



March 4, 2024

Dear Superintendent Shope:

Thank you for submitting the Sciotoville Community School 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:**

- This plan demonstrates clear alignment between identified contributing factors, goals, and the action map.
- This plan was developed by a diverse range of educational stakeholders and has good representation across grade bands.
- The plan demonstrates a commitment to change that is grounded in the science of reading to better serve their students.

**This plan will benefit from:**

- The plan could benefit from a consideration of how best to measure and monitor the adult implementation goals.
- The plan could benefit from further details for how to specifically address culturally responsive practices within the professional development plans.

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

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

Sincerely,



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

# READING ACHIEVEMENT PLAN

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education 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: Sciotoville Community School**

**DISTRICT IRN: 143644**

**DISTRICT ADDRESS: 244 Marshall Ave, Sciotoville, Ohio 45662**

**PLAN COMPLETION DATE: December 29, 2023**

**LEAD WRITERS: Sandra Davis, Foresta Shope, Lance Davis**

## 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 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 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.

Sciotoville Community Schools have great aspirations for their students and exhibit optimistic attitudes towards student attainment. They are devoted to engaging their students in various aspects of academic programming, which helps to support the distinct talents and learning necessities of each student, ultimately promoting student accomplishments.

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

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

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

Name	Title/Role	Location	Email
Sandra Davis	Literacy Coach/Lead Teacher, DLT Member	Sciotoville Elementary Academy	sandra.davis@tartan.k12.oh.us
Foresta Shope	Superintendent, DLT Member	Sciotoville Elementary Academy	foresta.shope@tartan.k12.oh.us
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Heather Fannin	Reading Intervention	Sciotoville Elementary Academy	heather.fannin@tartan.k12.oh.us
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Joe Weaver	Treasurer	East Jr & Sr, High School	joe.weaver@tartan.k12.oh.us
Sean Ison	Head Start Teacher	Community Action Organization	sean.ison@tartan.k12.oh.us
Jesse Cook	Student Services Coordinator, DLT member	East Jr. & Sr. High School	jesse.cook@tartan.k12.oh.us
Adam Bailey	DLT Member, Dean of Students	East Jr. & Sr. High School	adam.bailey@tartan.k12.oh.us
Heather Wills	HS Science Teacher, DLT Member	East Jr. & Sr. High School	heather.wills@tartan.k12.oh.us
Courtney Tackett	4/5 Science Teacher, DLT Member	East Jr. & Sr. High School	courtney.tackett@tartan.k12.oh.us

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

Sciotoville Community School’s District Leadership Team developed this Reading Achievement Plan through the utilization of our District’s Needs Assessment, through the Decision Framework. The SCS’s DLT identified academic concerns in the Achievement Gaps in Reading, Reading Below Proficient (all grades and subgroups), as well as concerns within the area of KG-3 Literacy. The Needs Assessment called for ensuring that high-quality professional development is provided by the district, the implementation of a high-quality curriculum in reading and math, and enhancing instructional practices. Also, focusing efforts on reducing chronic absenteeism and improving teacher observation and feedback to positively impact teaching and learning. To address the identified needs, the district’s Comprehensive Continuous Improvement Plan included

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the following goals: 1) Ensure the implementation and alignment of high-quality, research-based curriculum, with high-yield instructional strategies, and formative assessments and benchmarks with the state's academic content standards. 2) Ensure the use of research-based instructional strategies by every teacher through district-provided professional development, mentoring, monitoring, and support. 3) Continued work through the OIP process to track student progress, inform instruction, and plan targeted interventions that focus on the academic needs of students and reduce the performance gaps of subgroup populations. 4) Organize and implement systems of communication and collaboration for stakeholders to be more informed of, and help to monitor, the effectiveness of district improvement efforts.

SCS has set a goal of improving our Reading Achievement through improved instruction, targeted intervention, and ongoing professional development. Our ongoing efforts will provide support with the implementation and monitoring of our Reading Achievement Plan. Through the Ohio Improvement Process, our Teacher-Based Teams teams meet at least once per week to analyze data and plan instruction. These teams (which include our classroom teachers, reading intervention teachers, intervention specialists, literacy coaches, and building leadership) analyze diagnostic, benchmark, and formative assessments. The district's Literacy Coach is a Local LETRS Facilitator. It is the goal of the district that every KG-3 Teacher and Intervention Specialist will be trained and take part in the ongoing LETRS (Language Essentials for Teachers of Reading and Spelling) Training, a professional learning program with documented growth across multiple states. This training program consists of a very comprehensive approach to professional development around reading instruction. In Grades 4-12, SCS is in the process of establishing a systems approach that brings about change and reform in two overarching areas; (1) Literacy Rich Instruction in every content area and (2) an Intervention System that effectively addresses the Reading Deficits of our upper-grade students. We are formalizing a Multi-Tiered System of Supports (MTSS) Instructional Framework, with Literacy at its core, which will be implemented in every class and in every content area. Additionally, we are adding a system that engages students with age-appropriate interests and yet targets their deficits, which are often many years below their age or grade level.

