



March 22, 2024

Dear Superintendent Chiaro:

Thank you for submitting the Warren City 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:

- The RAP team includes a variety of stakeholders.
- The RAP includes a variety of data points and clear analysis of that data.
- RAP includes adult implementation goals.

This plan will benefit from:

- Consider including a root cause analysis to make the plan stronger.
- Consider adding in detail about the ways in which professional development is being sustained after its initial introduction.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Warren City 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.

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: Warren City School District

DISTRICT IRN: 044990

DISTRICT ADDRESS: 105 High Street NE Warren, Ohio 44481

PLAN COMPLETION DATE: December 21, 2023

**LEAD WRITERS: Regina Teutsch, Executive Director Curriculum and Instruction
Jacqueline Lawrence, District Literacy Coordinator**

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.

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

Please see the Department’s [Culturally Responsive Practice program page](#).

Warren City Schools has a long-standing history engaging in SEL (Social Emotional Learning) with CASEL (Collaborative for Academic, Social, and Emotional Learning). SEL is the umbrella under which Warren City Schools aspires to operate. The district is grounded in the five competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The district believes all adults and students need to fully understand and engage in those competencies. It is through SEL that student engagement increases and ultimately academic performance. SEL provides the conduit to connect with students to know them as learners and the way they learn best. From learning styles, how to connect with others, and relate to their world, the SEL environment provides a safe, trusting and caring environment where students engage with one another and see themselves in the content and instruction. The district commits to providing ongoing support for SEL. This commitment is evidenced by ongoing professional development, coaching, yearly onboarding of new staff, and set of individuals committed to SEL under the direction of the Associate Superintendent of Student Services, Student Wellness, and Success. Included within this staff is also a Trauma Informed Care Specialist. This school year all staff received training in CHAMPS. The Stoic Framework outlined in CHAMPS is a structure for success with clear routines and procedures that establish safe and trusting learning environments for all.

When the district begins the process of choosing instructional materials, the following considerations are a must: aligned to State standards, support SEL, are rooted in evidenced based research, are culturally relevant, and provide equity and access for all. The review process includes stakeholders from all buildings and families across the district. Materials brought to committee for review have been vetted using Ed Reports, and meet the criteria outlined above using. When the time came to update curricular materials that would align to the Science of Reading, using the aforementioned process, it came down to either My View or Wonders 2023 edition. We had looked at other publishers including Amplify (CKLA). The staff and families overwhelmingly chose Wonders. They felt students would relate to the stories and therefore engage in the grade level text. In addition, Wonders provides instructional support to meet student needs ensuring access for all. The authors of Wonders 2023 included people such Dr. Tim Shanahan who teachers were familiar with his work. Other authors well known in their respective fields of literacy tied to the Science of Reading, English Language Learners and Social Emotional Learning.

****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*

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
Wendy Hartzell	Chief Academic Officer	Board - Warren City Schools	Wendy.hartzell@warrencityschool.org
Regina Teutsch	Executive Director of Curriculum and Instruction	Board - Warren City School	Regina.teutsch@warrencityschools.org
Daniel Thorpe	Assistant Curriculum Director and EMIS	Board - Warren City Schools	Daniel.thorpe@warrencityschools.org
Suzette Jackson	Assistant Curriculum Director 6-12	Board - Warren City Schools	Suzette.jackson@warrencityschools.org
Jacqueline Lawrence	District Literacy Coordinator	Board - Warren City Schools	Jacqueline.lawrence@warrencityschools.org
Kelly Hutchison	District Preschool Coordinator	Board - Warren City Schools	Kelly.hutchison@warrencityschools.org
Alex Geordan	Campus Leader and 3-5 POD Principal	Lincoln PK-8	Alex.geordan@warrencityschools.org
Caren Purcell	K- 3 Literacy Coach	Jefferson PK-8	Caren.purcell@warrencityschools.org
Erikka Sampson	K-3 Literacy Coach	Lincoln PK-8	Erikka.sampson@warrencityschools.org
Jessica Smith	K-3 Literacy Coach	McGuffey PK-8	Jessica.smith@warrencityschools.org
Natalie Grayson	K-3 Literacy Coach	Willard PK-8	Natalie.grayson@warrencityschools.org
Rebecca Battista	Special Education Teacher	Jefferson PK-8	Rebecca.battista@warrencityschools.org
Stephanie Brugler	3 rd grade teacher	Jefferson PK-8	Stephanie.brugler@warrencityschools.org
Brianna Carse	Kindergarten teacher	Jefferson PK-8	Brianna.carse@warrencityschools.org
Erika Aulizia	2 nd grade teacher	McGuffey PK-8	Erika.aulizia@warrencityschools.org

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

Name	Title/Role	Location	Email
Lisa Rek	Wilson teacher	McGuffey PK-8	Lisa.rek@warrencityschools.org
Emily Ward	Special Education Teacher	McGuffey PK-8	Emily.ward@warrencityschools.org
Laura Mastro	3-5 Special Education Teacher and Wilson Teacher	Willard PK-8	Laura.mastro@warrencityschools.org
Laurissa Shaw	1 st grade teacher	Willard PK-8	Laurissa.shaw@warrencityschools.org

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

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

In 2019, the District Literacy Leadership Team (DLLT), comprised of general education staff, special education staff, literacy coaches, building principals and supervisors, was formed. The purpose of this team (DLLT) was to be a subgroup of the larger DLT charged with reviewing the current reading plan with the primary focus on taking a deeper dive into the literacy data to determine why we were not making any significant gains in scores; they were stagnant. This team conducted a root cause analysis directed by Dr. Marlo Miller at SSTR5. The DLLT performed a thorough analysis of the data points found in NWEA Map Fluency and Growth. The DLLT also researched the Science of Reading with emphasis on the Simple View of Reading. The DLLT termed there were gaps in students' early foundational skills. The team determined that our curriculum lacked explicit teaching of phonological awareness and decoding. The team also outlined the scope of work to move the district from balance literacy practices to a more structured literacy approach. This plan, with a specific focus on K-3, is a continuation of the work that began in 2019.

