March 22, 2024

Dear Superintendent Hurd:

Thank you for submitting the Trimble Local School District 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:
- Literacy coach to support phonics hired last year.
- Key efforts in MTSS process started at end of last year.
- Classroom instruction has built capacity in five pillars of literacy.

This plan will benefit from:
- The RAP recognizes the need for quality professional learning for middle school and high school, and a professional learning plan focused on monitoring and sustainability will help their continued efforts.
- Consider drilling down to determine all factors in regard to creating a strong tier 1 core instruction.
- Consider increased ways to have teachers collaborate and share evidence-based practices to support students.

The Reading Achievement Plan and this memo will be posted on the Department's website. If Trimble Local School District 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
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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 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: Trimble Local School District

DISTRICT IRN: 045922

DISTRICT ADDRESS: Trimble Local School District
 1 Tomcat Drive
 Glouster, OH 45732

PLAN COMPLETION DATE: December 11, 2023

LEAD WRITERS: Diane Hobson and Heather Johnston

The **literacy vision** of Trimble Local School District is to provide learners with the knowledge and skills in reading to ensure appropriate student growth and achievement by using a structured literacy program that includes the 5 components of reading* to become life-long readers.

*The 5 components of reading include phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The **literacy mission** of Trimble Local School District is to plan and deliver evidence-based and/or research-based instructional practices to ensure that all students have access to the instruction and resources needed to achieve grade level literacy skills.

We believe:

- The path to literacy is developmental.
- Becoming literate is a multi-sensory process where students are active learners.
- Students take individual and multiple paths in their learning.

By fully understanding these principles, it opens the way for teachers to develop their knowledge of each student's learning profile and how to track their steps to literacy. We are committed to fostering a literacy-rich environment balanced across the broad range of learning levels and content areas.

Trimble Local School District, in Athens County, has many factors that can be attributed to low reading achievement that are outside the realm of control of the school including poverty, having large numbers of students with learning disabilities, an increase in drop-out rate, an increase in drug use, a high-level of students with social-emotional needs, the mobility rate of students, a lack of parental involvement and/or a lack of a perceived value in education by adults as well as fewer adult role models with college degrees. There has also been an increase, over the last decade, of students being raised by grandparents or other relatives, or in foster care.

Trimble Local is comprised of approximately 730 students with 95.6% of them being white, non-Hispanic. There are 3.7% of multiracial students and 23.2% of students with a documented IEP.   While the term "culturally responsive" often focuses on ethnic and cultural diversity, these practices can be adapted to address the unique challenges and needs of low-income, predominately white, students who are all English-speaking. The key is to be aware of the specific socioeconomic issues they face and to tailor support accordingly. The following are just some examples of culturally responsive practices at Trimble Local.

Culturally Inclusive Curriculum- Children and young adult literature that features a low-income, rural, white, Appalachian protagonists is extremely hard to find. That population is an unrecognized minority in America. Instead, teachers must often provide some background information to scaffold student learning so students can relate to characters in a story. Even character names with ethnic origins in stories can be difficult for our students to realize that they are proper nouns as they are names that are not familiar to them; Teachers must be purposeful in ensuring students are aware of the names in reading passages. Students in grade K-5 use McGraw Hill's Reading Wonders as their Tier I Reading curriculum. This textbook series includes purposeful text selection to introduce students to a diverse range of voices, cultures, abilities, and experiences. It also provides embedded equity support including instructional routines that support students as the classroom builds a community of collaboration and mutual respect through engaging and meaningful conversations. Students read about, talk about, and write about texts that focus on an Essential Question. The Culturally Responsive Lessons in *Wonders* frame instructional content alongside key aspects of diversity, equity, and inclusion, to enable and support the important conversations taking place in classrooms. The hope is all students must be able to see themselves and the possibilities for their future success reflected in the resources they use at school.

Building Relationships - Because it is a small district, it is easier to get to know students individually and be aware of educational barriers students of poverty face. Several teachers also had the current students' parents as students years ago and know the family connections. Teachers try to build relationships with students by learning about students' interests and backgrounds through informal conversations, as well as recognizing and celebrating birthdays and achievements with individualized recognition.

Awareness and Bias - For all new staff, the district provides a "bus tour" of the district. The district is small; 39 square miles. We take new staff around the district on a school bus so they can see where some of the children live and how they live, as well as get an idea of how it feels to ride a bus along winding, narrow roads up and down the hillsides. During the tour, the new staff members are encouraged to think of the differences between their own homes and school experiences and those of the students of Trimble and to be aware of any bias that may exist.

Fostering Pride in the Community - Trimble holds high expectations for its students and has a Wall of Fame showcasing Trimble graduates who have become successful in his/her profession; and/or have been active and made a meaningful contribution to Trimble Township. Trimble has an Athletic Hall of Fame to recognize deserving athletes of their athletic accomplishments when they were Trimble students. Trimble Local also holds a career day with Trimble graduates from a variety of jobs (military, medical field, engineers, designers, etc.) to come speak to students to help expose them to different

career choices that are available. These types of events and recognition help present day students see what former students have achieved and what is possible for them. Some grade levels also do "walking field trips" around the community to visit area businesses and learn some of the history of where they live.

Family Engagement - Trimble recognizes and values parents and families as children's first teachers and decision-makers in education. Trimble believes student learning is more likely to occur when there is an effective partnership between the school and the child's parents and family. There is a Parent Advisory Committee (PAC) at each building and PAC works along with teachers to provide fun and educational experiences such as Family Literacy Night, Goodies with Grandparents, Trunk or Treat, Painting with Parents, Poetry Night, and Family Movie Night.

Socioeconomic Support Services and Partnerships- Trimble Local has 100% free breakfast and lunch program for all students. For those students who have the most food insecurity issues, food is discreetly sent home with children for the weekend or holiday breaks that include things such as pop-tarts, bananas, apples, peanut butter, tuna, etc. to ensure no child goes hungry when not at school. There is a Children's Services Liaison who provides needy children with clothing, shoes, backpacks, coats, as well as makes connections for families that may need furniture, help with utilities, gas cards, etc. Other partnerships include Ohio University and Hocking College (College Credit Plus and Dual Credit courses, Athens County Sheriff's Department (DARE Program and Resource Officer), Hopewell Health Mental Health, and various area businesses and individuals who provide academic and athletic support as well as local college scholarships.

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

Insert a list of all leadership team members, stakeholders, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
John Hurd	Superintendent	Trimble Local School District	John.hurd@trimblelocalschools.org
Diane Hobson	Director of Curriculum and Testing	Trimble Local Schools	Diane.hobson@trimblelocalschools.org
Heather Johnston	Literacy Coach	Trimble Elementary	Heather.johnston@trimblelocalschools.org
Melissa Guffey	Elementary Principal	Trimble Elementary	Melissa.guffey@trimblelocalschools.org
Sally Thompson	PreK-2 Literacy Specialist/Intervention Specialist	Trimble Elementary	Sally.thompson@trimblelocalschools.org
Julie Sheridan	3rd grade teacher/ Orton Gillingham Coordinator	Trimble Elementary	Julie.sheridan@trimblelocalschools.org
Becky Spencer	Kindergarten Teacher, BLT and DLT member	Trimble Elementary	Becky.spencer@trimblelocalschools.org

Describe how the district leadership team developed the plan and how the team will monitor and communicate the plan.

Development of Plan: The DLT members were informed of the upcoming Reading Achievement Plan at the November DLT meeting. Once the superintendent had been notified by the state, it was determined it would be most beneficial to initially have a core group of teachers meet to discuss the student data, brainstorm an overall plan, look at what we are already doing for improvement in reading and how it ties to the building and district improvement plan. The principal, curriculum coordinator, literacy coach, K-2 literacy specialist and Orton Gillingham Phonics Coordinator/3rd grade teacher all met on Friday Dec 1st and went over the document and the data that had been provided. Typically, the Early Literacy Specialist from the State Support Team would have also been involved, however that person for SST 16 had just recently resigned from that position and it had not been filled yet. Also, in our plan from 2019 we had a teacher from each grade level in K-3 on the team, however, we have a sub shortage, and we would rather have teachers in the classroom teaching students instead of sitting in a meeting. So, while the teachers were not actually in the room while the plan was being written, they were kept up to date and any feedback was shared at the meetings.

Previously the curriculum coordinator had pulled the data needed for the initial meeting. This data included: KRA trend data and current data, ELA State Testing trend data, STAR Reading and Early Literacy Diagnostic Data including the percentage of students at or above benchmark in August and in October as well as median grade equivalency, Mastery or Early Literacy or Reading subdomains from the most current STAR testing (October 2023), Alternate Assessment data, and Progress/ Value-Added data. The literacy coach also provided data from the Acadience Dyslexia Screener.

We set our goals based on student needs, our literacy vision and mission, as well as on our overall School and District Improvement plan. We discussed what structures we had already put in place this year to improve reading (since it is a building and district focus) as well as any further support that may be needed to improve student reading skills. We created a shared document so members could type in ideas and collaborate with each other while we were writing the plan.