SCS's District Leadership Team outlined concerns regarding the school's performance from the 2022-2023 school report card. The team outlined that Sciotoville Community School met or exceeded only three of its nine primary academic indicators and that the chronic absenteeism rate was 44.6 percent. SCS's DLT developed the RAP to outline the need for a High-Quality Researched-Based Curriculum in Reading and Math, Tier 2 and Tier 3 Reading Intervention, professional development for staff, and the reduction of chronic absenteeism. SCS submitted to its sponsor in writing by October 31, 2023, a plan that detailed these actions the school is taking in the 2023-2024 school year, and additional actions for the 2024-2025 school year, to remedy each area where the school did not meet standards in 2022-2023. The plan also includes strategies to significantly lower the chronic absenteeism rate.

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Our sponsor, The Thomas B. Fordham Foundation, has assisted us with funding to support this plan to support and communicate to our staff and to adopt a highly rated curriculum by EdReports and/or What Works Clearinghouse, and that is approved by Fordham’s Academic Performance and Accountability Specialist.

SCS’s DLT will continue to work throughout this process to support students and improve student outcomes.

## SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT AND EQUITY EFFORTS\*

Sciotoville Community School (SCS) is a Rural-Appalachia public community school serving grades Kindergarten through 12th grade located in Portsmouth, Ohio. According to the 2022-23 local report card data, 99.7% of students are economically disadvantaged and 19% of the population qualify for special education services. The district’s Ohio Improvement Plan notes high concerns in both reading and math. Due to such high poverty in our community, students come to school without adequate exposure to reading, specifically print and vocabulary skills. This is an area of high generational poverty. Our students come to school with several needs: emotional, educational, physical, and social. SCS prioritizes these needs and addresses the ones we can influence daily.

SCS submitted a plan for improvement to The Thomas B. Fordham Foundation (the school’s sponsor) in November 2023. Fordham had requested this plan due to concerns about the school’s performance on the sponsorship contract’s Primary Academic Indicators from the 2022-2023 school report card. SCS met or exceeded only three of its nine primary academic indicators and SCS performed below the standard on six primary indicators. The chronic absenteeism rate was 44.6 percent. The improvement plan outlines the need for a High-Quality Researched-Based Curriculum in Reading, Tier 2 and Tier 3 Reading Intervention, professional development for our staff, and the reduction of chronic absenteeism.

SCS’s One Needs Assessment/One Plan identified that students in grades KG-3, overall, are growing at an appropriate rate, however, KRA data suggests that Kindergarten students are coming to us with deficits in letter naming, phonological awareness, phonics, and phoneme recognition. Other data suggests that students come to us struggling with vocabulary, and the ability to read high-frequency words. Recent data suggests that the students are growing in these areas. Students in grades 1 and 2 are experiencing some of the same issues, namely Phonological awareness, phonics, the ability to read high-frequency words, and especially vocabulary acquisition and reading comprehension. Mid-year diagnostic data suggests that growth in these areas is being achieved, but more of this work needs to continue. Students in grade three are demonstrating reading comprehension issues, Phonics issues, and vocabulary acquisition issues as well.

4th-12th grade students, overall, are growing but explicit instruction in deficit areas must occur to ensure appropriate academic outcomes. Grades 4-5 data reveals issues in reading comprehension, phonics, and

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vocabulary acquisition whereas grades 6-7 data reveals deficits in vocabulary and reading comprehension. Grade 8 data indicate deficits in vocabulary and reading comprehension as well, namely inferential comprehension, and grades 9-12 indicate issues with the same areas of reading, namely comprehension and vocabulary acquisition.

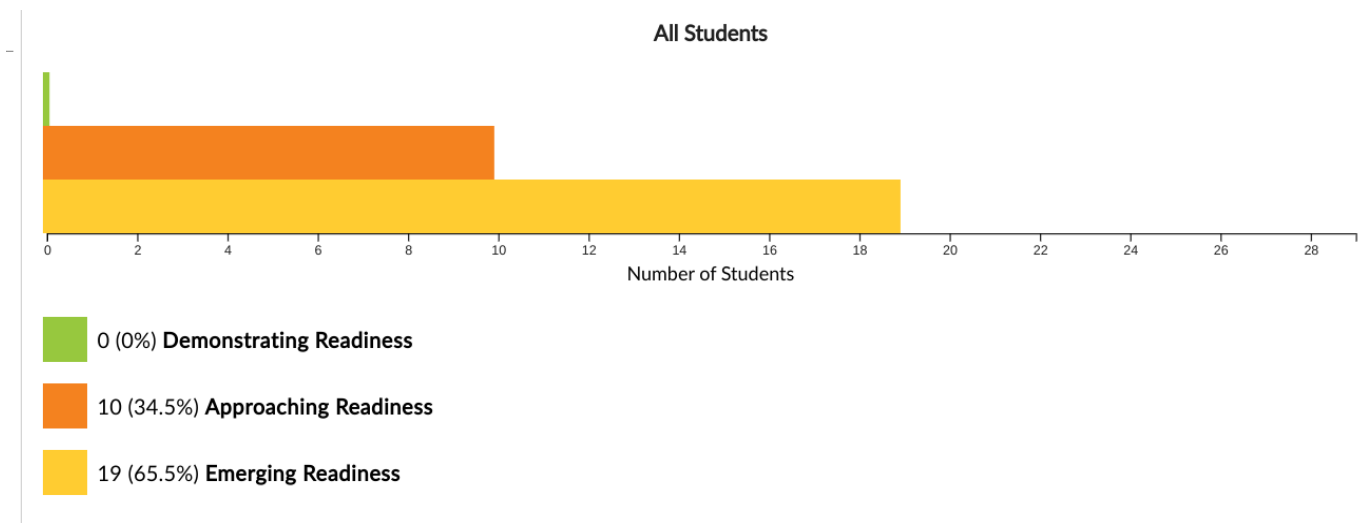
Based on the aforementioned analyzed data, an intensive focus on academic vocabulary district-wide, could have a positive impact on student reading comprehension ability overall. Sound, systematic explicit instruction in all areas for the district would be beneficial. Improving teacher understanding of standards, implementation of highly rated curriculum in reading and math, and the skills required to achieve standards-based learning with explicit instructional practices in each classroom KG-12 would benefit our students and likely improve academic outcomes as a district.