The District Literacy Leadership Team determined that professional development for teachers was necessary and curricular materials to support phonological awareness and phonics through a structured literacy approach. Curriculum materials utilized by the district in 2019 supported a balanced literacy approach. The DLLT determined that phonological awareness would be a logical place to start shifting instructional practices from a balanced literacy approach to a structured literacy approach. During 2020, ODE released *Ohio's Plan to Raise Literacy Achievement* from ODE. Capitalizing on the concentrated professional development time while working remotely because of the pandemic, teachers engaged in book studies. Based on the recommendations by the DLLT and the need for understanding the premise of structured literacy, K-2 teachers and administrators engaged in a book study on *A Fresh Look at Phonics* by Wiley Blevins and teachers and administrators in grades 3-5 David Kilpatrick's, *Equipped for Reading Success*. Thus began the district's journey to understanding the Science of Reading and what constituted a structured literacy approach. During this professional development, literacy coaches and coordinators wove in *Ohio's Plan to Raise Literacy* to support learning for teachers and lay the foundation for instructional shifts. Beginning in the 2020-2021 school year, K-2 teachers trained in Heggerty with full implementation expected that school year. During 2020-2021 the DLLT, using Ohio's Plan to Raise Literacy Achievement specifically the recommendations on shifting curriculum, began searching for an explicit phonics program. The Literacy team interviewed publishers, evaluated programs, and specifically looked for materials that would support K-3.

We researched and evaluated all materials using said criteria; as well as those programs identified as high-quality instructional materials (those marked green) on Ed Reports. The decision was to implement Sadlier Phonics K-3 for the 2021-2022 school because it met the criteria and the author of the materials was Wiley Blevins, the same author of the book teachers had just read. Using Ohio's Plan to Raise Literacy Achievement, specifically the Conventional Language

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and Literacy guidance page, the Literacy Team decided that we needed support for the Language Comprehension side of the Simple View of Reading in grades 3-5. The team used curriculum review tools from the Reading League and Ed Reports to narrow the search to McGraw Hill Wonders Curriculum and Savvas My View. Parents were also part of the process. All DLLT members were involved because whatever was chosen for grades 3-5, K-2 would be implemented after teachers had time to learn the necessary skills in Heggerty and Sadlier Phonics. McGraw Hill Wonders, was the overwhelming choice of teachers and families. Implementation would begin in grades 3-5 during the 2022-2023 school year and 2023-2024 school year in K-2.

In addition to the work in Tier 1, changes were made to address Tier 2 and Tier 3. In Tier 2, we trained Reading Support teachers and classroom teachers on an explicit, structured intervention for decoding and phonological awareness, *Really Great Reading*. Teachers and Reading Support received professional development on reteaching skills in Heggerty and Heggerty's *Bridge the Gap* also to provide additional Tier 2 interventions. For students who score on track on their assessments, students engage in small groups with at/above support in Sadlier Phonics and Wonders small group comprehension groups. Buildings scheduled a dedicated 30-minute daily intervention time. During this time, students were grouped based on their diagnostic data. Up until the 2019-2020 school year, the district had Reading Recovery as its Tier 3 intervention. DLLT recognized the need for a more intensive intervention for students at multiple grade levels. This Tier 3 intervention also needed to align with the Science of Reading and the structured literacy approach. The district began training teachers in Wilson Reading as its Tier 3 intervention. Currently each building has one general education teacher and one special education teacher as the building Wilson teachers.

The changes in practices in all the Tiers required a shift in district assessments to focus on phonological awareness and decoding. NWEA Map fluency and NWEA Map were used as district screeners and added district diagnostic assessments. Diagnostic assessments included: Letter/sound ID in K and 1, Concepts About Print in kindergarten, Comprehensive Phonics Survey in grade 1, phonological awareness assessments in grades K-2, and the Oral Reading Fluency and Decoding Surveys in grades 2 and 3. The shift in these assessments required professional development for teachers to understand and use the data to meet student needs.

In the last three years, major changes to curriculum, assessments, and how we instruct and assess have occurred. During this time, teachers also engaged in a two-year professional development in the Keys to Beginning Reading. This professional development provided teachers with a deeper understanding of structured literacy practices, and it also met the requirements for dyslexia professional development. It is evident that teachers have engaged in deep professional learning and implemented new curricula aligned to the Science of Reading. With that in mind, it was important that the District Literacy Leadership Team provided feedback regarding how implementation was going and what they considered are needed next steps. This feedback along with analysis of multiple data pieces drove the creation of the action steps within this most current plan. The team expressed the need for additional professional development to dig deeper into explicit routines in the phonics program and in Wonders. Additionally, through walkthroughs in the district, administrators and coaching teams were noticing that teachers were struggling implementing Heggerty and Sadlier Phonics which are rooted in explicit instruction. The feedback from the field, along with analysis of multiple data pieces drove the creation of the action steps within this most current plan. Starting with professional development sessions this fall, teachers in K-3 used the article *16 Elements of Explicit Instruction* by Anita Archer to guide their thinking about what is explicit instruction and the tenets of what is included in explicit instruction and implications for instruction. The decision was to explore these tenets of explicit instruction: breaking down complex skills into smaller instructional units, beginning lessons with a clear statement of the lesson's goals, using clear and concise language, giving frequent responses, how to provide affirmative and corrective feedback and delivering lessons at a brisk pace and what it looks like during instruction. For the 2023-2024 school year, coaches are working with teachers to deconstruct the Sadlier Phonics lessons and videotaping teachers doing lessons. In addition to other concerns conveyed to the DLLT, it needs to be noted that there are teachers who are concerned with the lack of focus in writing in K-2; a sentiment echoed in 3-5. The plan addresses a team of teachers who want to work on writing in K-3 prior to full grade implementation. All these steps are included in our timeline in Section 5.