The team met again on December 8th, 2023. At this point we started writing our goals and action steps and discussing the evidence-based strategies we were using. We finished up the plan on Dec 11, 2023, and created our action plan maps and professional development plans. The plan was presented to the DLT on Dec 12th and to the Board of Education on December 14, 2023.

Monitor Plan: The team will monitor the plan through the TBT/BLT report-outs at the monthly BLT/DLT meetings. Quarterly data will also be collected regarding the implementation of the plan and reported at the DLT meetings.

Communicate Plan: The plan will be presented at the DLT as well as to the Board of Education during the December meetings. The principal and committee members will communicate the plan to other PK-5 teachers verbally and teachers will also receive a copy of the plan electronically. The plan will be monitored via TBT minutes and discussion at the BLT meetings. Any revisions /adjustments needed will go before the committee before being made and then those will be communicated to the staff.

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

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section 3302.04, 3302.10, 3301.0715(G) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.

The Reading Achievement Plan and the Trimble Local Ohio Improvement Plan both focus on increasing reading achievement including showing growth in reading to close the reading gaps and increase test scores.

The Trimble Local School District Ohio Improvement Process Academic Goal is: By 06/01/2025 we will improve the performance of All Students, All Grades at Trimble Local to increase 10 % in ELA Growth using STAR Reading Quarterly Assessments. The Reading Achievement Plan also focuses on increasing Pathways to Proficiency (in terms of students who are at/above the benchmark goal). In both the District OIP and in the Reading Achievement Plan, the adult implementation will include:

Adult Implementation Indicators:

1. Every Quarter, Reading/Literacy - STAR scores will be analyzed, and intervention needs determined as evidenced by TBT and IAT notes of Reading/Literacy Teachers will be measured, with an overall plan improvement of increase 100% of teachers providing targeted reading intervention.

2. Every Semester, Reading/Literacy - Professional development of Reading/Literacy Teachers will be measured, with an overall plan improvement of increase 100% of staff receiving PD in explicit phonics instruction.

Student Measure

Every Quarter, Reading/Literacy - Star 360 Quarterly Assessment of Students with Disabilities and All Students will be measured, with an overall plan improvement of increase 10.00 % of students scoring at or above grade level.

We are currently in the middle of a 3-year Improvement plan. The following describes actions we have already done, actions we are in the process of, and actions we will complete in the upcoming year with the first set of actions including the funding year and the second set including who is participating in the actions.

Action Description	Funding Year
Facilitate Reading-Tiered Fidelity Inventory (R-TFI) to guide the development of school wide reading models (K-5) and content wide reading models (6-12).	2023
Create and disseminate an inventory of available teaching and intervention resources aligned to Tiers 1, 2, and 3.	2023
Develop a Multi-Tier System of Support which includes quality core instruction and evidence-based interventions aligned to the science of reading.	2023
100% of the teachers will participate in collaborative planning meetings at least once a month to analyze student data and progress, identify areas of need for students, and determine appropriate steps to address academic deficits.	2023
TBTs will gather student performance data regarding the implementation of an agreed-upon evidence-based strategy and document how instruction will be modified or changed as a result of the data collected. TBTs will share this data at the BLT meetings, for the purpose of team growth and learning.	2023
Using data from assessment tools, student progress will be measured and monitored quarterly.	2023
Middle school reading teachers will have continued training in Read 180 and System 44.	2023

Action Description	Funding Year
By December 2022, students in K-2 that have reading deficiencies will be provided intensive pull-out intervention services for students focused on Tier II and Tier III interventions at least 3 times a week as evidenced by the intervention schedule.	2023
During the 2022-2023 school year, 100% of elementary teachers and high school intervention teachers will take part in targeted PD focused on phonemic awareness, systematic phonics instruction, increasing fluency, vocabulary instruction and comprehension in literacy as measured by PD sign in sheets.	2023
By August of the 2022-2023 school year, Trimble Local will hire a full-time, qualified literacy coach to help with phonics and literacy support.	2023
Monitor MTSS Tier Two (targeted) and Tier Three (intensive) intervention to ensure alignment to the decision rules and formative student assessment data.	2024
Provide ongoing professional development for teachers in decoding skills (explicit phonics and phonemic awareness) aligned to the science of reading as outlined in Ohio's Plan to Raise Literacy Achievement.	2024

Action Description	Start Action Step	End Action Step	Participant(s)
100% of the teachers will participate in collaborative planning meetings at least once a month to analyze student data and progress, identify areas of need for students, and determine appropriate steps to address academic deficits.	Plan Year 1	5/25/2023	Teachers
Develop a Multi-Tier System of Support which includes quality core instruction and evidence-based interventions aligned to the science of reading.	Plan Year 1	5/26/2023	Teachers, Principals
Create and disseminate an inventory of available teaching and intervention resources aligned to Tiers 1, 2, and 3.	Plan Year 1	5/26/2023	Instructional Coaches
Facilitate Reading-Tiered Fidelity Inventory (R-TFI) to guide the development of school wide reading models (K-5) and content wide reading models (6-12).	Plan Year 1	5/26/2023	Teachers
Monitor MTSS Tier Two (targeted) and Tier Three (intensive) intervention to ensure alignment to the decision rules and formative student assessment data.	Plan Year 2	5/24/2024	Teachers, Instructional Coaches
TBTs will gather student performance data regarding the implementation of an agreed-upon evidence-based strategy and document how instruction will be modified or changed as a result of the data collected. TBTs will share this data at the BLT meetings, for the purpose of team growth and learning.	Plan Year 1	11/30/2022	Teachers, Instructional Coaches
Middle school reading teachers will have continued training in Read 180 and System 44.	Plan Year 1	5/25/2023	Teachers

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

Using data from assessment tools, student progress will be measured and monitored quarterly.	Plan Year 1	5/26/2023	Teachers, TBTs, BLTs, DLT
By August of the 2022-2023 school year, Trimble Local will hire a full-time, qualified literacy coach to help with phonics and literacy support.	Plan Year 1	7/11/2023	Instructional Coaches
During the 2022-2023 school year, 100% of elementary teachers and high school intervention teachers will take part in targeted PD focused on phonemic awareness, systematic phonics instruction, increasing fluency, vocabulary instruction and comprehension in literacy as measured by PD sign in sheets.	Plan Year 1	7/11/2023	Teachers
By December 2022, students in K-2 that have reading deficiencies will be provided intensive pull-out intervention services for students focused on Tier II and Tier III interventions at least 3 times a week as evidenced by the intervention schedule.	Plan Year 1	7/11/2023	Teachers
Provide ongoing professional development for teachers in decoding skills (explicit phonics and phonemic awareness) aligned to the science of reading as outlined in Ohio's Plan to Raise Literacy Achievement.	Plan Year 2	5/24/2024	Teachers, Instructional Coaches

While the Improvement Plan's overall goal is to improve from the end of one year to the end of the next, the Reading Achievement Plan also looks at quarterly improvement from August to May in hopes of being able to close the gap for all students. The Reading Achievement plan also looks at the subgroup of students on Reading Improvement and Monitoring Plans. While this is not a federal or state subgroup, the team felt it was necessary to focus on the students who are not on track at the beginning of the school year to ensure needed interventions within a multi-tiered system of support are being provided with fidelity.

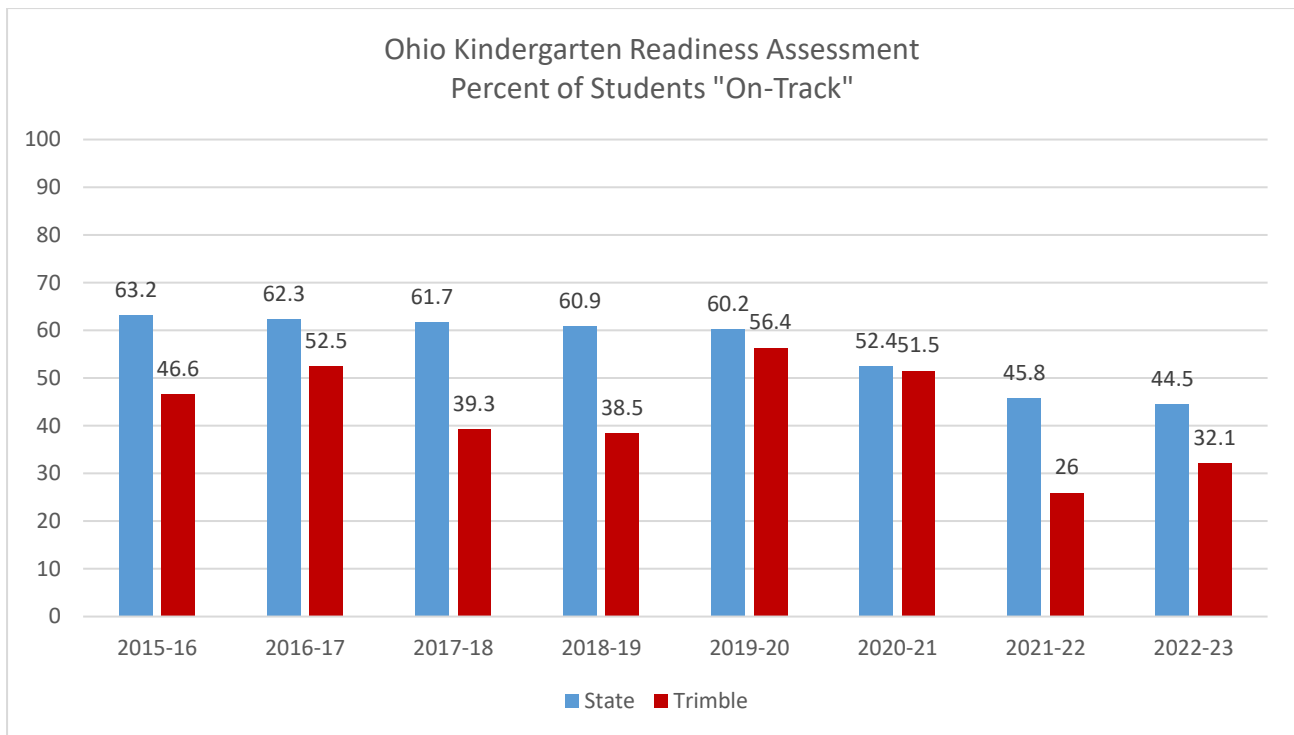*Section headings marked with an asterisk are required by state law.*

