levels work to meet the needs of students below proficient. K-2 Students will also be given the Phonological Awareness Skills Test (PAST) to monitor progress. Three times a year students will take the MAP Growth assessment to monitor knowledge growth and areas of improvement.

b. Administrators will meet with teachers in TBTs to check in on weekly progress, and discuss building progress with BLTs. They will also conduct classroom observations using the OG Fidelity Checklist to ensure the program is implemented effectively.

Overarching Goal #3: As measured by the Ohio State Test for English Language Arts for grades 3-5, grade level proficiency will increase by 3% for each grade level and increase by a minimum of 3% each corresponding year with the goal of a 10% increase by the spring of 2026.

a. Teachers will analyze student growth on MAP Growth with administration in TBTs and BLTs. This will occur 3 times a year for grades 3-5. Building members will share this data during DLT meetings to determine trends and district needs.

b. Teachers will discuss data on a regular basis in TBTs from the MAP, OG, PAST, and Lexia assessments in order to determine path of instruction to meet students' needs. Students who are on a RIMP will be monitored weekly and placed into small groups and one-on-one situations in order to learn fundamental skills.

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 evidence-based strategies identified in Section 6 that will be used to meet specific learner needs and improve instruction are described below. These strategies are also discussed specifically as to how they will support learners on Reading Improvement and Monitoring Plans.

Orton-Gillingham Multi-Sensory Approach

The Orton-Gillingham (OG) Approach is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia. It is most properly understood and practiced as an approach, not a method or program. All K-5 ELA teachers at Rolling Hills will complete 30 hours of updated OG training by the end of 2023-2024 school year and are well-equipped to use the approach to create powerful instruction of exceptional breadth, depth, and flexibility.

The essential curricular content and instructional practices that characterize the Orton-Gillingham Approach are derived from two sources: first from a body of time-tested knowledge and practice that has been validated over the past 80 years, and second from scientific evidence about how individuals learn to read and write; why a significant number have difficulty in doing so; how having dyslexia makes achieving literacy skills more difficult; and which instructional practices are best suited for teaching such individuals to read and write.

Using the OG approach to teaching reading will greatly help those students on Reading Improvement and Monitoring Plans (RIMPS) as it is specifically designed for a one-on-one teacher-student instructional model and small group instruction. The OG Approach is focused upon the learning needs of the individual student. OG practitioners design lessons and materials to work with students at the level they present by pacing instruction and the introduction of new materials to their individual strengths and weaknesses. Students on RIMPS need to master the same basic knowledge about language and its relationship to writing like all students who seek to become competent readers and writers. However, these students need more support than others in sorting, recognizing, and organizing the raw materials of language for thinking and use. Language elements that non-dyslexic learners acquire easily must be taught directly and systematically. The district has already seen growth through the use of this instructional approach during the fall of 2019.

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

We will be providing a 2-day Phonemic Awareness training for K-2 staff in the spring of 2024 that is now offered through IMSE to give additional support to staff.

Phonemic Awareness Instruction with Heggerty Curriculum

According to the studies included in the National Reading Panel (2000) research conducted on Phonemic Awareness (PA) Instruction showed that teaching it explicitly to students improves their ability to manipulate phonemes in speech. This skill transfers and helps them learn to read and spell. The studies also showed that PA training benefits not only word reading but also reading comprehension. Each level of the Heggerty curriculum provides daily lessons, focusing on eight phonemic awareness skills, along with additional activities to develop Letter and Sound recognition, and Language Awareness. The lessons are designed to deliver Tier 1 phonemic awareness instruction in a whole group setting and only take 10–12 minutes. For students on a RIMP that require extra support, portions of lessons can be used in a small group and serve as a "second dose" of phonemic awareness instruction.

Bus and van Ijzendoorn (1999), in their meta-analysis of PA training studies, found that teaching PA to small groups of children produced a bigger impact on outcomes than teaching students individually or in classrooms. Small grouping strategies will therefore be implemented in the Rolling Hills ELA classrooms.

Important aspects of Phonemic Awareness Instruction that will be considered include:

- PA instruction is most effective when students are taught to manipulate phonemes with letters

- The instruction should be explicitly focused on one or two types of phoneme manipulations rather than multiple types

- Students who are taught in small groups show increased benefits from PA instruction.

Alignment to Changing Emphasis of Conventional Literacy in K-5

The focus on phonemic awareness instruction will follow the changing emphasis of the subskills of conventional literacy (see figure 8:1). In K-1 emphasis will be on blending and segmenting, and as students progress from the end of 2nd grade through 5th the emphasis will move to phoneme analysis. Additionally, reading comprehension will begin with speaking and listening in grades K-1, transition to listening, reading and writing in grades 2-3, and increase to reading and writing in upper elementary grades of 4-5. Students requiring extra support, such as those on a RIMP, will spend one-on-one instructional time on those skills they need additional help with before they can perform at grade level.