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

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

##### Kindergarten Data

##### Kindergarten Readiness Assessment 2023



Demonstrating Readiness - These children demonstrated foundational skills and behaviors that prepare them for instruction based on Ohio's kindergarten standards.

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Approaching Readiness - These children demonstrated some of the foundational skills and behaviors that prepare them for instruction based on Ohio's kindergarten standards.

Emerging Readiness - These children demonstrated minimal skills and behaviors that prepare them for instruction based on Ohio's kindergarten standards.

<b>iReady Fall 2023</b>		
*29 students		
	<b>% of students Below Proficiency</b>	<b>% of students Above Proficiency</b>
<b>Overall</b>	93%	7%
<b>Phonological Awareness (PA)</b>	76%	24%
<b>Phonics (PH)</b>	97%	3%
<b>High-Frequency Words (HFW)</b>	97%	3%
<b>Vocabulary (VOC)</b>	73%	27%
<b>Comprehension: Overall (COMP)</b>	90%	10%
<b>Literature (LIT)</b>	72%	28%
<b>Informational Text (INFO)</b>	73%	27%

<b>iReady Literacy Task - Letter Naming Fluency- Mixed Case</b>	
*This task was used to determine if the student was at risk for dyslexia.	
*29 students	
<b>Students Below Benchmark</b>	62%
<b>Students at or above Benchmark</b>	38%

<b>Dyslexia Screener Results</b>	
*iReady Diagnostic and Literacy Task was used to determine risk for dyslexia.	
*29 students	
<b>At Risk for Dyslexia</b>	43%
<b>Some Risk for Dyslexia</b>	36%
<b>No Observed Risk for Dyslexia</b>	21%

100% of students are entering Kindergarten lacking the foundational skills and behaviors needed for effective instruction based on the KRA results. 65.5% of students in kindergarten demonstrated minimal skills and behaviors needed in kindergarten. 34.5% of students demonstrated some foundational skills such as phonological awareness and phonemic awareness. Students are unable to recognize letter names and sounds which are crucial early learning skills.

### **1st Grade Data**

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

<b>iReady Diagnostic Fall 2023</b>		
*19 students		
	<b>% of students Below Proficiency</b>	<b>% of students Above Proficiency</b>
<b>Overall</b>	95%	5%
<b>Phonological Awareness (PA)</b>	79%	21%
<b>Phonics (PH)</b>	90%	10%
<b>High-Frequency Words (HFW)</b>	95%	5%
<b>Vocabulary (VOC)</b>	95%	5%
<b>Comprehension: Overall (COMP)</b>	100%	0%
<b>Literature (LIT)</b>	84%	16%
<b>Informational Text (INFO)</b>	95%	5%

<b>iReady Literacy Task - Letter Naming Fluency- Mixed Case</b>	
*This task was used to determine if the student was at risk for dyslexia.	
*19 students	
<b>Students <u>Below</u> Benchmark</b>	47%
<b>Students <u>at or above</u> Benchmark</b>	53%

<b>iReady Literacy Task - Pseudoword Fluency</b>	
*This task was used to determine if the student was at risk for dyslexia.	
*19 students	
<b>Students <u>Below</u> Benchmark</b>	84%
<b>Students <u>at or above</u> Benchmark</b>	16%

<b>Dyslexia Screener Results</b>	
*iReady Diagnostic and Literacy Task was used to determine risk for dyslexia.	
*19 students	
<b>At Risk for Dyslexia</b>	32%
<b>Some Risk for Dyslexia</b>	57%
<b>No Observed Risk for Dyslexia</b>	11%

In the 1st Grade, 95% of students are below proficiency. The highest deficits were in comprehension, vocabulary, and high-frequency words.