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

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

- ***The Kindergarten Readiness Assessment,***
  Kindergarten teachers give the KRA to all incoming Kindergarteners to determine skills in Social Foundations (including social and emotional development), Mathematics, Language and Literacy and Physical Well-Being and Motor Development. The assessment determines if students are on-track for their age or not on track. Scores from previous years are listed below. The impact of COVID across the state can be seen in 2020-2021 and more so 2021-2022. <u>During the 21-22 school year our students scored in the bottom 7% in the state. In the 2022-2023 school year, our students were in the bottom 32% in the state so the scores were much higher than the previous year compared to all students in Ohio.</u> The state scores have continued to go down over the last 8 years. Trimble's scores were improving until COVID, went up last year but this year (2023-2024 school year) is at a 27% for students on track. State scores are currently not available for the KRA.

Ohio Kindergarten Readiness Assessment
Percent of Students "On-Track"

Year	State	Trimble
2015-16	63.2	46.6
2016-17	62.3	52.5
2017-18	61.7	39.3
2018-19	60.9	38.5
2019-20	60.2	56.4
2020-21	52.4	51.5
2021-22	45.8	26
2022-23	44.5	32.1

■ State   ■ Trimble

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

KRA 2022-2023 Data

District Name	Building Name	County	Percentage of Students					Average Scores[3]	
			Overall Score			Language & Literacy			
			Demonstrating (270-298)	Approaching (258-269)	Emerging (202-257)	On-Track (263-298)	Not On-Track (202-262)	Overall Score	Language & Literacy
Trimble Local	Trimble Elementary School	Athens	15.1%	47.2%	37.7%	32.1%	67.9%	259.1	258.2

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

Trimble Local Schools ELA State Testing Trend Data									
Grade	Subject	% Proficient 2015 2016	% Proficient 2016 2017	% Proficient 2017 2018	% Proficient 2018 2019	% Proficient 2019 2020	% Proficient 2020 2021	% Proficient 2021 2022	% Proficient 2022 2023
3rd	ELA	37.9%	50.0%	55.8%	46.6%	COVID	48%	30.2%	44.7%
4th	ELA	42.3%	37.5%	55.6%	48.1%	COVID	19%	41.5%	29.3%
5th	ELA	36.2%	48.1%	50.8%	62.5%	COVID	21.7%	64.4%	47.2%
6th	ELA	35.5%	37.5%	38.2%	31.3%	COVID	37.7%	30.6%	35.9%
7th	ELA	33.3%	41.9%	47.1%	44.9%	COVID	40%	61.8%	43.6%
8th	ELA	39.1%	22.6%	47.3%	44.4%	COVID	33.3%	37%	43.5%
High School	ELA I	41.7%	58.1%	53.8%	52.8%	COVID	-----	---	---
	ELA II	38.3%	49.4%	46.7%	48.1%	COVID	41.9%	47.7%	49.2%

Analysis of Trimble Local State ELA Trend Data: The majority of ELA state test scores have improved over the last 4 years when looking at trend data across grade levels. When looking at specific groups of

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students and how they performed year to year on state testing, the results are inconsistent. Some groups of students have seen an upward trend each year. Some see a marked increase or decrease one year but maintain a fairly consistent score in other years. In a small school district variables that affect this data could be a specific teacher at a certain grade level, the make-up of students in the classroom, supports available to students (especially for SWD students) in any given year, a change in the test itself (questions, mode of testing, the cut score for proficient) and/or a change in curriculum/programs.

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

Students in Pre-K- 3 take the Renaissance Star Reading or Star Early Literacy assessment 5 times a year (August, October, December, March, and May).

The following are the current scores and average grade equivalency for the 2023-2024 school year.
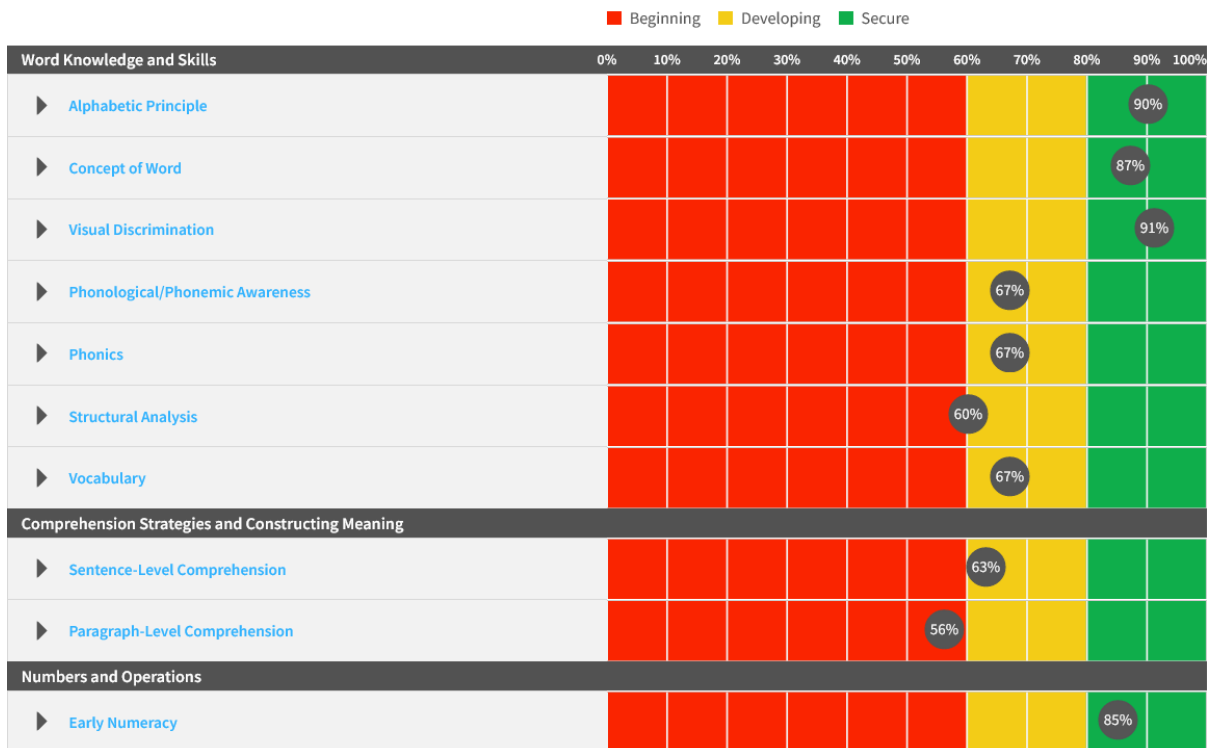
STAR Quarterly READING Data 2023-2024

READING	% at or above benchmark	Average Grade Equivalency
Preschool Benchmark		-1.0
Kindergarten August	28%	-0.6
Kindergarten October	43%	0
1st grade August 2023	49%	0.6
1st grade October	65%	1.1
2nd grade August 2023	33%	1.2
2nd grade October	37%	1.2
3rd grade August 2023	46%	2.5
3rd grade October	54%	2.9

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

Kindergarten – Mastery of Early Literacy Subdomains as of 10/6/2023

Legend: ■ Beginning ■ Developing ■ Secure

Word Knowledge and Skills	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
▶ Alphabetic Principle								71%			
▶ Concept of Word							66%				
▶ Visual Discrimination								73%			
▶ Phonological/Phonemic Awareness					39%						
▶ Phonics					38%						
▶ Structural Analysis				30%							
▶ Vocabulary					39%						

Comprehension Strategies and Constructing Meaning											
▶ Sentence-Level Comprehension				32%							
▶ Paragraph-Level Comprehension			28%								