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

The plan will be communicated to the K-12 Literacy Leadership Team at the January 30, 2024 meeting. Prior to the DLLT meeting, this plan will be shared with the district cabinet leaders and building administrators. Administrators and members of the District Literacy Leadership Team members will share the goals of the plan and action steps at their BLT and morning professional development with staff. Although this plan specifically addresses K-3, we will be working with the DLLT to align to the Adolescent Language and Literacy included in Ohio's Plan for grades 4 through high school.

Monitoring adult implementation will occur through a district-made walkthrough form focusing on “look-fors” in Sadlier Phonics and Heggerty. Other monitoring will include review of coaching schedule to ensure participation. Additionally, attendance at data conferences with teachers and administrators will focus on student data and teacher instruction. Ongoing meetings with building administrative teams to review student and adult data. At each meeting, the District Literacy Leadership Team will also review district performance data to monitor plan and make any needed adjustments.

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.

One Plan Literacy Goal	District RAP Goal	Instructional Rounds Review
<p>By 06/30/2025 we will improve the performance of All Students, All Grades students at/in Warren City to increase 15.00 % in English Language Arts using State Report Card - Performance Index.</p>	<p>By 06/30/2024 we will improve the performance of All Students, grades K, 1, 2, and 3 will demonstrate a growth of 5% on phonics as measured by the subtest of NWEA MAP and an increase of 5% of student On Track in grades 1-3 from the previous year.</p>	<p>Problem of Practice: Is there evidence that the components of an academic session are evident and connected utilizing on grade level standards? Components that should be observed:</p> <p>Purpose for learning (learning target)</p> <p>Engagement evidenced by explicit instruction tied to the learning target; student practice, and Reciprocal/corrective feedback</p> <p>Closing: strategic wrap-up/check for understanding of the lesson tied to the target</p>

The district works diligently to ensure their alignment across all plans and initiatives.

The Reading Achievement Plan strongly aligns to the district goal found in the 3-Year One Plan. The district is in year two of the One Plan. The root cause analysis found in the district's One Plan specifically names explicit teaching in phonemic awareness and phonics. It also outlines how professional development and coaching will build teacher efficacy. Student measures in the One Plan are also NWEA Map in grades K-8. Adult measures also use walk through data with a focus on specific “look for” in literacy instruction. Under the strategies portion of the goal on the One Plan outline job embedded

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PD in the Science of Reading, Ohio's Plan to Raise Literacy and Dyslexia, training on district adopted curricular materials through effective use of the gradual release model, and a specific strategy for teachers in K-3 use of explicit instruction during the phonological and phonemic awareness. These same strategies are evident in Reading Achievement Plan only spelled out more specifically under the action step portion of the plan for teachers in K-3 for the 2023-2024 and 2024-2025 school year. Writing the action steps in the Reading Achievement Plan through 2025 was intentional as it is June 2025 when the district One Plan expires.

In fall of 2023 the district was identified for a review since its last review by the State five years ago. However, the district was afforded the opportunity for an Alternative State Academic Review through a collaborative partnership with the State and the Ohio Mid-Sized Leadership Collaborative (OMSLC) to participate in Instructional Rounds. The district has been actively participating in Instructional Rounds with like school districts since 2018. This process is a collaborative and collegial approach looking at the academic instruction through an identified problem of practice across all buildings, grade levels, and contents. The district then receives a report outlining evidence collected, aligned to the identified Problem of Practice. Themes and focus areas will be used in determining next steps for professional development and possibly instructional strategies to move the district forward and increase academic outcomes. The Reading Achievement Plan also aligns to this review as the action steps speak to explicit and corrective feedback. Therefore, action steps will align to the work determined by the district based on the outcome from the Instructional Rounds.

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

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

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

A The Kindergarten Readiness Assessment - found in Appendices A

A K-3 Reading diagnostics (include subscores by grade level), - found in Appendices A

B Ohio’s State Test for English language arts assessment for grades 3-8, - found in Appendices B

C The Alternate Assessment for Students with Significant Cognitive Disabilities and benchmark assessments, as applicable. – found in Appendices C

D The Ohio English Language Proficiency Assessment (OELPA) - found in Appendices D

E Grades 4-8 NWEA Map Data - found in Appendices E

Warren City Schools uses the Language and Literacy portion of the KRA-R as its diagnostic to meet the requirements of the Third Grade Guarantee. The KRA-R is required to be administered by the 20th day of school. Kindergarten students (some in school for the first time) are assessed usually starting as early as week two of instruction to ensure the KRA-R is done in the required timeframe. Warren City Schools (WCS) has 11 pre-schools (4 whole day and 7 half day programs) and most of those students go on to attend kindergarten in Warren City Schools. Of the 180 kindergarten students were in the WCS preschools. 82 of those students met the required score of 263 or higher on the Language and Literacy portion of the KRA-R. Another 52 students scored between a 253-262. 172 kindergarten did not attend preschool in Warren 36 students scored a 263 or higher and 60 scored between a 253-262. The 33% of students scoring 263 or high correlates closely with the percentages in the phonological awareness subtest of NWEA MAP Fluency. The Reading Achievement Plan addresses fidelity of implementation of the phonological piece in core instruction and the need for teacher efficacy when delivering explicit phonics instruction.