### **2nd Grade Data**

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

<b>iReady Diagnostic Fall 2023</b>		
*29 students		
	<b>% of students Below Proficiency</b>	<b>% of students Above Proficiency</b>
<b>Overall</b>	83%	17%
<b>Phonological Awareness (PA)</b>	24%	76%
<b>Phonics (PH)</b>	80%	20%
<b>High-Frequency Words (HFW)</b>	52%	48%
<b>Vocabulary (VOC)</b>	79%	21%
<b>Comprehension: Overall (COMP)</b>	86%	14%
<b>Literature (LIT)</b>	90%	10%
<b>Informational Text (INFO)</b>	86%	14%

<b>iReady Literacy Task - Pseudoword Fluency</b>	
*This task was used to determine if the student was at risk for dyslexia.	
*29 students	
<b>Students Below Benchmark</b>	61%
<b>Students at or above Benchmark</b>	39%

<b>iReady Literacy Task -Fluency</b>	
*This task was used to determine if the student was at risk for dyslexia.	
*29 students	
<b>Students Below Benchmark</b>	61%
<b>Students at or above Benchmark</b>	39%

<b>Dyslexia Screener Results</b>	
*iReady Diagnostic and Literacy Task was used to determine risk for dyslexia.	
*29 students	
<b>At Risk for Dyslexia</b>	46%
<b>Some Risk for Dyslexia</b>	25%
<b>No Observed Risk for Dyslexia</b>	29%

In the 2nd Grade, 83% of students were below proficiency. The highest deficits were in comprehension, phonics, and vocabulary. Phonological Awareness was significantly higher with 76% of students demonstrating proficiency.

### **3rd Grade Data**

<b>iReady Diagnostic Fall 2023</b>
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*\*Section headings marked with an asterisk are required by state law.*

*21 students		
	% of students Below Proficiency	% of students Above Proficiency
Overall	86%	14%
Phonological Awareness (PA)	0%	100%
Phonics (PH)	71%	29%
High-Frequency Words (HFW)	24%	76%
Vocabulary (VOC)	81%	19%
Comprehension: Overall (COMP)	95%	5%
Literature (LIT)	90%	10%
Informational Text (INFO)	95%	5%

iReady Literacy Task - Fluency	
*This task was used to determine if the student was at risk for dyslexia.	
*21 students	
Students Below Benchmark	68%
Students at or above Benchmark	32%

Dyslexia Screener Results	
*iReady Diagnostic and Literacy Task was used to determine risk for dyslexia.	
*21 students	
At Risk for Dyslexia	68%
Some Risk for Dyslexia	14%
No Observed Risk for Dyslexia	18%

OST 3rd Grade English Language Arts Fall 2023	
*21 students	
Limited	59%
Basic	23%
Proficient	18%

OST 3rd Grade English Language Arts Spring 2023	
*29 students	
Limited	28%
Basic	41%
Proficient	17%
Accomplished	7%

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

<b>Advanced</b>	7%
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In the 3rd Grade, 86% of students were below proficiency. The highest deficits were in comprehension, vocabulary, and phonics. Phonological Awareness had 100% of students demonstrating proficiency.

#### 4th Grade Data

<b><u>iReady Diagnostic Fall 2023</u></b>		
*33 students		
	% of students Below Proficiency	% of students Above Proficiency
<b>Overall</b>	97%	3%
<b>Phonological Awareness (PA)</b>	0%	100%
<b>Phonics (PH)</b>	70%	30%
<b>High-Frequency Words (HFW)</b>	24%	76%
<b>Vocabulary (VOC)</b>	91%	9%
<b>Comprehension: Overall (COMP)</b>	97%	3%
<b>Literature (LIT)</b>	97%	3%
<b>Informational Text (INFO)</b>	97%	3%

<b><u>OST 4th Grade English Language Arts Spring 2023</u></b>	
*26 students	
<b>Limited</b>	38%
<b>Basic</b>	19%
<b>Proficient</b>	23%
<b>Accomplished</b>	19%
<b>Advanced</b>	0%

In the 4th Grade, 97% of students were below proficiency. The highest deficits were in vocabulary, comprehension, and phonics. 38% of students scored basic on the OST.

#### 5th Grade Data

<b><u>iReady Diagnostic Fall 2023</u></b>		
*33 Students		
	% of students Below Proficiency	% of students Above Proficiency
<b>Overall</b>	90%	10%
<b>Phonological Awareness (PA)</b>	0%	100%

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

Phonics (PH)	50%	50%
High-Frequency Words (HFW)	0%	100%
Vocabulary (VOC)	80%	20%
Comprehension: Overall (COMP)	90%	10%
Literature (LIT)	86%	14%
Informational Text (INFO)	90%	10%

<b><u>OST 5th Grade English Language Arts Spring 2023</u></b>	
*25 students	
Limited	16%
Basic	32%
Proficient	12%
Accomplished	32%
Advanced	8%

In the 5th Grade, 90% of students were below proficiency. The highest deficits were in comprehension, vocabulary, and phonics. 100% of students were proficient in phonological awareness and high-frequency words.

### **6th Grade Data**

<b><u>iReady Diagnostic Fall 2023</u></b>		
*21 students		
	<b>% of students Below Proficiency</b>	<b>% of students Above Proficiency</b>
Overall	90%	10%
Phonological Awareness (PA)	0%	100%
Phonics (PH)	20%	80%
High-Frequency Words (HFW)	0%	100%
Vocabulary (VOC)	100%	0%
Comprehension: Overall (COMP)	90%	10%
Literature (LIT)	80%	20%
Informational Text (INFO)	90%	10%

<b><u>OST 6th Grade English Language Arts Spring 2023</u></b>	
*29 students	
Limited	31%
Basic	17%

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

<b>Proficient</b>	24%
<b>Accomplished</b>	17%
<b>Advanced</b>	10%

In the 6th Grade, 90% of students were below proficiency. The highest deficits were in comprehension, vocabulary, and phonics. 100% of students were proficient in phonological awareness and high-frequency words.