Numbers and Operations											
▶ Early Numeracy							62%				

1st grade -Mastery of Early Literacy Subdomains as of 10/6/2023

Legend: ■ Beginning ■ Developing ■ Secure

Word Knowledge and Skills	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
▶ Alphabetic Principle										90%	
▶ Concept of Word									87%		
▶ Visual Discrimination										91%	
▶ Phonological/Phonemic Awareness								67%			
▶ Phonics								67%			
▶ Structural Analysis							60%				
▶ Vocabulary								67%			

Comprehension Strategies and Constructing Meaning											
▶ Sentence-Level Comprehension							63%				
▶ Paragraph-Level Comprehension						56%					

Numbers and Operations											
▶ Early Numeracy									85%		

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

Grade 2- Master of Reading Standards

Star Reading Enterprise Assessment (English): **806**

Star Early Literacy Enterprise Assessment (English): **691**

🟥 Beginning   🟨 Developing   🟩 Secure

End of School Year
Projected Mastery ( ) Off

Literature

▶ **Key Ideas and Details**	▥	36%
▶ **Craft and Structure**	▥	45%
▶ **Integration of Knowledge and Ideas**		Domain score cannot be calculated at this time. See mastery for Standard
▶ **Range of Reading and Level of Text Complexity**	▥	22%

Informational Text

▶ **Key Ideas and Details**	▥	38%
▶ **Craft and Structure**	▥	22%
▶ **Integration of Knowledge and Ideas**	▥	49%
▶ **Range of Reading and Level of Text Complexity**		Domain score cannot be calculated at this time. See mastery for Standard

Foundational Skills

▶ **Phonics and Word Recognition**	▥	62%
▶ **Fluency**		Domain score cannot be calculated at this time. See mastery for Standard

Language

▶ **Vocabulary Acquisition and Use**	▥	48%

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

Grade 3 – Master of Reading Standards

Star Reading Enterprise Assessment (English): **936**

Star Early Literacy Enterprise Assessment (English): **757**

Legend: 🟥 Beginning 🟨 Developing 🟩 Secure

End of School Year **Projected Mastery** — Off

Literature		
▶ Key Ideas and Details		56%
▶ Craft and Structure		64%
▶ Integration of Knowledge and Ideas		Domain score cannot be calculated at this time. See mastery for Standard
▶ Range of Reading and Level of Text Complexity		52%

Informational Text		
▶ Key Ideas and Details		55%
▶ Craft and Structure		44%
▶ Integration of Knowledge and Ideas		46%
▶ Range of Reading and Level of Text Complexity		60%

Foundational Skills		
▶ Phonics and Word Recognition		62%
▶ Fluency		Domain score cannot be calculated at this time. See mastery for Standard

Language		
▶ Vocabulary Acquisition and Use		60%

- *The Ohio English Language Proficiency Assessment (OELPA)*

  Not applicable; Trimble Local has no ELL students.

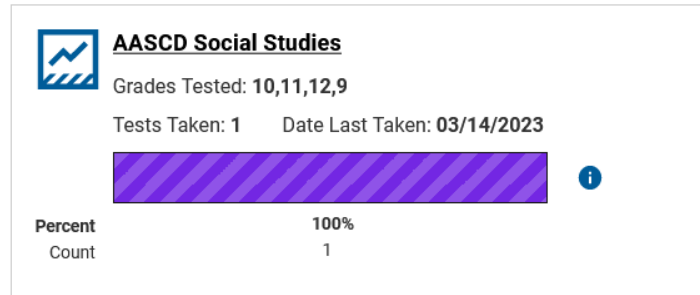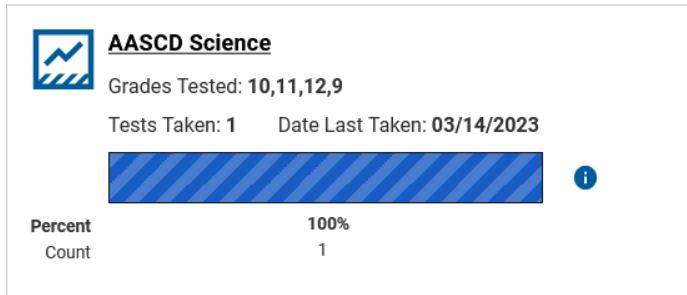*Section headings marked with an asterisk are required by state law.*

- ***The Alternate Assessment for Students with Significant Cognitive Disabilities*** *and benchmark assessments, as applicable.* T

Trimble Local has all students take the STAR test, even if those students take the Alternate Assessment. We currently only have 2 students who will take the Alternate Assessment this year.
Last year we had 4 students take math, 3 take ELA, and 1 student took the science and social studies.

Performance Distribution, By Test Group: Trimble Local SD, 2022-2023
Filtered By **Test Reasons:** All Test Reasons | **Sorted By:** Date Last Taken

AASCD Mathematics
Grades Tested: **6, 10,11,12,9**

Tests Taken: **4**   Date Last Taken: **03/28/2023**

Percent	50%	25%	25%
Count	2	1	1

AASCD ELA
Grades Tested: **6, 10,11,12,9**

Tests Taken: **3**   Date Last Taken: **03/20/2023**

Percent	67%	33%
Count	2	1

AASCD Science
Grades Tested: **10,11,12,9**

Tests Taken: **1**   Date Last Taken: **03/14/2023**

Percent	100%
Count	1

AASCD Social Studies
Grades Tested: **10,11,12,9**

Tests Taken: **1**   Date Last Taken: **03/14/2023**

Percent	100%
Count	1
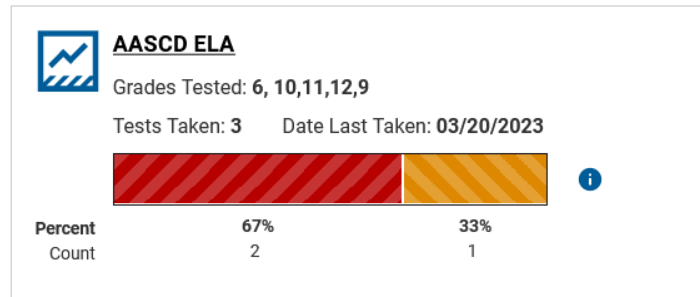
*Section headings marked with an asterisk are required by state law.

Progress/ Value-Added

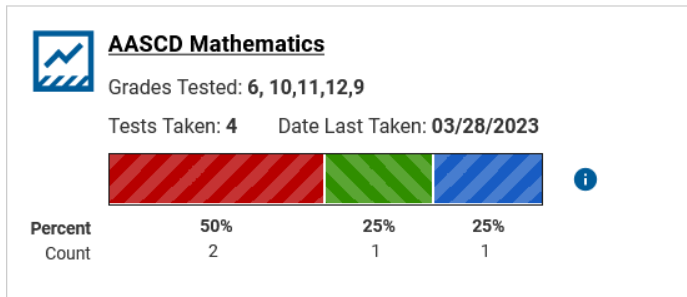While many of our students come to us reading below grade level and may remain below grade level, it is important to note that Trimble's Value Added for 2022-2023 showed evidence of growth expectations or exceeded growth expectations in every grade level in English Language Arts.

Progress Details

These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

Test Grade	Progress			
	English Language Arts	Mathematics	Science	All Tests
All Grades	🟩	🟩	🟩	🟩
4th Grade	🟩	🟥	⬜	🟥
5th Grade	🟩	⬛	⬛	⬛
6th Grade	⬛	⬛	⬜	⬛
7th Grade	🟩	🟩	⬜	🟩
8th Grade	🟩	🟥	🟥	🟥

Test Grade	Progress							
	English II	Algebra	Geometry	Mathematics I	Mathematics II	Biology	American History	American Government
High School	🟩	🟥	🟥	⬜	⬜	⬛	🟥	🟩

The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state

- ⬛ Significant evidence that the district exceeded student growth expectations by a larger magnitude.
- 🔵 Significant evidence that the district exceeded student growth expectations.
- 🟢 Evidence that the district met student growth expectations.
- 🟡 Significant evidence that the district fell short of student growth expectations.
- 🔴 Significant evidence that the district fell short of student growth expectations by a larger magnitude.
- ⚪ Value Added data is not available.

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

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

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

Trimble Local School District, in Athens County, has many factors that can be attributed to low reading achievement that are outside the realm of control of the school including poverty, having large numbers of students with learning disabilities, an increase in drop-out rate, an increase in drug use, a high-level of students with social-emotional needs, the mobility rate of students, a lack of parental involvement and/or a lack of a perceived value in education by adults as well as fewer adult role models with college degrees. There is also an increase over the last decade of students being raised by grandparents or other relatives, or in the foster care system.

The following information from the CUPP Report demonstrates Trimble has a higher rate of SWD students than similar districts or the average of all districts. While teacher salaries are slightly higher than average districts, they are lower than state average. However, administrator's average salaries are much lower than similar districts and state average. Low-income housing is prevalent as demonstrated by assessed property value in Trimble Township being $77,819 but state average being $219,067. Lower income in Trimble Local is evidenced by the average federal income of $40,495 but statewide average is more than doubled at $90,622. These discrepancies in housing and income contribute to many barriers in learning. Poverty can have significant effects on education and reading and can create challenges for individuals living in poverty including limited access to materials and technology, inadequate nutrition, (which can negatively impact cognitive development), and unstable home environments, (which can lead to chronic stress and anxiety). Children of poverty may also have limited opportunities including not having basic background experiences other students across the state have. While the district does try to support field trips for students to provide them with opportunities, the remote location of Trimble causes a field trip to a place like Columbus, be a 2-hour bus ride, one way, to get to a specific location.