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

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

Changing Emphasis of the Subskills of the Five Components of Reading (from Michigan's Integrated Behavior and Learning Support Initiative, 2017).

The evidence-based strategies and programs described above support all learner needs through structured activities and assessments delivering the scope and sequence of the K-5 Big Ideas for Early Reading that are essential to literacy instruction:

- Phonemic Awareness- instruction focuses on individual sounds within words, as well as activities include identifying, segmenting, blending, and manipulating syllables and sounds in words.

- Alphabetic principle- activities focus on the ability to apply knowledge of letter-sound correspondence to reading and spelling words, pattern recognition of syllable types, rules for syllable division, and simple spelling generalizations that are based on letter-sound correspondence. Additional instruction revolves around recognition of meaningful parts of multisyllabic words derived from Latin and Greek and focus on the application of these skills to reading and understanding academic vocabulary.

- Fluency with text- is addressed through activities that involve analysis of sentence structure and ultimately the timed reading of passages.

- Vocabulary- activities are structured to teach word-learning strategies, to provide exposure to rich and varied vocabulary words, and to allow students to develop an awareness of word relationships and associations.

- Comprehension- activities develop the ability to understand information at a concrete level as well as an abstract level through the application of higher order thinking skills. Activities develop comprehension strategies through interaction with increasingly complex narrative and informational texts.

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

For students on a RIMP, Tier 2 interventions will be used to address the components of reading instruction (phonemic awareness, phonics, vocabulary, comprehension, and fluency) and relate to students' needs and developmental level. Intensive intervention will occur on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in Tier 2 small group instruction (Tier 3).

Additionally, these evidence-based instructional strategies will be used for the teaching of vocabulary and reading comprehension strategies.

- Direct Instruction- Teacher decides academic goals of instruction and throughout class demonstrates concepts and skills through modeling. There is constant assessment and based on that, the teacher can determine whether or not students need further clarification. It includes both guided and independent practice opportunities that use related but different examples.

- Self-Assessment - Students are able to self-assess their work and measure against teacher explained proficiency. The teacher can then discuss the results and help students grasp where they are relative to the proficiency goals. Students are also given the opportunity to apply refined understanding to another task to see progress.

- Reciprocal Teaching- Reciprocal teaching is a 4-step, close reading strategy that uses cognitive tools of : 1) predict, 2) Clarify, 3) Question, and 4) Summarize. Critical to the success of this strategy is that the teacher spends time modeling each of these steps before students work through them on their own. As They do, the teacher must remain hands-on, guiding students and offering feedback and clarification throughout. The teacher only begins to transfer more responsibility to students once they can demonstrate mastery of the four skills. Even then, the teacher continues to observe students and offer support or remediation as needed.

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.*

The leadership team will provide support for implementation of the evidence-based practices and interventions through:

1. Professional Learning from Instructional Coach: The instructional coach will work with teaching professionals to develop knowledge, skills and abilities related to content specific practices to build teacher capacity and their understanding of instructional practices to improve student outcomes. This will be achieved through the following activities:

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

a. Informal and formal conversations with colleagues in identifying issues or needs, setting goals, and problem solving

b. Developing and providing curriculum and materials for/with colleagues

c. Assisting with assessing students and interpreting assessment data and helping teachers use results for instructional decision making

d. Modeling, co-teaching and discussing lessons

e. Visiting classrooms and providing feedback to teachers

2. Professional Learning from IMSE: Lexia's Implementation Manager will meet with district and building leadership to determine goals, set milestones, and develop a plan to effectively and efficiently implement the plan. This designee will also meet with building leaders to review data in regards to implementation fidelity and goals. Lexia's Implementation Manager will facilitate interactive training sessions to provide educators with an understanding of the program's personalized learning pathways and how to create instructional plans to meet student needs.

3. Data Monitoring by Building and District Leadership Teams: Through constant communication between the DLT, BLT, and TBT groups, the district will create a culture of shared accountability of learner performance data. The DLT and BLT will work closely in order to develop knowledge, skills and abilities in the infrastructures (systems) to support high-quality use of language and literacy practices.

The district will ensure that the proposed evidence-based strategies are being implemented with fidelity and are effective in providing differentiated instruction and interventions for students. The chosen strategies correlate with the comprehensive needs assessment described in Section 3, and will be monitored for progress on adult implementation by building principals and district leadership who will also work to improve upon strategies utilized during the two prior consecutive years.

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

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

development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.

Goal #1: K-5 students will increase letter-sound correspondence as evidenced by a median score of 80 percent proficiency in letter sounds and a 80 percent proficiency in word reading on IMSE benchmark assessments by the Spring of 2026.