### 7th Grade Data

<b>iReady Diagnostic Fall 2023</b>		
*38 students		
	<b>% of students Below Proficiency</b>	<b>% of students Above Proficiency</b>
<b>Overall</b>	84%	16%
<b>Phonological Awareness (PA)</b>	0%	100%
<b>Phonics (PH)</b>	34%	66%
<b>High-Frequency Words (HFW)</b>	13%	87%
<b>Vocabulary (VOC)</b>	82%	18%
<b>Comprehension: Overall (COMP)</b>	84%	16%
<b>Literature (LIT)</b>	81%	19%
<b>Informational Text (INFO)</b>	84%	16%

<b>OST 7th Grade English Language Arts Spring 2023</b>	
*35 students	
<b>Limited</b>	20%
<b>Basic</b>	23%
<b>Proficient</b>	20%
<b>Accomplished</b>	20%
<b>Advanced</b>	17%

In the 7th Grade, 84% of students were below proficiency. The highest deficits were in Comprehension, vocabulary, and phonics. 100% of students were proficient in phonological awareness and high-frequency words.

### 8th Grade Data

<b>iReady Diagnostic Fall 2023</b>
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*\*Section headings marked with an asterisk are required by state law.*

*36 students		
	% of students Below Proficiency	% of students Above Proficiency
<b>Overall</b>	88%	12%
<b>Phonological Awareness (PA)</b>	0%	100%
<b>Phonics (PH)</b>	36%	64%
<b>High-Frequency Words (HFW)</b>	22%	78%
<b>Vocabulary (VOC)</b>	75%	25%
<b>Comprehension: Overall (COMP)</b>	81%	19%
<b>Literature (LIT)</b>	78%	22%
<b>Informational Text (INFO)</b>	84%	16%

OST 8th Grade English Language Arts Spring 2023	
*26 students	
<b>Limited</b>	15%
<b>Basic</b>	23%
<b>Proficient</b>	38%
<b>Accomplished</b>	15%
<b>Advanced</b>	8%

In the 8th Grade, 88% of students were below proficiency. The highest deficits were in comprehension, vocabulary, and phonics. 100% of students were proficient in phonological awareness.

Overall, comprehension, vocabulary, and phonics were the areas with the highest deficits. Students are entering Kindergarten without the skills needed for success in school and continue to struggle throughout school. SCS has made significant gains in phonological awareness.

### SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING\*

Internal factors contributing to the underachievement in reading are teacher turnover, instructional resources, professional development, and behavior.

#### 1. Teacher/Staff Turnover

The high rate of teachers leaving our district has led to a lack of experienced staff, which can have a negative effect on instruction. Furthermore, the time and resources dedicated to professional development do not yield the desired outcomes in student achievement due to teachers leaving the district.

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- 27% of K-3 Teachers have 5 or more years of teaching experience.
- 73% of K-3 Teachers have less than 5 years of teaching experience.
- The teacher retention rate from the school year 2022-2023 was 50%.

Additionally, after reviewing the 2022-2023 report card, our scores were not submitted correctly in EMIS. We have hired a new EMIS Coordinator for the 2023-2024 school year.

## 2. Instructional Resources

Kindergarten through 3rd grade is currently using Letterland, a phonics curriculum. Letterland has not been evaluated by EdReports. Due to the staff not being trained, it has not been effectively put into practice. This year, we have a Literacy Coach that has trained teachers on how to implement Letterland.

## 3. Professional Development

Educators have varying approaches and educational backgrounds when it comes to teaching literacy. In our school district, we have not had a consistent and organized approach to literacy instruction that takes into account current research and caters to the diverse needs of our students, while also providing support for fundamental skills. As a result of these factors, coupled with the lack of a standardized curriculum, our primary instruction has been insufficient.

## 4. Behavior

Administrators spend a great deal of their limited time handling these situations, thus losing time for instructional coaching, analyzing academic data, and creating action plans to further enhance the academic instruction of our students.

External factors contributing to the underachievement in reading are chronic absenteeism, access to preschool and kindergarten readiness, and economic disadvantage.

### 1. Chronic Absenteeism

According to the 2022-2023 report card, SCS has a 44.6% chronic absenteeism rate. The rate for the state of Ohio is 26.8%. Chronic absenteeism is defined as missing at least 10% of instructional time for any reason, excused or not excused.

### 2. Access to Preschool and Kindergarten Readiness

The vast majority of our students have limited access to early childhood education, which significantly affects their preparedness for kindergarten. Our students begin their kindergarten journey at a disadvantage

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and struggle to catch up in the following years. The statistics indicate that only 24% of our students have had the opportunity to attend preschool or daycare. It is crucial for us to prioritize the provision of additional services focused on literacy and social-emotional development during the preschool years if we aspire to influence their future language and literacy achievements positively.