Our diagnostic data for grades 1-3, demonstrates growth in our students on track reading data. The Reading Achievement Plan (RAP) will support us in further implementing a structured literacy framework with fidelity to impact scores. Our data indicates growth from 2022-2023. A well-developed RAP based on explicit, structured literacy practices in decoding and phonological awareness will support continued growth in our diagnostic data and our students’ reading progress. Please see Table One to observe the growth in our diagnostic data.

Table One

Grade Level	2022 On Track	2023 On Track
1	51 %	63%
2	31 %	58 %
3	40 %	50 %

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

After further analysis the diagnostic data by cohort for the number of students on-track based on their performance on the state diagnostics from one year to the next demonstrates growth in grades K-1 and 2-3. Although the district has made growth in certain grade bands, a well-developed RAP aligned with a structured literacy framework will support continued growth in the diagnostic data of students' reading progress. Please see Table Two to observe the growth in diagnostic data.

Table 2

Cohort Growth by Grade	2022	2023
K-1	35	63
1-2	51	42
2-3	31	50

Tables 3a and 3b (found on the following page) is a breakdown of district level data of NWEA MAP Fluency beginning Fall 2023 under the decoding section specifically phonological awareness (table 3a) and phonics/word recognition (table 3b). The analysis of this data clearly demonstrates the need for support in phonological awareness and phonics. Heggerty supports the phonological piece but it is necessary to ensure fidelity of implementation. Students in grades one and two who have had one to two years of Heggerty by the beginning of their school year are demonstrating growth by the larger percentage of students in levels 3, 4, and 5. Nevertheless, the need for a larger percentage in level 4 moving into level 5 is necessary to ensure students are on grade level. Looking for fidelity of implementation of Heggerty with corrective feedback will ensure all students are receiving what they need. The concern is those students in grade 3 at level 4 in phonological awareness. This precipitated the need for Heggerty intervention during core instruction the first half of the school year in grade 3.

Under the phonics sub-test, percentages at this point in the school year for kindergarten are expected. However, it would be the goal, after a half-year of instruction, a large percentage move beyond level 1 at the mid-year administration of MAP. In grade one students at minimum should be at level 2 at the beginning of the year. The goal with instruction and intervention during the first half of the school year is that a large percentage will be in levels 3, 4, and 5 at the mid-year administration. In grades 2 and 3 students should have a solid command of the foundational skills in order to be reading on grade level as measured by NWEA MAP Growth 2-5. The district, due to students receiving targeted interventions the first half of the year, would anticipate these students looking to exit the foundational levels in NWEA MAP Fluency.

The data outlined in the tables below, and the results on the end of year district diagnostic decoding survey given Spring 2023, clearly demonstrate the need for explicit phonics instruction utilizing the gradual release model to ensure ample practice time for students with immediate corrective feedback.

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Tables 3**3a**

NWEA MAP Fluency Decoding – Phonological Awareness Fall 2023						
Grade Level	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
Kindergarten	42%	18%	23%	11%	5%	0%
Grade One	10%	3%	18%	23%	45%	1%
Grade Two	1%	1%	6%	10%	73%	8%
Grade Three	0%	1%	3%	8%	78%	10%

3b

NWEA MAP Fluency Decoding – Phonics/Word Recognition Fall 2023						
Grade Level	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
Kindergarten	38%	39%	17%	4%	2%	0%
Grade One	6%	14%	11%	34%	33%	1%
Grade Two	1%	2%	3%	17%	68%	8%
Grade Three	0%	1%	2%	9%	74%	14%

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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.

<i>Internal</i>	<i>External</i>
<p><u>Professional Capacity</u></p> <ul style="list-style-type: none"> • Discovery model of instruction vs explicit instruction • Balanced literacy mindset set vs structured • Providing authentic learning (teacher internalizing what explicit instruction is to provide authentic learning experiences) • Building teacher leaders <p><u>Planning and Preparation</u></p> <ul style="list-style-type: none"> • Explicit instruction – what to focus on • Providing immediate corrective feedback • Pacing • Utilization of new curriculum • Engaging in reflective practice <p><u>Number of students needing Tier 2 or 3 interventions</u></p> <p><u>New Teacher Onboarding</u></p> <p><u>Lack of Substitutes causing reading support teachers, coaches and others to fill in classrooms</u></p> <p><u>Classroom Management</u></p> <ul style="list-style-type: none"> • Establishing solid rituals and routines to ensure classrooms are conducive to learning 	<p><u>Attendance</u></p> <ul style="list-style-type: none"> • Student Absenteeism 47.8% • Teacher Absenteeism <p><u>High Poverty School District</u></p> <ul style="list-style-type: none"> • Median income \$25,004.00 • 99.7% of students are economically disadvantaged <p><u>Lack of Human Capital in the field of education</u></p> <ul style="list-style-type: none"> • Staffing shortages <ul style="list-style-type: none"> ○ Substitute teachers ○ Reading Intervention Support Teachers ○ Special Education Teachers ○ Educational assistants <p><u>Impacts due to the pandemic are still present.</u></p>

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. A philosophical shift to Science of Reading and fully understanding what the Science of Reading is, what explicit instruction encompasses and how to provide instruction that is authentic and responsive to students. In addition to instructing using all new materials aligned to the Science of Reading for which teachers have had limited experience.

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

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

District Goal Statement One: By the end of each year (2024 and 2025), each grade level K-3 will demonstrate an increase of at least five percent by subtest per grade per year from the fall to spring administration of the NWEA Map (Fluency) assessment.

District Goal Statement Two: By the end of September 2024, each grade level 1-3, will see an increase of five percent On Track on the fall administration of the diagnostic from the previous year.

District Goal Statement Three: By June 30, 2024, 100% of district Kindergarten through third grade teachers will participate in explicit coaching in phonics focusing on effective corrective feedback and pacing

District Goal Statement Four: By June 2024, 100% of the teachers in K-2 will implement Heggerty with fidelity.