Evidence- Based Strategies: Heggerty Phonics Instruction, Orton-Gillingham Multisensory Approach

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job Embedded	Data Driven	Classroom Focused
K-2 teachers will engage in Heggerty Training to support phonemic awareness instruction in their classroom.	January 2024- May 2026	✓	✓	✓	✓	✓	✓
K-5 ELA teachers will engage in ongoing professional learning and in-classroom support on how to implement Orton-Gillingham strategies into their instruction.	January 2024- May 2026	✓	✓	✓	✓	✓	✓
K-12 teachers in all content areas will engage in on-going differentiation professional development on how to meet the learning and instructional needs of the learners in the classroom.	January 2024- May 2026	✓	✓	✓	✓	✓	✓

Resources Required	Outcomes/Evaluation
Literacy Coach, Teacher Based Teams (TBTs), IMSE District Trainer	- Literacy coach will use professional development, coaching cycles, and coaching logs to provide support in implementation of instructional strategies. The literacy coach will support administrators in the use of implementation checklists and the monitoring of professional learning. - Teachers and building principals will use TBT time to analyze data, discuss effectiveness, and monitor implementation of effective vocabulary and comprehension instruction.

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

Goal #2: As measured by the Ohio State Test for English Language Arts for 3rd grade, 70% of Rolling Hills students will score proficient by the spring of 2026.
Evidence- Based Strategies: Heggerty Phonics Instruction, Orton-Gillingham Multisensory Approach

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job Embedded	Data Driven	Classroom Focused
K-2 teachers will engage in Heggerty Training to support phonemic awareness instruction in their classroom.	January 2024- May 2026	✓	✓	✓	✓	✓	✓
K-5 ELA teachers will engage in ongoing professional learning and in-classroom support on how to implement Orton-Gillingham strategies into their instruction.	January 2024- May 2026	✓	✓	✓	✓	✓	✓
K-12 teachers in all content areas will engage in ongoing professional learning and in-classroom support on how to implement reading strategies to support vocabulary and comprehension instruction.	January 2024- May 2026	✓	✓	✓	✓	✓	✓
K-12 teachers in all content areas will engage in on-going differentiation professional development on how to meet the learning and instructional needs of the learners in the classroom.	January 2024- May 2026	✓	✓	✓	✓	✓	✓

Resources Required	Outcomes/Evaluation
Literacy Coach, Teacher Based Teams (TBTs)	- Literacy coach will use professional development, coaching cycles, and coaching logs to provide support in implementation of instructional strategies. The literacy coach will support administrators in the use of implementation checklists and the monitoring of professional learning. - Teachers and building principals will use TBT time to analyze data, discuss effectiveness, and monitor implementation of effective vocabulary and comprehension instruction. - Educators of all content areas will be able to teach their discipline through the use of consistent reading strategies designed to improve student vocabulary and comprehension levels. - Principals will guide their teachers in their buildings to gain skills in

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

	leveraging the Lexia online program to support optimal student gains.

Goal #3: As measured by the Ohio State Test for English Language Arts for grades 3-5, grade level proficiency will increase by 3% for each grade level and increase by a minimum of 3% each corresponding year with the goal of a 10% increase by the spring of 2026.

Evidence- Based Strategies: Explicit vocabulary instruction, explicit comprehension instruction, dyslexia

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job Embedded	Data Driven	Classroom Focused
K-5 teachers in all content areas will engage in ongoing professional learning and in-classroom support on how to implement reading strategies to support vocabulary and comprehension instruction. Staff will also receive required dyslexia law training time.	January 2024- May 2026	✓	✓	✓	✓	✓	✓

Resources Required	Outcomes/Evaluation
Literacy Coach, Teacher Based Teams (TBTs),	- Literacy coach will use professional development, coaching cycles, and coaching logs to provide support in implementation of instructional strategies. The literacy coach will support administrators in the use of implementation checklists and the monitoring of professional learning. - Teachers and building principals will use TBT time to analyze data, discuss effectiveness, and monitor implementation of effective vocabulary and comprehension instruction. - Educators of all content areas will be able to teach their discipline through the use of consistent reading strategies designed to improve student vocabulary and comprehension levels.

Provide a brief description of how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning

Sustained: Professional learning opportunities will take place over the three year period in various formats including workshop sessions, collaborative engagement in professional learning communities, and one-on-one mentoring/coaching. Teachers will have the opportunity to observe each other in action based upon individual classroom needs. Sustainability of the plan will also involve the process of teachers training teachers so that the knowledge base of language and literacy instruction continues even after the three year period.