### 3. Economic Disadvantage

As stated in section 2, 99.7% of students at SCS are economically disadvantaged. Due to such high poverty in our community, students come to school without adequate exposure to reading, specifically print and vocabulary skills. This is an area of high generational poverty. Our students come to school with several needs: emotional, educational, physical, and social. SCS prioritizes these needs and addresses the ones we can influence daily.

## 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.*

SCS's One Needs Assessment/One Plan identified that students in grades KG-3, overall, are growing at an appropriate rate, however, KRA data suggests that Kindergarten students are coming to us with deficits in letter naming, phonological awareness, phonics, and phoneme recognition. Other data suggests that students come to us struggling with vocabulary, and the ability to read high-frequency words. Recent data suggests that the students are growing in these areas. Students in grades 1 and 2 are experiencing some of the same issues, namely Phonological awareness, phonics, the ability to read high-frequency words, and especially vocabulary acquisition and reading comprehension. Mid-year diagnostic data suggests that growth in these areas is being achieved, but more of this work needs to continue. Students in grade three are demonstrating reading comprehension issues, Phonics issues, and vocabulary acquisition issues as well.

4th-12th grade students, overall, are growing but explicit instruction in deficit areas must occur to ensure appropriate academic outcomes. Grades 4-5 data reveals issues in reading comprehension, phonics, and vocabulary acquisition whereas grades 6-7 data reveals deficits in vocabulary and reading comprehension. Grade 8 data indicate deficits in vocabulary and reading comprehension as well, namely inferential comprehension, and grades 9-12 indicate issues with the same areas of reading, namely comprehension and vocabulary acquisition.

Based on the aforementioned analyzed data, an intensive focus on academic vocabulary district-wide, could have a positive impact on student reading comprehension ability overall. Sound, systematic explicit instruction in all areas for the district would be beneficial. Improving teacher understanding of standards, implementation of highly rated curriculum in reading and math, and the skills required to achieve

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standards-based learning with explicit instructional practices in each classroom KG-12 would benefit our students and likely improve academic outcomes as a district.

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

**Learner Performance Goal**

By the spring of the 2025-2026 school year, the district will improve the percentage of students proficient in 3rd grade reading to 52%.

- By the spring of the 2023-2024 school year, the percentage of students proficient in 3rd grade will increase to 30%.
- By the spring of the 2024-2025 school year, the percentage of students proficient in 3rd grade will increase to 40%.

**Adult Implementation Goal**

By the spring of the 2025-2026 school year, 100% of kindergarten through third-grade teachers and intervention specialists will implement MTSS with fidelity.

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

**Goal #1 Action Map**

Goal Statement: Improve literacy in grades K-3

Evidence-Based Strategy or Strategies: Professional Job Embedded Development and monitoring (Walk-throughs, Peer Review) toward Full Implementation with Fidelity

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Complete RTFI and Examine Curriculum using EdReports and published Ohio DEW approved list	Purchase and train staff in the new HQ curriculum selected and LETRS.	High-Quality implementation of literacy program.
Timeline	January 2024-May 2024	February 2024 - May 2025	August 2024 - May 2026
Lead Person(s)	Literacy Coach State Support Team Literacy	Literacy Coach (Local LETRS Facilitator) Curriculum Coordinator	Literacy Coach Principal

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

	Action Step 1	Action Step 2	Action Step 3
	Curriculum Coordinator	Curriculum Trainer/Presenter	K-3 Teachers/Intervention Specialists
Resources Needed	RTFI Edreports Curriculum Samples <ul style="list-style-type: none"> <li>● Ufli</li> <li>● Core Knowledge</li> <li>● CKLA</li> <li>● Wonders</li> <li>● iReady Reading</li> </ul> The Ohio DEW approved list of HQIM	High-Quality Curriculum LETRS Manual Online LETRS Modules	High-Quality Curriculum Walk-throughs Fidelity Walk-Throughs
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	RTFI Meeting Evaluation of curriculum samples Discussion of needs in RTFI	LETRS Teacher Observation Form LETRS Unit Assessments Teacher Portfolios Bridge to Practice for Teachers Face to Face PD with Local Trainer TBTs Training with New Curriculum Principal Observations	Instructional Schedules Lesson Plans Grade Level Instructional Plans LETRS Instructional Tools
Measure of Success	Completion of RTFI Selection of High-Quality Curriculum	LETRS Classroom Observation Form data Principal Walk-through data Student Performance data	Principal Walk-through Data Student Performance Data LETRS Classroom Observation Form data
Description of Funding	Funds from Sponsor and/or Title Funds	Funds from Sponsor and/or Title Funds	Funds from Sponsor and/or Title Funds
Check-in/Review Date	May 2024	May 2025	May 2026