		Trimble Local SD, Athens	Similar Districts Average	Statewide Average of All Districts
	School District Area Square Mileage			68.05
6	% of Black Students			
9	% of White Students			
10	% of Multiracial Students			
11	% of Economically Disadvantaged Students			
12	% of English Learners			
13	% of Students With A Disability			
14	Classroom Teachers' Average Salary	$63,722.70	$60,050.35	$69,080.84
17	% Teachers With 10+ Years Experience	64.06%	63.20%	61.20%
18	FTE Number Of Administrators	9.25	11.62	20.53

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

19	Administrators' Average Salary	$68,593.62	$77,977.77	$89,019.66
C - Property Valuation And Tax Data				
21	Assessed Property Valuation Per-pupil (TY21)	$77,819.15	$137,134.95	$219,076.36
26	Per-pupil Revenue Raised By One Mill Property Tax (TY21)	$77.82	$137.13	$219.08
32	Federal Average Income (TY20)	$40,495.00	$46,602.04	$90,622.00

The National Center for Education Statistics presents the following information comparing Trimble Local School District to state and national averages. The median household income is significantly lower than state and national average and there are more families receive food stamps. Less homes have internet access. Less adults have a bachelor's degree than state or national average, and there is more unemployment.
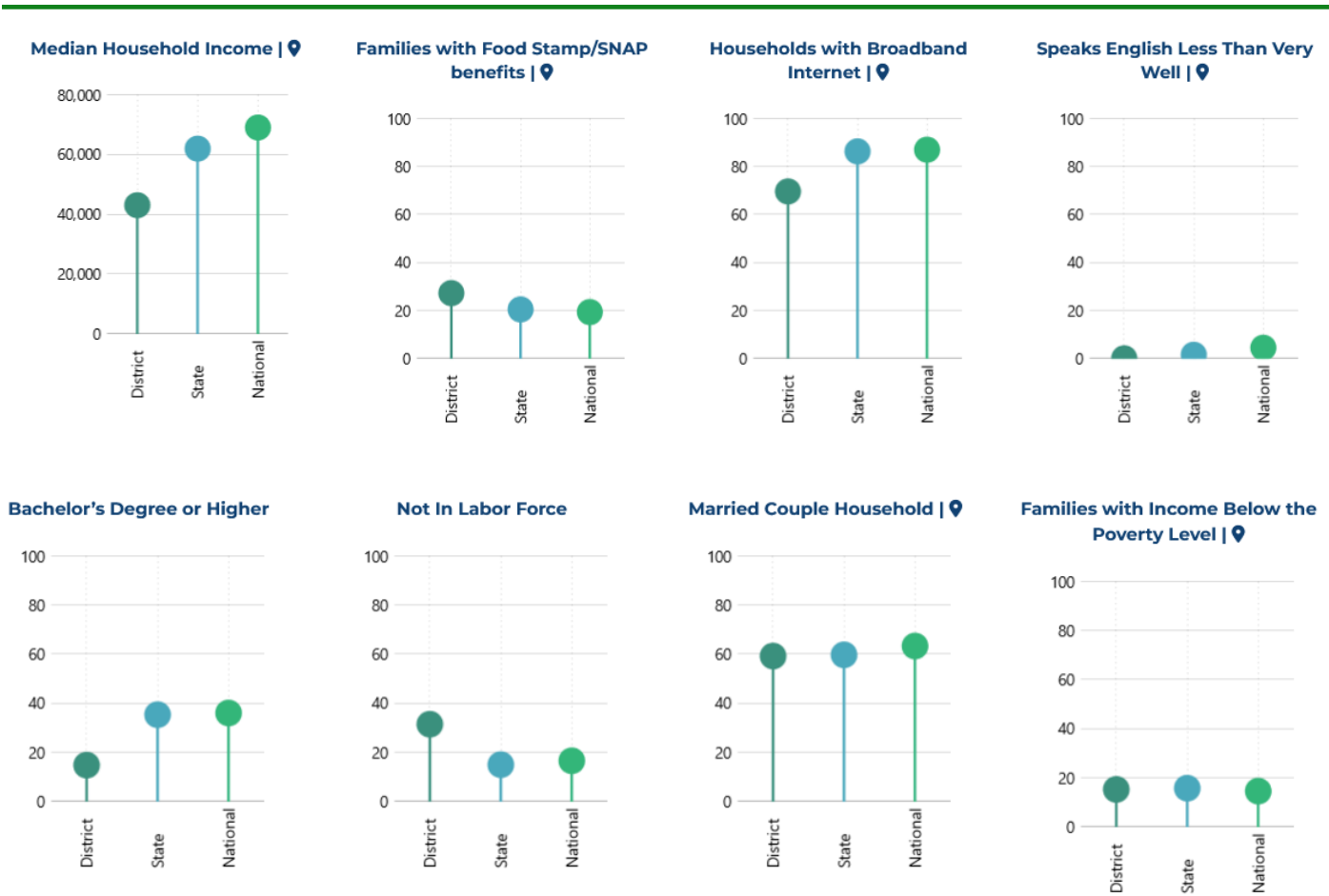
Section headings marked with an asterisk are required by state law.

Drugs are prevalent in the community, and it is not uncommon to see a former student or the parent of a current student, in the police reports. Marijuana, methamphetamines, prescription pills, fentanyl and heroin are the most prevalent in Athens County. The following map shows the percentage of clients with treatment claims with the primary diagnosis of Opioid Use Disorder. The state average percent is 51.5%. Athens County has 64%. Of course, these statistics represent those who seek treatment. There are many who do not. Narcan is given out at several community events through Community Action. Students who drop-out at Trimble often have documented or suspected drug use.

Percentage of SFY 2021 SUD Treatment Claims with Primary Diagnosis of Opiate Use Disorder

This map represents the percentage of unduplicated clients with a primary diagnosis of opioid use disorder (OUD) served in each county during SFY 2021. Counties that reported fewer than 25 clients are signified by gray, and no percentage is given. Counties that reported between 25 and 50 clients have an asterisk after the percentage; statistics based on a low number of cases should be interpeted with caution.

The statewide average percentage of SUD treatment clients with a primary diagnosis of OUD was 51.5%. The highest rates were found in Scioto county (71.9%), Jefferson county (71.1%), and Adams county (68.1%). The lowest rates were found in Defiance county (18.7%), Henry county (21.0%), and Williams county (23.8%).

Legend
- Fewer than 25 cases
- 20.0% or less
- Between 20.1% and 40.0%
- Between 40.1% and 60.0%
- More than 60.0%

Map produced February 2023
Data Source: Ohio MHAS Community Behavioral Health Claims Data

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.

Understanding the root causes of low reading achievement for rural, Appalachian children involves considering a combination of social, economic, educational, and cultural factors. It is difficult to determine one factor since many are interdependent on the other. At Trimble Elementary School the following variables contribute to the root cause that leads to the learner performance data and contributes to low reading achievement

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

1. **Socioeconomic Factors:**
   o **Poverty:** Rural Appalachia often faces economic challenges, and many families may live in poverty. Limited access to resources such as books, educational materials, and extracurricular activities can impact a child's reading development. They also may have limited extracurricular activities that promote literacy and background experiences that help make connections when reading.
   o **Low Parental Literacy:** Parents with low literacy levels may struggle to support their children's reading development effectively.

2. **Early Childhood Experiences:**
   o **Pre-literacy Skills:** Lack of exposure to early literacy activities, such as reading aloud, storytelling, and letter recognition, can impact reading readiness.

3. **Cultural Factors:**
   o **Cultural Disconnect:** Educational materials and curricula may not always align with the cultural context of the region, making it challenging for students to connect with the content and engage in reading.
   o **Dialect and Language:** Differences in dialect or language variations may impact a child's ability to effectively bridge the gap between spoken and written language.

4. **Curriculum and Instruction:**
   o **Curricular Alignment:** Some teachers may not be using the intended curriculum for Tier I instruction with fidelity, leading to gaps in the learning.
   o **Differentiated Instruction:** Insufficient differentiation to address individual learning needs may contribute to lower achievement for some students.

5. **Technology and Screen Time:**
   o **Excessive Screen Time:** Excessive use of digital devices without a balance of traditional reading experiences can impact literacy skills.

6. **Teacher Training and Professional Development:**
   o **Teacher Preparedness:** Inadequate training or professional development for teachers in effective literacy instruction may contribute to low reading achievement.

7. **Geographic Isolation**
   o **Limited Access to Libraries and Bookstores:** Geographic isolation may limit access to community resources such as libraries and bookstores, reducing opportunities for children to explore a variety of reading materials.
   o **Transportation Challenges:** Limited public transportation options in rural areas can make it difficult for families to access educational and recreational resources outside of their immediate community.
   o **Limited Technology Access:** In some rural areas, there may be a lack of access to modern technology, hindering students' exposure to digital learning resources and online reading materials.