Intensive: All educators will receive focused professional development related specifically on how to develop language and literacy skills within their students in the context of their discipline. The instructional coach will work with teachers to develop knowledge, skills and abilities related to content specific practices to improve student outcomes. English

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

Language Arts teachers will engage in ongoing professional learning and in-classroom support with specific emphasis on the foundational and extended literacy practices of the Simple View of Reading and Scarborough's Rope.

Collaborative: The professional learning activities and opportunities will incorporate collaborative efforts between building leaders, teachers, and curricular administrators including the literacy instructional coach and director of curriculum. Teachers will be able to work with others in their own content area and grade level, possibly alternating between the different types of pairing. These partnerships will include networks that allow others to share successes and problems of practice and provide opportunities for those implementing literacy plans to consult with each other. Collaboration will also incorporate regional meetings between Regional Early Literacy Specialists, State Support Teams and Educational Service Center staff to provide opportunities to increase knowledge, provide feedback on district and program progress, plan, share implementation ideas and receive guidance on program implementation.

Job-Embedded: Professional development that fosters an environment where teachers believe they can successfully implement innovative programs in their classrooms is particularly valuable, and will be facilitated through one-on-one mentoring with the instructional coach. The coach will model evidence-based practices and scaffold the process for the teaching professional within the actual classroom, assisting in bridging the gap between knowledge and implementation of literacy instruction.

Data-Driven: Professional development opportunities will be driven by the real-time data collected within the classroom using formative and summative assessments which will be shared with principals in TBTs. This data will be analyzed and used to determine areas of student weaknesses which will set the course for professional development in which teachers will be able to share evidence-based instructional practices and to learn new ones specific to the needs of students.

Instructionally-Focused: To achieve the goals prescribed in this plan, professional development must absolutely be focused on classroom instructional practices in all content areas with the intent to promote student literacy skills. ELA teachers will receive professional development directly tied to the Lexia program they are using in the classroom as well as instructional and intervention strategies based upon the Big Ideas of Reading for Early and Adolescent Readers. Non-ELA teachers will receive professional training on how to incorporate vocabulary and comprehension skills into their instruction directly related to their content.

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

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

- **Lexia Core5-** Lexia Core5 Reading supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.

- **Orton-Gillingham-** The Orton-Gillingham Approach is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia. Some techniques included in using the orton-gillingham approach include: Three Part Drill, Vowel Intensive, Syllable Division, Phoneme Grapheme Chart, Pounding and Tapping, and O.G. Red Words.

- **Orton Gillingham Beginning Reading Assessment-** This is the first assessment you can give to your youngest learners, normally kindergarten students. This assessment is done individually and assesses phonological awareness, visual and sound naming, and recognition of the alphabet.

- **Orton-Gillingham Level 1 Assessment-** This is the assessment you can give to your end of Kindergarten students to students who should be familiar with all c-open syllables concepts and have some mastery of their sounds. This assessment is broken into three parts: initial, midterm, and final. The initial assessment assesses concepts c-open syllables. The midterm assessment assesses concepts c-blends. The final assessment assesses concepts c-ai vowel teams. All assessments in the level 1 assessment follow the Orton-Gillingham scope and sequence.

- **Orton-Gillingham Level 2 Assessment-** If students have proficiently mastered concepts in the level 1 assessment then you give the Level 2 assessment. This assessment is broken into three parts: initial, midterm, and final. The initial assessment assesses concepts c-ai vowel teams. The midterm assessment assesses concepts c-ur. The final assessment assesses concepts c-consonant -le. All assessments in the level 2 assessment follow the Orton-Gillingham scope and sequence.

- **Orton-Gillingham Level 3 Assessment-** If students have proficiently mastered concepts in the level 2 assessment then you give the Level 3 assessment. This assessment is broken into three parts: initial, midterm, and final. The initial assessment assesses concepts c-consonant -le. The midterm assessment assesses concepts c-tch. The final assessment assesses concepts c-oo and 3 great rules. All assessments in the level 3 assessment follow the Orton-Gillingham scope and sequence.

- **Phonological Awareness Skills Test (PAST)-** The PAST Assessment is an informal, diagnostic, individually administered assessment tool to help you determine the point of instruction for your students and monitor progress made from doing the activities you select.

- **Scarborough's Reading Rope-** It is a figure that demonstrates how different reading skills come together to create reading comprehension. Students need to be taught the elements necessary for automatic word

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recognition (i.e., phonological awareness, decoding, sight recognition of frequent/familiar words), and strategic language comprehension (i.e., background knowledge, vocabulary, verbal reasoning, literacy knowledge) to have comprehension while they read.

- **Simple View of Reading-** is a research-supported representation of how reading comprehension develops. It characterizes skillful reading comprehension as a combination of two separate but equally important components—word recognition skills and language comprehension ability.

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