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## Goal #2 Action Map

Goal Statement: Improve MTSS for all students

Evidence-Based Strategy or Strategies: Sciotoville Community School will implement an MTSS system as described in the American Institute of Research guidelines. Sciotoville Community School was placed in a Pilot program created by AIR to establish a school-wide MTSS program.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Professional Development for all teaching staff.	Improve Tier 1 instruction for all students	Implement a full MTSS system with fidelity.
Timeline	By the beginning of the 2024-2025 school year	By the beginning of the 2024-2025 school year	By the beginning of the 2025-2026 school year
Lead Person(s)	Building level leaders (Principal, lead teacher)	Building level leaders, curriculum director, DLT	Building level leaders
Resources Needed	Presenter MTSS Implementation timeline	Curriculum, professional development in Explicit instruction	Continued professional development. Research-based tier two and three interventions.
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional development training delivered at the beginning of the school year. Support of implementation throughout the year (Follow-up professional development)	Consistent implementation of explicit instruction strategies in the classroom. Coaching of strategies, monitoring of implementation. Evaluations from licensed evaluators on staff. TBT and DLT meetings to discuss implementation and improvement of explicit instructional strategies.	Screeners are used to tier students. Progress monitoring determines when students can move along tiers. Monthly discussions about student progress during TBT meetings. Decisions made based on available data.
Measure of Success	100% of teaching staff receive professional development in MTSS.	100% of teachers are using explicit instruction strategies in their classrooms.	Full MTSS system is in place with 100% of students receiving appropriate instructional

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	Action Step 1	Action Step 2	Action Step 3
			strategies and interventions (Tiers 1,2, and 3)
Description of Funding	Funds from Sponsor and/or Title Funds	Funds from Sponsor and/or Title Funds	Funds from Sponsor and/or Title Funds
Check-in/Review Date	January 2025	January 2025	January 2026

**SECTION 6: PROCESS FOR MONITORING PROGRESS AND IMPLEMENTATION OF THE PLAN'S STRATEGIES.\***

Sciotoville Community School will monitor the implementation and progress of the strategies listed above through the following processes:

1. Monthly data reviews
  - a. School leaders will meet monthly to discuss student progress. Students will then be able to be tiered based on the most recent data collected and appropriate interventions provided as necessary.
  - b. Data reviews will determine if additional improvements to core (Tier 1) instruction need to be made.
2. Principal (Evaluator) walkthroughs and evaluations
  - a. Adult implementation of explicit instructional strategies will be monitored through walkthroughs and evaluations to ensure that consistent high-value explicit instructional strategies are being used for tier-one instruction.
  - b. Precise feedback will be given to teachers to improve instructional strategies, questioning techniques, and assessment strategies used by those teachers.
3. Yearly reviews of curriculum effectiveness
  - a. Once yearly, the curriculum used by teachers for the purpose of literacy instruction will be reviewed for effectiveness. Decisions will be made about continuing to use the selected curriculum or if changes need to be made.

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4. I-Ready Diagnostic test will be given 3 times yearly
  - a. I-Ready Diagnostic testing will be given three times per year to track student progress toward mastery of critical reading elements. This data will be used in whole or in part to tier students according to need at each grade level K-3.
5. TBT/BLT/DLT meetings
  - a. TBT teams will meet bi-weekly and use the OIP 5-step process to evaluate both instructional strategies and data within the classroom to provide interventions in tiers 2 and 3.
  - b. TBT will determine appropriate Tier 2 and Tier 3 interventions for sub-groups.
  - c. TBT data will be submitted to the BLT for review
  - d. BLT will then take the data to the DLT to discuss and recommend changes in groupings or instructional strategies.

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

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

SCS aims to incorporate proven strategies that are supported by evidence into our teaching plans, instructional framework, monitoring plans for reading improvement, and intervention systems. By following research-based educational practices, our professional development, instructional frameworks, and interventions will incorporate the following evidence-based strategies. These strategies will be implemented through a multi-tiered system of support to cater to individual student literacy needs and enhance teaching methods.

1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

We aim to educate students in the realm of academic language abilities, encompassing the utilization of deductive and storytelling language, as well as expanding their vocabulary knowledge. By means of our LETRS trainings, Professional Development Sessions, and TBT conversations, SCS will offer instruction, coaching, assistance, and supervision for the instruction of Reading Comprehension Skills by utilizing an array of proven strategies. These strategies involve stimulating student conversations that foster both usage and understanding, honing students' storytelling language abilities, and instructing academic vocabulary via reading exercises.

2. Develop awareness of the segments of sounds in speech and how they link to letters.

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We aim to assist students in building an understanding of the different components of speech sounds and their connection to written letters. Our approach involves educating students to identify and manipulate these sound segments using Heggerty's Phonemic Awareness Curriculum (The Abilities Necessary for their Academic Accomplishment). Additionally, we employ LETRS Instructional Strategies to teach students about the relationships between letters and their corresponding sounds. By using word-building exercises and various activities, we help students bridge their knowledge of letter-sound connections with phonemic awareness. Students on RIMPs will receive direct instruction with this strategy.

3. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Our goal is to make sure that every student engages with written material daily to enhance their reading skills, including accuracy, fluency, and comprehension. We will utilize various instructional techniques such as reading aloud, using books specifically designed for building reading skills, conducting think-aloud exercises, providing prompts, and organizing reading groups based on different skill levels. Through these strategies, we will demonstrate effective reading strategies, offer support when needed, and give feedback to help students improve their word recognition abilities. Additionally, these techniques teach students to monitor their understanding of the text and to correct any errors they may make while reading. They also provide opportunities for students to practice reading out loud with feedback, enabling them to develop a smooth, accurate, and expressive reading style.