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

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

Goal # __1_ Action Map

Goal Statement One: By the end of each year (2024 and 2025), each grade level K-3 will demonstrate an increase of at least five percent by subtest per grade per year from the fall to spring administration of the NWEA Map (Fluency) assessment.

Evidence-Based Strategy or Strategies: Professional development to increase teacher and administrator knowledge of the reading research (ie: the Science of Reading) to align instruction accordingly.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	100 percent of K-3 administrators and teachers will increase their knowledge of curriculum based on the Science of Reading	District literacy coaches and district literacy coordinator will common plan with grade level teams in K-3. District literacy coaches, coordinator, and teacher leaders will curriculum map Wonders. Teacher leaders will engage in professional development to enhance the writing portion in Wonders.	District Literacy Coordinator will implement a coaching cycle with K-3 intervention teachers to implement explicit instruction in phonics for students needing Tier 2 and 3 interventions and who have been identified by screening data which will inform RIMPS
Timeline	2023-2025 SY	2023-2025 SY	2023-2025 SY
Lead Person(s)	Curriculum Director Literacy Coordinator/Coaches Teachers	Curriculum Director Literacy Coordinator/coaches Teacher Leaders	Curriculum Director Literacy Coordinator/coaches Teacher Leaders

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	Administrators	Teachers Administrators	Administrators
Resources Needed	<p>Onboarding of all new staff in K-3 for Dyslexia, 4-12 interventionists trained in Dyslexia</p> <p>Keys to Beginning Reading</p> <p>Science of Reading State Required Professional Learning</p> <p>Coaches and coordinator trained in LETRS 2 to complement work being done in Wonders.</p>	<p>Wonders</p> <p>Time for common planning</p> <p>Keys to Beginning Writing K-2</p> <p>Keys to Content Writing grade 3</p>	<p>ODEW dyslexia Modules</p> <p>Selected teachers will train in Wilson Reading for Tier 3</p>
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>Specific PD utilizing some portion of the OLAC modules for “Leading Literacy” for building administrators</p> <p>LETRS 2 Professional learning for coaches to understand how to support teachers using Wonders.</p>	<p>Professional learning through common planning</p> <p>Professional learning about how to use best writing practices in the Wonders Curriculum.</p>	<p>All reading support teachers, coaches and Curriculum leads engage with the Ohio Dyslexia course to review importance of explicit instruction in phonological awareness, phonics and how to intensify intervention led by in-district trained facilitators</p> <p>Train cohort of Reading teachers and Special Education teachers in Wilson Reading for Tier 3 instruction to increase capacity of teacher leaders</p>

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

Measure of Success	<p>Completion of the professional development</p> <p>Being able to identify instruction aligned to the “look-fors”</p>	<p>Completion of the professional development</p> <p>Being able to identify instruction aligned to the “look-fors”</p> <p>On-track, proficiency scores impacted by all K-3 staff in phonemic awareness and phonics review</p>	<p>Completion of the professional development</p> <p>Being able to identify instruction aligned to the “look for” for intervention</p> <p>On-track, proficiency scores impacted by all K-3 staff in phonemic awareness and phonics review</p>
Description of Funding	Title	Title	Title
Check-in/Review Date	Mid-year, End of year,	BOY, mid-year, EOY	BOY, mid-year, EOY

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

Goal # 2, and 3 Action Map

Goal Statement Two: By the end of September 2024, each grade level 1-3, will see an increase of five percent On Track on the fall administration of the diagnostic from the previous year.

Goal Statement Three: By June 30, 2024, 100% of district Kindergarten through third grade teachers will participate in explicit coaching in phonics focusing on effective corrective feedback and pacing

Evidence-Based Strategy or Strategies: Professional development to increase teacher and administrator knowledge of the reading research (ie: the Science of Reading) to align instruction accordingly.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	The district literacy coordinator will meet with building literacy coaches to deconstruct Days 1-5 per grade level of the Sadlier Phonics lessons using a template of the lesson components. The district will video record exemplar lessons to create a video bank of lesson exemplars to reference in action step three as part of the coaching cycle and to use for onboarding of new teacher.	Teachers will participate in professional learning with their building literacy coach on the components of the phonics lessons to calibrate their instruction.	Coaches works with individual teachers in a coaching cycle to increase the fidelity of implementation of Sadlier Phonics lessons. The teacher and coach will deconstruct the lessons and discuss the required components of explicit phonics instruction with corrective feedback during phonics instruction. The coach will utilize the coaching cycle of a pre-conference, lesson, post-conference.
Timeline	2023-2024 SY	2023-2024 SY	2023-2024 SY
Lead Person(s)	Curriculum Director Literacy Coordinator/Coaches	Curriculum Director Literacy Coordinator/coaches	Literacy Coordinator/coaches Teacher Leaders
Resources Needed	Deconstruction template. Devices for video-recording	Professional learning during after-school sessions with literacy coaches and teachers.	Documented Coaching Cycle Calendar

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

	Sadlier Phonics Curriculum	Sadlier Phonics Curriculum	Video Bank of Exemplar Phonics' Lessons Sadlier Phonics Curriculum
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional learning for coaches	Professional learning for teachers and administrators	Coaching cycle for all K-3 teachers. District Literacy coordinator implements coaching cycle with district coaches.
Measure of Success	Completion of the professional development Being able to identify instruction aligned to the "look-fors" Signed Meeting agenda with staff	Completion of the professional development Being able to identify instruction aligned to the "look-fors" Signed Meeting agenda with staff	Coaching Cycle Calendar that coaches submit to district literacy coordinator.
Description of Funding	Title	Title	Title
Check-in/Review Date	Mid-year, End of year,	BOY, mid-year, EOY	BOY, mid-year, EOY

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Goal Statement Four: By June 30 2024, 100% of the teachers in K-2 will implement Heggerty with fidelity.