8. **Educational Policies:**
   o **Standardized Testing Pressures:** Emphasis on standardized testing may lead to a narrowed curriculum and teaching-to-the-test strategies, potentially neglecting the development of critical reading skills because of the feeling of needing to move onto grade-level content before foundational skills are mastered.

Many of the above causes are outside the realm of control of the school district. However, the school district can focus on curriculum, intervention, differentiation and enhanced teacher training in literacy instruction though professional development and coaching. The district can also continue to promote community engagement and provide support for parents to actively participate in their children's literacy development.

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

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

Student Goals:

1. 3rd grade student goal: By the end of the 2023/2024 school year, Trimble Elementary will increase the number of students scoring proficient or above on the ELA assessment by 10% percent from the previous year.

2. K-2 student goal: By the end of the 2023/2024 school year, students at Trimble Elementary will improve by 10% or greater in the domains of phonemic awareness and phonics on the STAR Assessments between the August benchmark assessment and the May end of the year assessment.

Adult Implementation Goals:

1. During the 2023-2024 and 2024-2205 school year, Trimble Local will purposefully implement a targeted staff support program focused on enhancing reading achievement for students in grades kindergarten through 3rd grade by increasing the number of staff dedicated to reading supports by 10% due to deficiencies attributed to COVID in these grade levels.

2. Every Quarter, Reading/Literacy - STAR scores will be analyzed, and intervention needs determined as evidenced by TBT and IAT notes of Reading/Literacy Teachers and will be measured with improvement of 100% of teachers providing targeted reading intervention for at least 30 minutes daily.

3. Professional development of Reading/Literacy Teachers will occur at a minimum of twice per year in explicit phonics instruction measured by PD agendas, walkthroughs and phonics data that is collected.

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

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

Action Map 1

Student Goal Statement: By the end of the 2023/2024 school year, Trimble Elementary will increase the number of students scoring proficient or above on the ELA assessment by 10% percent from the previous year.

Adult Goal Statement: During the 2023-2024 and 2024-2205 school year, Trimble Local will purposefully implement a targeted staff support program focused on enhancing reading achievement for students in grades kindergarten through 3rd grade by increasing the number of staff dedicated to reading supports by 20% due to deficiencies attributed to COVID in these grade levels.

Evidence-Based Strategy or Strategies:

- Intervention Teachers and Pull-Out Inclusion Sources: Gerston, R., Newman-Gonchar, R., Haymond, K & Dimino, J. (2017). Evidence Level: Tier 1;
- Individualized interventions for struggling readers by trained literacy specialists; Source: What works Clearinghouse; Evidence Level 3
- Reduced-Class Size; multitude of sources including Babcock, P., & Betts, J.R. (2009); W., & Konstantopoulos, S. (2017). Schanzenbach, D. W. (2014).; Zyngier, D. (2014); Li.
- ESSA Level 1, 2 and 3 curriculum and programs including IMSE Ortan Gillingham, Heggrety, Lexia, Reading Wonders, and Passport Voyager

	Action Step 1	Action Step 2	Action Step 3
Implementation Component- **Reading Supports for Grade 3**	Smaller Class Sizes	Increase reading instruction time	Increase instructional staff for strategic, pull-out intervention services in targeted areas for students on RIMPs.
Timeline	Implementation for 23/24 school year	Implementation for 23/24 school year	Implementation for 23/24 school year
Lead Person(s)	District Office, Superintendent	Principal Literacy Coach	Principal Literacy Coach
Resources Needed	Reallocation of certified staff	One additional reading teacher, adjusting third grade schedule to	intervention teachers, Orton-Gillingham Materials, Orton-Gillingham training,

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

	Action Step 1	Action Step 2	Action Step 3
		accommodate two reading blocks	Heggerty Bridge the Gap and PA teacher manuals
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Going from two to three third grade teachers to decrease class size.	Providing PD in Orton Gillingham, creating a schedule that allows pull-out intervention for students, finding rooms/spaces within the building for one-on-one targeted help.	Organize schedule to include intervention block, collaboration between grade levels regarding block scheduling, partnership with the local Educational Service Center. Using beginning of the year benchmark data and data training through the State Support Team for Region 16 to provide targeted instructional supports to student
Measure of Success	2024 Spring ELA state assessment scores and STAR QA assessments during the year	2024 Spring ELA state assessment scores and STAR QA assessments during the year	2024 Spring ELA state assessment scores and STAR QA assessments during the year
Description of Funding	Title I Funding	Title I and General Funds	Title I and General Funds
Check-in/Review Date	May 2024	Semester and end of the year	Semester and end of the year

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

Action Map 2

Student Goal Statement: K-2 student goal: By the end of the 2023/2024 school year, students at Trimble Elementary will improve by 10% or greater in the domains of phonemic awareness and phonics on the STAR Assessments between the August benchmark assessment and the May end of the year assessment.

Adult Goal Statement: Professional development of Reading/Literacy Teachers will occur at a minimum of twice per year in explicit phonics instruction measured by PD agendas, walkthroughs and phonics data that is collected.

Evidence-Based Strategy or Strategies:

- Implement a specific set of core in-school strategies and practices to support reading (direct, explicit instruction in phonics, vocabulary, and fluency in the primary grades). Source: Hanover Research, 2017. Evidence Level: Tier 1;
- Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Source: What Works Clearinghouse, Evidence Level Tier 3;
- Develop awareness of the segments of sound in speech and how they link to letters. Source: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. What Works Clearinghouse; US Department of Education 2016. Evidence Level: Tier 1;
- Teach students to decode words, analyze word parts, and write and recognize words. Source: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. What Works Clearinghouse; US Department of Education 2016. Evidence Level: Tier 1;
- Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening; Source: What Works Clearinghouse; Evidence Level Tier 3

	Action Step 1	Action Step 2	Action Step 3
Implementation Component- **Teacher Training in Reading Instruction to provide Reading Intervention for Students on RIMPs**	Train staff and monitor implementation of phonics instruction	Screen students to determine students on track and not on track	Create flexible intervention groups based on student data that includes progress monitoring.
Timeline	Implementation for 23/24 school year	Implementation for 23/24 school year	Implementation for 23/24 school year
Lead Person(s)	District Office, Superintendent, Literacy Coach, Principal, Orton-Gillingham Coordinator	Elementary Literacy Coach	Elementary Literacy Coach
Resources Needed	IMSE Orton-Gillingham Training, Funding, IMSE grade level curriculum/ teachers editions, UFLI	Acadience ALO, STAR CBM (Renaissance), training	Reliable and valid assessments, screening and diagnostic tools. Designated time in master schedule and

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

	Action Step 1	Action Step 2	Action Step 3
	teachers manuals for intervention team, Reading Coach		staff to disaggregate data and create groups.
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Evaluate which faculty members require training. Julie Sheridan, OG coordinator, to submit for training costs and coordinate for registration. Follow up training in coordination with Literacy Coach to aid with implementation. Training for new programs Acadience and UFLI. Establish coaching cycles to address gaps in teacher knowledge and practice.	Purchase Acadience. Utilize STAR CBM (Renaissance) for grades 4-12. Determine a schedule to pull all students in K-3 for screening. Provide access to reports for teachers. Explain reports.	Teaching fellows and the literacy coach will work with intervention specialists to analyze reports from STAR and Acadience and determine pull out intervention groups.
Measure of Success	Increase in STAR Reading/Early Literacy and Acadience Benchmark scores in five components of reading	Increase in STAR Reading/Early Literacy and Acadience Benchmark scores in five components of reading	Increase in STAR Reading/Early Literacy and Acadience Benchmark scores in five components of reading
Description of Funding	Athens-Meigs ESC	General Fund	None needed
Check-in/Review Date	5/2024	5/2024	5/2024

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

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

Effective monitoring will allow for program improvement that will positively impact the academic achievement of all students at Trimble Elementary. The first focus is on the 5 critical areas of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension. Acadience will be used for K-3 students to track their progress three times per year (Aug/Sept, Dec/Jan, Apr/May). The benchmarking tools as well as the progress monitoring tools will be used to do biweekly checks in areas of weakness. Reading Intervention and Intervention Specialists will conduct progress monitoring and benchmarking.

Reading instruction in the use of Orton Gillingham will be systematic and explicit, providing ample practice time for elements that are being taught. Students in grades K-3 will have a minimum of 30 minutes of phonics daily that may include a 3-part drill, red word instruction, dictation, decoding, pound and tap, syllabication and phonemic manipulation. Students who are on Reading Improvement and Monitoring Plans will also have additional time with phonics instruction in a small group or one-on-one setting. Teachers will show phonics instruction in weekly lesson plans. The principal will also check the fidelity of instruction during walk-throughs and the literacy coach will provide support to ensure skills are being taught as they should.

The second focus of the reading plan is to increase reading skills which in turn, will increase reading scores on the state test. Progress will be monitored each quarter through STAR testing to determine which students are on-track or not-on track. Teacher based teams will analyze classroom data as well as quarterly data to determine intervention needs for students. The IAT process will be used for students who seem to be struggling despite multiple supports. Fidelity of data collection will be evidenced through TBT/BLT/DLT agendas and meeting minutes. Quarterly Assessment scores will be shared at the BLT and DLT level. TBT times will be used to analyze student data and make adjustments. One-hour early dismissal times are used once a month for data analysis activities lead by the State Support Team.