These strategies will be used to meet specific learner needs and improve instruction. SCS will use the Ohio DEW High-Quality Instructional Materials list when it becomes available to select a curriculum.

## SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)\*

SCS is committed to the long-term success of the Reading Achievement Plan through supporting the adult implementation of the strategies listed above. SCS will utilize principal (evaluator) walkthroughs and observations to support effective explicit instructional strategies. SCS will review data to evaluate the effectiveness of adult implementation and provide feedback and support to staff when necessary. SCS will monitor research-based reading interventions for tier two and tier three students and adjust district-wide interventions as necessary. SCS will monitor individual student progress to determine appropriate, research-based interventions to provide to students.

1. Principal (Evaluator) observations and walkthroughs.
  - a. Evaluators will provide timely feedback to teachers to improve and support instructional strategies.

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- b. Evaluators will be looking for district-established instructional strategies and non-negotiables and use the feedback from the walkthroughs and observations to support and/or improve the instructional strategies of the teacher.

## 2. Review of Data

- a. Monthly evaluation of data to evaluate the effectiveness of adult implementation of instructional strategies.

## 3. Monitor Interventions

- a. TBT will meet to discuss progress/data of student progress with research-based interventions in Tiers one and two.
- b. District will support adult implementation of strategies and help select new research-based intervention strategies when necessary.
- c. SCS will monitor individual student progress to determine appropriate interventions for each student.

## 4. Selection of high quality curriculum

- a. The district will select and implement the use of high-quality curriculum by using a curriculum that is highly rated on EdReports
- b. All staff in grades K-3 will be trained to use LETRS, a program based on the Science of Reading.

The use of explicit instructional practices and having a fully implemented MTSS program in place K-3 will improve the outcomes for our students compared to the previous years. Using a curriculum that is highly rated on EdReports will also contribute to the improved outcomes for students in the areas of phonemic awareness, phonics, vocabulary, and comprehension. LETRS training will ensure a consistent approach to the Science of Reading in grades K-3.

## SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN\*

After reviewing the Framework for Addressing Practice and Supports by McIntoch and Goodman's (2016), we have identified the need to enhance our Professional Development Plan for Early Literacy Instruction within the classroom. It has come to our attention that the district-level professional development provided so far has been too generalized and does not adequately address the specific needs in literacy instruction. In response to this, our Plan focuses on increasing educator knowledge and implementing research-based practices in the five key components of reading. We are committed to ensuring that all materials, programs, screenings, diagnostic assessments, progress measures, and instructional strategies utilized are evidence-based and implemented with fidelity. Additionally, our plan recognizes the importance of developing strong literacy-instructional

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leaders at the building level. We will provide support and resources to help these leaders become knowledgeable in research-based systems and methods of literacy instruction. By implementing this Revised Plan, we aim to improve early literacy instruction and meet the needs of our students more effectively.

Professional Development Plan Literacy Component:

1. All K-3 teachers and support staff will participate in Language Essentials for Teachers of Reading and Spelling (LETRS).
2. All K-3 teachers and support staff will be trained in administering the Reading Tiered Fidelity Inventory Elementary Level-Edition;
3. All K-3 teachers and support staff will complete Voyagers/Sopris Learning Online Modules;
4. All K-3 teachers and support staff will participate in Connections with our Local Facilitator (Face to Face PD with Local Facilitator)
5. All K-3 teachers and support staff will participate in Bridge to Practice for Teachers;
6. All K-3 teachers and support staff will participate in job-embedded coaching to address the differentiated teacher needs.
7. All K-3 teachers will receive PD on the new curriculum and ongoing PD to ensure the use with fidelity.
8. All K-3 teachers and support staff will participate in TBT OIP 5-Step using data from Literacy Assessments.
9. All K-3 teachers and support staff will participate in PD on the MTSS Decision Rules Flowchart for determining students' response to intervention supports in Tiers 2 & 3.
10. Building Literacy Leaders (Principal, Literacy Coach, Mentors) will participate in Weekly Leadership Meetings.
11. All Reading and Intervention Teachers and Support Staff will be trained in each of the evidence-based practices of our Tiered-Reading Interventions System:
  - a. IES/WWC Recommendation 1. Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students who are at elevated risk for developing reading disabilities.
  - b. IES/WWC Recommendation 2. Provide differentiated reading instruction for all students based on assessments of students' current reading levels (tier 1).
  - c. IES/WWC Recommendation 3. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20 to 40 minutes (tier 2). \*Very Strong Evidence-Base

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d. IES/WWC Recommendation 4. Monitor the progress of tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those students still making insufficient progress, school-wide teams should design a tier 3 intervention plan.

e. IES/WWC Recommendation 5. Provide intensive instruction daily that promotes the development of the various components of reading proficiency to students who show minimal progress after a reasonable time in tier 2 small group instruction (tier 3).

This plan meets Ohio's Dyslexia Support Law by providing all kindergarten through third-grade teachers the required 18 hours of professional development on identifying the characteristics of dyslexia and understanding the pedagogy for instruction of students with dyslexia.

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