Evidence-Based Strategy or Strategies: Professional development to increase teacher and administrator knowledge of the reading research (ie: the Science of Reading) to align instruction accordingly.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	<p>Teachers will participate in professional learning to review importance of phonological awareness, best practices utilizing Heggerty, and immediate, corrective feedback and how Sound Walls.</p> <p>Sound Wall training for grades 2-3 to build knowledge of phonological awareness and speech sounds.</p>	Curriculum leads and administrators with literacy and/or coordinator will monitor fidelity of implementation in classrooms.	Coaches work with individual teachers in a coaching cycle to increase the fidelity of implementation of Heggerty lessons and how to connect Sound Walls with corrective feedback during phonological awareness instruction. The coach will utilize the coaching cycle of a pre-conference, lesson, post-conference.
Timeline	2023-2024 SY	2023-2024 SY	2023-20254 SY
Lead Person(s)	Literacy Coordinator/Coaches	Curriculum Leads Administrator Coordinator/coach	Literacy Coordinator/coaches Teachers
Resources Needed	<p>Heggerty Curriculum</p> <p>Electronic access to Heggerty professional development</p> <p>Sound Walls materials</p>	Heggerty Curriculum	<p>Documented Coaching Cycle Calendar</p> <p>Video Bank of Exemplar Phonics' Lessons</p> <p>Sadlier Phonics Curriculum</p>
Specifics of Implementation (Professional development, training,	Professional learning to review phonological awareness, Heggerty motions and best practices	Professional learning for administrators to review	Coaching cycle for all K-3 teachers. District Literacy coordinator implements

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

coaching, system structures, implementation support and leadership structures)	and K-1 connecting to Sound Walls	how to effectively use Heggerty Curriculum	coaching cycle with district coaches.
Measure of Success	<p>Completion of the professional development</p> <p>Being able to identify instruction aligned to the “look-fors”</p> <p>Signed Meeting agenda with staff</p>	Being able to identify instruction aligned to the “look-fors”	Coaching Cycle Calendar that coaches submit to district literacy coordinator.
Description of Funding	Title	Title	Title
Check-in/Review Date	Mid-year, End of year,	BOY, mid-year, EOY	BOY, mid-year, EOY

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

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

Adult Implementation:

Walkthrough data using "look-fors" tool and coaching schedules – persons responsible:
Administrators, curriculum liaisons, literacy coordinator and coaches

Student Progress:

K-3 formative data review during data conferences at building level (monthly) – persons responsible:
Building POD principal, teacher, curriculum liaison, executive coach
District common assessments district level review (each 9 weeks) – persons responsible:
District Literacy Leadership Team Members

Monthly meetings with Literacy Coaches, Literacy Coordinator, and Curriculum Director to review progress in PD and plan for future PD. Discuss coaching schedules and building walkthrough and student data.

Monthly meeting facilitated by Literacy Coordinator

Monthly meetings with building K-3 administrators and Curriculum Liaisons to discuss building progress
Evidence: student performance data and walkthroughs using "look-fors" tool

Review of timeline of work outlined in the Plan with the District Literacy Leadership Team meetings

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SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs).

****Under Ohio Revised Code 3313.608**, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on-track (reading below grade level) within 60 days of receiving the reading diagnostic results.

****Under Ohio Revised Code 3313.6028(C)** Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.

Before making any changes in curriculum, Warren City Schools researched materials that included evidence-based strategies, practices and activities. Since our plan is based on transitioning to a curriculum that reflects the Science of Reading, it was important to look at materials that would support teachers in making this transition. In the IES Educator's Practice Guide, *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*, students need instruction in foundational reading to successfully develop literacy skills. Due to district scores on the diagnostics and other diagnostic data, specifically the number of off-track students that required RIMPS, the district identified gaps in the curriculum. Through a root-cause analysis, it was determined that explicit instruction in phonological awareness and phonics were missing, which are parts of the IES Practice Guide recommendations. Implementation began with recommendation 2: "Develop awareness of the segments of sound in speech and how they link to letters." The materials that were chosen to support teachers in teaching explicit phonological awareness. The program helps teachers teach students to recognize and manipulate segments of sound in speech and letter-sound relationships. Additionally, Sound Walls were implemented in grades K-1 to support phonological awareness instruction. Teachers conveyed that they need professional development and time to see how Heggerty and Sound Walls work together to help learners make connections. Given there are gaps from the pandemic, compounded by a higher percentage of students who have experienced trauma, the district continues to teach phonological awareness skills in grades 2 and part of the year in grade 3. This decision was made because of the lack of mastery on diagnostic assessments of phonological awareness.

Knowing that there were insufficient supports in place for Recommendation 3: "Teach students to decode words, analyze word parts, and write and recognize words," the DLLT researched materials that had supportive, explicit routines. The DLLT determined that a consistent scope and sequence across K-3 was necessary. The program had to include evidence-based practices that taught students how to blend letter sounds, taught sound-spelling patterns, helped students to recognize common word parts, taught regular and irregular high-frequency words, and had students reinforce and practice all their learning by reading decodable text. We also wanted a program that was rated highly in *Ed Reports*. Sadlier, *From Phonics to Reading*, by Wiley Blevins met these parameters.

Looking at the other side of the Simple View of Reading, language comprehension is equally important. The DLLT researched and evaluated numerous programs that would support the IES recommendation 1: "Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge the use of inferential

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and narrative language and vocabulary knowledge.” Using Scarborough’s rope description of language comprehension, it also focuses on the importance of building background knowledge. Using the Reading League’s curriculum evaluation tool, the team decided on implementing McGraw Hill’s *Wonders*. In Ohio Materials Matter, *Wonders* was rated green and was part of the rationale in implementing this program. The curriculum was chosen because it complements the work done in the district centered around Social Emotional Learning and Culturally Responsive Teaching practices.