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

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.

1. **Strategy:** Implement a specific set of core in-school strategies and practices to support reading (direct, explicit instruction in phonics, vocabulary, and fluency in the primary grades). Source: Hanover Research, 2017. Evidence Level: Tier 1; Strong.
   Implementation of a set of specific instructional and classroom practices is effective in closing the reading achievement gap. Strategies teachers will use will include (but are not limited to): direct, explicit instruction in phonics, vocabulary, and fluency in the primary grades and small-group or one-on-one tutoring in phonics.

   All students will receive whole group instruction based off of IMSE Orton Gillingham for phonics and red word fluency. Students will segment, blend, decode, encode, syllabicate, and rhyme with words. Students will receive a multisensory approach to learn red words.

   Students on RIMPs will receive whole group phonics, vocabulary, and fluency instruction. They also will receive small group instruction based on their deficits in phonics, vocabulary, and fluency. Students on RIMPs will also receive explicit instruction on Lexia. Third grade teachers will monitor students using weekly red word checks, and Accelerated Reader. Other grade levels will do progress monitoring mid-quarter or quarterly.

2. **Strategy**: Provide reading interventions (Tier 2). Source: Gerston, R., Newman-Gonchar, R., Haymond, K & Dimino, J. (2017). Evidence Level: Tier 1; Strong
   Struggling students with reading who are provided with interventions in word and pseudo-word reading, passage reading, fluency and reading comprehension perform better than students who do not receive intervention. Intervention can improve reading outcomes for students who may not respond to typical classroom reading instruction.

   All students will receive small group differentiated instruction in reading. Students will work on comprehension and fluency on their instructional level. Students also receive oral comprehension through read alouds. Students will make connections through discussion of books with peers. Students on RIMPS get extended time for small-group instruction and more explicit instruction in small group. Changes in grouping/intervention skills will occur as needed based on data collected and student need.

3. **Strategy:** Develop awareness of the segments of sound in speech and how they link to letters. Source: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. What Works Clearinghouse; US Department of Education 2016. Evidence Level: Tier 1; Strong 1

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

The National Reading Panel (NRP) report found that teaching students to recognize and manipulate the segments of sound in words (also referred to as phonological awareness) and to link those sounds to letters is necessary to prepare them to read words and comprehend text. Teachers will teach students to recognize and manipulate segments of sound in speech, teach students letter–sound relations and use word-building and other activities to link students' knowledge of letter–sound relationships with phonemic awareness.

All students will receive whole group instruction based off of IMSE Orton Gillingham for phonics and red word fluency. Students will segment, blend, decode, encode, syllabicate, rhyme with words. Students receive a multisensory approach to learn red words. Students pound and tap sounds they hear in words. Students will work in insertion and deletion of sounds in words.

Students on RIMPs will receive whole group phonics, vocabulary, and fluency instruction. They also receive small group instruction based on their deficits in phonics, vocabulary, and fluency. Students on RIMPs also receive explicit instruction on Lexia. Third grade teachers will monitor students using weekly red word checks, DIBELS, and Accelerated Reader. Students will get extended time with the content and repetition of instruction.

4. **Strategy:** Teach students to decode words, analyze word parts, and write and recognize words. Source: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. What Works Clearinghouse; US Department of Education 2016. Evidence Level: Tier 1; Strong 1

Once students know a few consonants and vowels, they can begin to apply their letter–sound knowledge to decode and read words in isolation or in connected text. Students also need to learn how to break down and read complex words by segmenting the words into pronounceable word parts. To do this, students must understand morphology, or the knowledge of the meaningful word parts in the language. Learning to recognize letter patterns and word parts and understanding that sounds relate to letters in predictable and unpredictable ways, will help students decode and read increasingly complex words. It will also help them to read with greater fluency, accuracy, and comprehension.

Teachers of students who are reading for morphology of words will do the following: Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation; instruct students in common sound–spelling patterns; teach students to recognize common word parts; have students read decodable words in isolation and in text; and teach regular and irregular high-frequency words so that students can recognize them efficiently

All students will receive whole group instruction based off of IMSE Orton Gillingham for phonics and red word fluency. Students segment, blend, decode, encode, syllabicate, rhyme with words. Students receive a multisensory approach to learn red words.

Students on RIMPs will receive whole group phonics, vocabulary, and fluency instruction. They also receive small group instruction based on their deficits in phonics, vocabulary, and fluency. Students on RIMPs also receive explicit instruction on Lexia. Students will use Elkonin boxes for orthographic mapping. Third grade will monitors students using weekly red word checks, DIBELS, and Accelerated Reader. Other grade levels will do progress monitoring mid-quarter or quarterly. Changes in grouping/intervention skills will occur as needed based on data collected.

5. **Strategy:** Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Source: What Works Clearinghouse, Evidence Level Tier 3;
.

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

6. **Strategy:** Reduced-Class Size; multitude of sources including Babcock, P., & Betts, J.R. (2009); W., & Konstantopoulos, S. (2017). Schanzenbach, D. W. (2014).; Zyngier, D. (2014); Li.

Because many of our students are low SES and report card data shows gap closing is a focus for the district, reducing class-size can be an effective strategy to help students who are lagging behind other students. Zyngier(2014) found that smaller classes have a significant impact on student achievement and narrowing the achievement gap. Schanenbach (2014) found smaller classes are particularly effective at raising achievement levels of low-income children and lower-class size is a more cost-effective policy overall to increase student achievement. Also, Babcock and Betts (2009) found larger gains for disadvantaged students because small classes allow teachers to incentivize disengaged students more effectively, and students are better able connect to the school setting in small classes. Mathis (2016) also noted that the positive effects of class size reduction are twice as large for poor and minority students. By providing smaller class sizes and teachers who can pull students into small groups for intervention purposes, students get more personalized educational services to help bridge the gaps. Several research-based programs are used in these classrooms including Lexia (Level 3 Research-Based Program) to development fundamental literacy skills with explicit systematic instruction through personalized learning paths, Reading Wonders (Level 3) which has shown to have statistical significant in increasing DIBELS scores from the beginning of the year to the end of the school year, ($p < .01$.) Voyager Passport (Level 3) for comprehension, vocabulary and writing and Edmentum Exact Path which is positively associated with student achievement outcomes in math, reading, and language arts. Statistically significant effects were found linking the amount of time spent on Exact Path and end-of-year diagnostic scores.

With the reallocation of staff, hiring new staff and working in a partnership with Ohio University, 3rd grade teachers have a class size of no more than 14 students. We also have one full time K-2 Early Literacy Specialist, one full time Elementary Literacy Coach, two university fellows, one part time designated Kindergarten tutor, three K-2 Paraprofessionals dedicated to Reading Support, and one Administrator with a Literacy Specialist Certification. Students can be grouped for intervention and enrichment in small groups targeting specific skills and standards.

7. **Strategy:** Using ESSA Level 1, 2 and 3 curriculum and programs including Heggerty, Lexia, Reading Wonders, and Passport Voyager, and research-based IMSE Orton Gillingham.

Using a combination of curricular materials and programs that show ESSA levels of evidence helps to ensure teachers are presenting materials and working with students in a way that is effective based on research. Our Tier I reading materials are McGraw-Hill Reading Wonders (2020). Ed Reports gives this series an 84/84 on Foundational Skills and 220/224 on Building Knowledge. It also scores high on the 5 different levels under the Science of Reading.

Science of Reading Snapshot
Terms explained

	K →	1 →	2 →	3 →	4 →	5 →	6 →
Phonemic Awareness	08/08	08/08	08/08	NC	NC	NC	NC
Phonics	08/08	08/08	08/08	02/02	02/02	02/02	NC
Fluency	08/08	08/08	08/08	02/02	02/02	02/02	NC
Vocabulary	02/04	02/04	04/04	04/04	04/04	04/04	Read
Comprehension	29/30	30/30	30/30	30/30	30/30	30/30	Read

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

Lexia has nine peer-reviewed research studies that meet the two highest standards of evidence under ESSA. New research from the 2022-2023 school year proves the effectiveness of the Heggerty Phonemic Awareness Curriculum in grades K-1, awarding an ESSA Level 3 badge. Voyager Passport earned the highest rating of "Tier 1: Strong" as outlined by ESSA evidence standards. Orton-Gillingham is a research-based strategy that places a strong emphasis on systematically teaching phonics so that students understand the how's and why's behind reading. Word recognition is best taught through a phonics-based approach, wherein students develop knowledge and skills about how the alphabet works to become expert decoders.

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

Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:

1. Be effective*;* All teachers will be trained in IMSE Orton Gillingham techniques. Using the guidance and instruction provided in the training paired with the creation of a structured literacy fidelity checklist, teachers will be empowered to provide students with daily exposure to all components of structured literacy to include phonemic awareness, phonics, vocabulary, fluency and comprehension instruction.   All students will receive whole group instruction based on IMSE Orton-Gillingham for phonics and red word fluency. Students will receive a multisensory approach to learn red words; and all students on RIMPs will receive small-group differentiated instruction in their areas of weakness.