Additionally, because of a high number of RIMPS, the district chose supports that complemented the phonics curriculum to address gaps in phonological awareness and phonics. Due to a teacher shortage the district needed supports for core classroom teachers to deliver the intervention in Tier 2. *Really Great Reading* was selected because it includes explicit language and aids for corrective feedback in the manual. This supports the teaching of phonological awareness and phonics.

Since there has been new learning and new curriculum, the RAP will assist the district in closely looking at the strategies and practices in these programs and how they translate into instruction. Understanding the why, based on research about these strategies, teachers will be more effective with explicit instruction and corrective feedback.

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 will do the following:

1. *Be effective;*
2. *Show progress; and*
3. *Improve upon strategies utilized during the two prior consecutive school years.*

Teachers need more professional development to understand the power in using these strategies with effective, corrective feedback, as referenced in conversations with teachers before writing this RAP. These programs are based on explicit instruction and understanding what explicit instruction is. During walkthroughs, administrators observed that the teachers were “implementing the program” but did not show understanding of why they were doing routines through clear statements of the lesson’s goals, step-by-step demonstrations, clear and concise language and immediate affirmative, corrective feedback which are all qualities of what explicit instruction. Administrators observed students practicing incorrectly with no feedback. In addition, during phonological awareness teaching, students were not engaged due to not receiving immediate feedback and error correction.

Using administrator input, in addition to diagnostic data collected by the district, coaches are conducting professional development sessions based on deconstructing the lessons and reading professional articles about what explicit teaching is. As discussed in Section 5, this will continue for the remainder of the 2023-2024 school year and continue into the 2024-2025 school year during professional development, common planning, coaching sessions, and will be closely monitored.

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SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

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

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

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

As discussed in Section 5, the RAP heavily relies on a successful professional learning system. For teachers to successfully implement strategies within the phonological awareness, phonics, and language comprehension curriculum, professional development needs to occur within a collaborative culture, develop capacity and structures, be supported by resources, and focus on specific goals. In the beginning of Section 7, rationale was given on how the curriculum is based evidence-based practices and the decision-making to adopt these supports were based on our data and the Science of Reading. As outlined in Section 5, all teachers will engage in professional learning and practices centered on phonological awareness, phonics, and language comprehension. For phonological awareness and phonics adult learning, this will occur through professional development before and after school. A deeper look using explicit practices will occur during individual coaching conversations. In implementing the curriculum for Language comprehension, *Wonders*, teachers will engage in common planning with the literacy coach. To ensure consistency in implementation, coaches and coordinator will plan together first before planning with teachers.

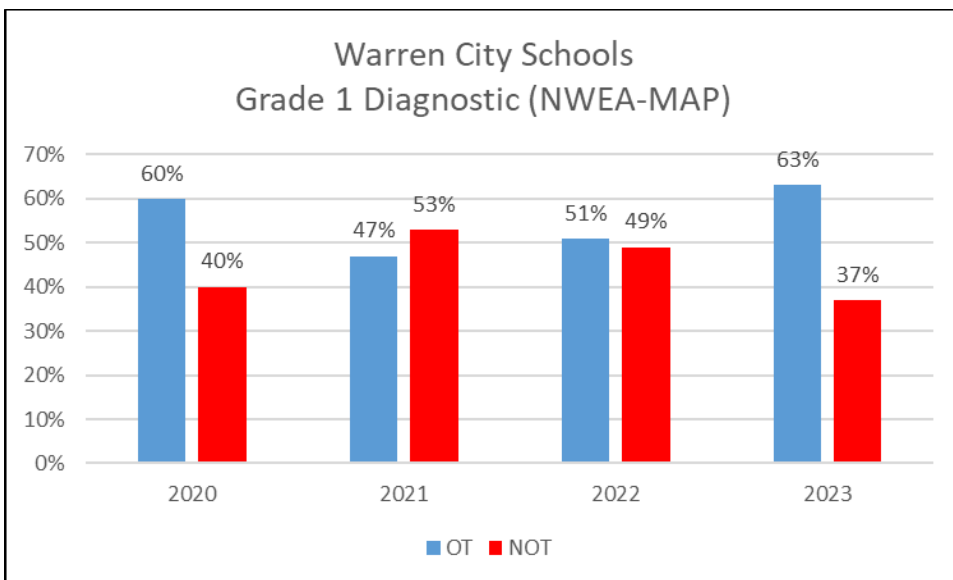
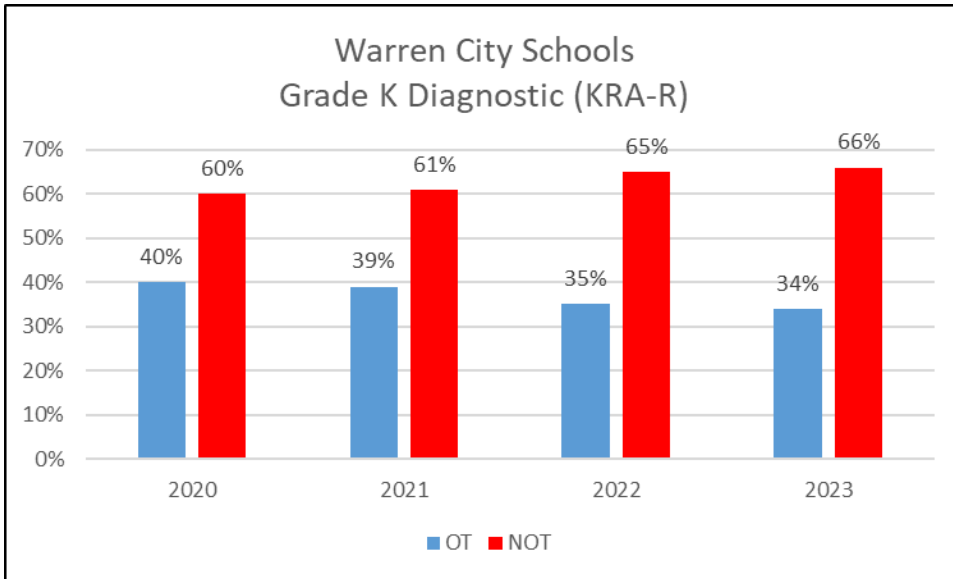
The district has been proactive in professional development focused on the Science of Reading and dyslexia. Beginning in 2021, all K-3 teachers engaged in Keys to Beginning Reading. Grades 4-12 engaged in Keys to Vocabulary, Keys to Comprehension and Keys to Writing professional development. The district has built capacity to onboard new teachers in Dyslexia through in-house state-approved trainers. Any additional professional development around the Science of Reading will be added to the plan when the district has more information about the parameters of the course.