Students will work on comprehension and fluency on their instructional level. Students also receive oral comprehension through read aloud experiences. Students will make connections through discussion of books with peers. Special attention will be focused on students who require a RIMP. If the students show progress the strategies described will continue. If students do not show adequate progress, the intervention team, classroom teacher, and/or multi-disciplinary team will meet to look at the fidelity of implementation, include parent input and provide additional small-group or individual interventions as needed.

2. Show progress*:* Orton-Gillingham Coordinator will collect quarterly red word data. Teachers will assess red word progress using quarterly assessments for all students. Both formative and summative assessments will be completed using weekly red word checks, Acadience, Renaissance Star Early Literacy or Star Reading, and Lexia. Data discussions based on these assessments will occur at the TBT, BLT, DLT and MDT levels to determine needs for students.

3. Improve upon strategies utilized during the two prior consecutive school years: A survey on needs for additional professional development in IMSE Orton Gillingham strategies as well as other structured literacy and instructional programs was sent out. Data was collected and more professional development will be provided to staff based on needs from the survey. Teachers who have not received the full IMSE Orton Gillingham training will be trained during the school year.

The structured literacy checklist will be created and used to ensure all teachers are providing instruction and assessment in all five areas of literacy. Student data will be collected on phonics, phonemic awareness, vocabulary, fluency and comprehension. These areas will have an increased focus at TBT and BLT meetings. The MDT will also be utilized to provide ideas of support regarding students who do not show an upward trend in response to intervention.

In response to our Professional Development survey, teachers will have the opportunity to receive a refresher course on Lexia, STAR Early Literacy/STAR Reading, and Orton-Gillingham to better utilize programs including how to interpret student data and how to incorporate specific lessons based on student need. Select teachers will provide model lessons for observation, synchronously or asynchronously, using best practices in structured literacy instruction.

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

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

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

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

Professional Development Goals

a. Improve teachers' understanding of evidence-based reading strategies.

b. Enhance the ability of instructional staff to differentiate instruction based on student needs.

c. Foster a collaborative environment among instructional staff for effective implementation.

d. Learn how to use student data effectively to inform instructional decisions.

Evidence-Based Practice or Intervention:

Implement a specific set of core in-school strategies and practices to support reading; provide intervention, develop awareness of the segments of sound in speech and how they link to letters, teach students to decode words, analyze word parts, and write and recognize words, screen all students for potential reading problems at the beginning of the year and again in the middle of the year, use ESSA evidence-based or research-based materials with fidelity.

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. 100% of elementary teachers and middle and high school intervention teachers will take part in targeted PD focused on phonemic awareness, systematic phonics instruction, increasing fluency, vocabulary instruction and comprehension in literacy.	June 2023-Jan 2025	X	X	X	X		X

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

2.	Teachers will participate in collaborative planning meetings at least once a month to analyze student data and progress, identify areas of need for students, and determine appropriate steps to address academic deficits.	Aug 2023-May 2025	X	X	X	X	X	X
3.	Provide ongoing professional development for teachers in decoding skills (explicit phonics and phonemic awareness) aligned to the science of reading.	Oct 2023-May 2025	X	X	X	X		X

Resources Required	Outcomes/Evaluation
1. Certified Trainers, stipends, training materials	Teachers will gain deeper knowledge of structured literacy practices and will receive Orton-Gillingham certification.
2. SST personnel, hour early dismissal days in the yearly calendar, student performance data	Teachers improve their ability to utilize classroom data to evaluate next steps in instruction with a focus on differentiated instructional practices.\ Teachers will use vertical and horizontal alignment to reach schoolwide goals. This will be measured by improved scores on state assessments and quarterly STAR Early Literacy/STAR Reading assessments, as well as Acadience benchmarks.
3. Time, targeted PD by grade-level bands, substitutes, trainers, materials	Teachers will have the opportunity to participate in sustained PD throughout the year which will lead to an increase in program fidelity and provide continuous implementation support.

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: *Taking place over an extended period; longer than one day or a one-time workshop.*
Except for the initial 5-day training in Orton-Gillingham phonics, the other PD is interwoven into hour-early dismissal days once a month, waiver days 4-times a year, and at times, one-on-one conferences with either the literacy coach, Orton-Gillingham coordinator or curriculum coordinator if needed. Refresher PD is given throughout the year.
Intensive: *Focused on a discreet concept, practice or program.*
Our focus is the goal of our improvement plan; and that is to help students overcome the barriers they have in order to become better readers and to get more students reading at or above grade level. The PD focuses on teachers being trained in the Orton-Gillingham approach (is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy) and using student data to determine student needs.

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

Collaborative: *Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.*

PD on waiver days and hour early dismissal days include teachers, the literacy coach and the principal but also may include educational aides, curriculum coordinator, the speech therapist, the special education director, teaching fellows and counselors. The state support team helps lead PD with specific goals and encourages collaboration to help work through issues and to create plans that can best help our students.

Job-Embedded: A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.

The PD is directly related to the instructional practices going on in the classrooms daily.

Data-Driven: *Based upon and responsive to real-time information about the needs of participants and their students.*

Student data is used from a variety of sources, including STAR assessments, Orton assessments, Acadience benchmark results, Lexia and Exact Path reports and classroom assessments to target specific areas of need. Monthly data meetings, led by and coached by state support team members, are on-going. Teachers will bring data with them to these meetings and work together to analyze it and create a plan. Plans are revised, if needed, based on new data.

Instructionally Focused: Related to the practices taking place in the learning environment during the teaching process.

The intention of the professional development is to enhance the educators' knowledge, skills, and practices related to the Science of Reading. The teachers use these skills daily in the classroom. The teachers also use the PD to analyze student performance data and assessments to identify specific areas of need and to determine intervention needs.

Culturally Responsive

Whether it is PD, working with students or speaking with parents, teachers need to be aware of socioeconomic factors that may impact students' access to reading materials and technology resources outside of the home. They need to acknowledge the dialects and linguistic variations present in rural communities and how those affect how students speak, spell and write; especially when teaching phonics and phonemes. Teachers need to understand the value of students' home languages and dialects, while still supporting the development of Standard English skills.

Related to the Science of Reading

The PD focuses on equipping educators with evidence-based practices rooted in the scientific understanding of how reading develops. This approach emphasizes the importance of phonics, phonological awareness, fluency, vocabulary, and comprehension skills.

*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.

References

Babcock, P., & Betts, J.R. (2009). Reduced Class Distinctions: Effort, Ability, and The Education Production Function. Journal of Urban Economics, Vol. 65, pp. 314–322

Li, W., & Konstantopoulos, S. (2017). Does class-size reduction close the achievement gap? Evidence from TIMSS 2011. SCHOOL EFFECTIVENESS AND SCHOOL IMPROVEMENT, 28(2), 292-313. http://eric.ed.gov/?id=EJ1139569

Schanzenbach, D. W. (2014). Does Class Size Matter? *National Education Policy Center Policy Brief.* Great Lakes Center for Education Research and Practice. Boulder CO

Zyngier, D. (2014). Class size and academic results, with a focus on children from culturally, linguistically and economically disenfranchised communities. *Evidence Base, issue 1, 2014.* Available at: https://www.classsizematters.org/wpcontent/uploads/2014/05/EvidenceBase2014Issue1.pdf

Glossary of Terms

BLT – Building Leadership Team

DLT – District Leadership Team

IMSE Orton-Gillingham Training- Training provides participants with an in-depth understanding of IMSE's Orton-Gillingham methodology that focuses primarily on phonological awareness and phonics (along with encoding/decoding). Participants will also discuss how to teach fluency, vocabulary, and comprehension using the OG philosophy of multi-sensory, sequential, direct instruction. This approach can be incorporated into an already existing literacy program as well as stand alone. This course is primarily geared towards elementary aged students and/or students who have very little knowledge of phonological awareness, phonics, basic literacy skills. This course is applicable for all three tiers of RTI. Participants learn: Phonological awareness assessment and strategies; Multi-sensory strategies for reading, writing and spelling phonetic and non-phonetic words; Seven syllable types and 4 syllable patterns for encoding / decoding; and Explicit, multi-sensory strategies for teaching fluency, vocabulary, and comprehension.

TBT- Teacher-Based Teams

Teaching Fellows-Part of a partnership with Ohio University when licensed teachers with a Bachelor's degree teach part time while working on their Master's degree in the educational field.

STAR Assessments - Renaissance STAR Reading, STAR Early Literacy and STAR Math are standardized, computer-adaptive assessments created by Renaissance Learning, Inc., for use in K-12 education. STAR is an ODE Approved Vendor and is used for universal screening, progress monitoring and goal setting. STAR can be used as a "Tier 2" assessment of a skill that can be used any number of times due to item-bank technology. STAR Early Literacy measures student progress in Alphabetic Principles, Concept of Word, Visual Discrimination, Phonemic Awareness, Phonics, Structural Analysis, Vocabulary and Sentence-Level skills

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