In conclusion, Warren City Schools is committed to raising achievement. Through effective teaching, we can reduce the gaps in our data between the highest and lowest achievers regardless of our students' social, economic or cultural background.

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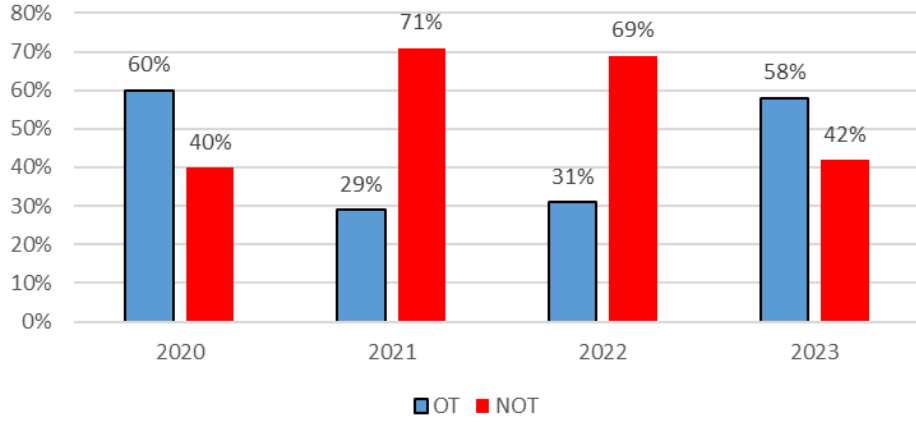
APPENDICES A

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

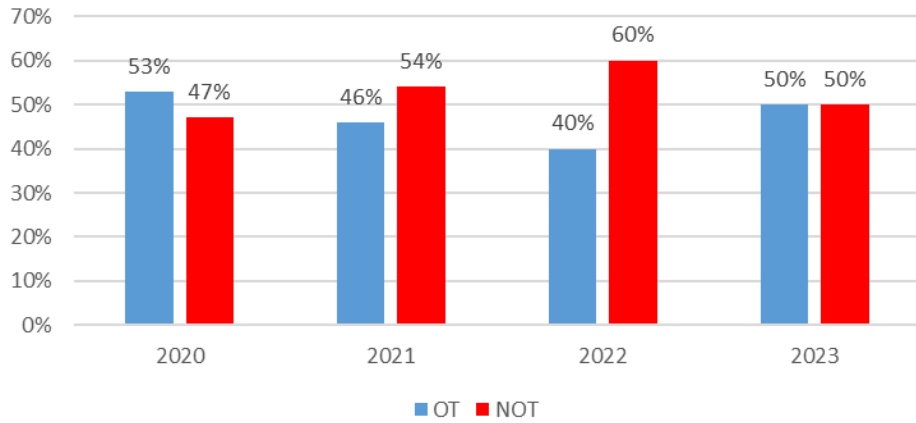


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Warren City Schools Grade 2 Diagnostic (NWEA-MAP)

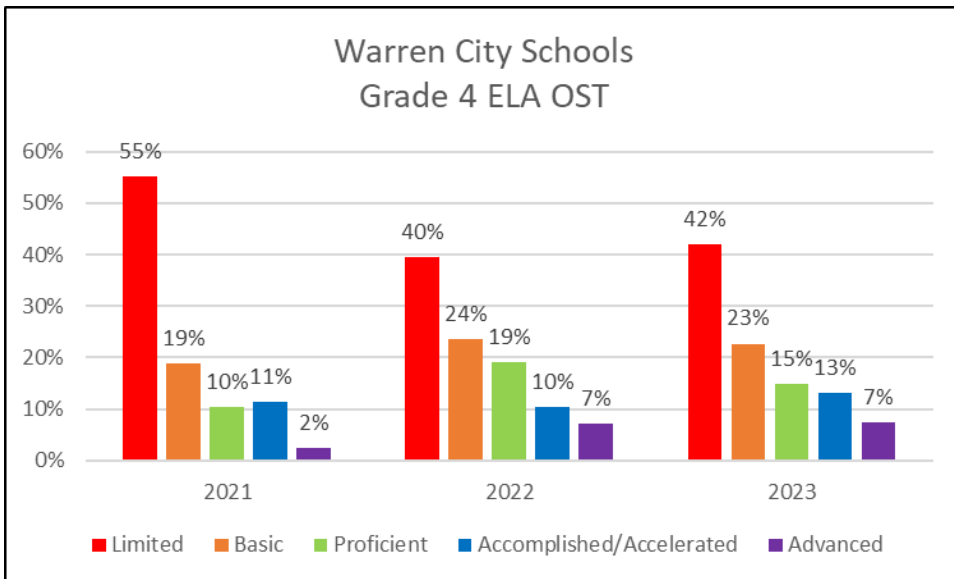
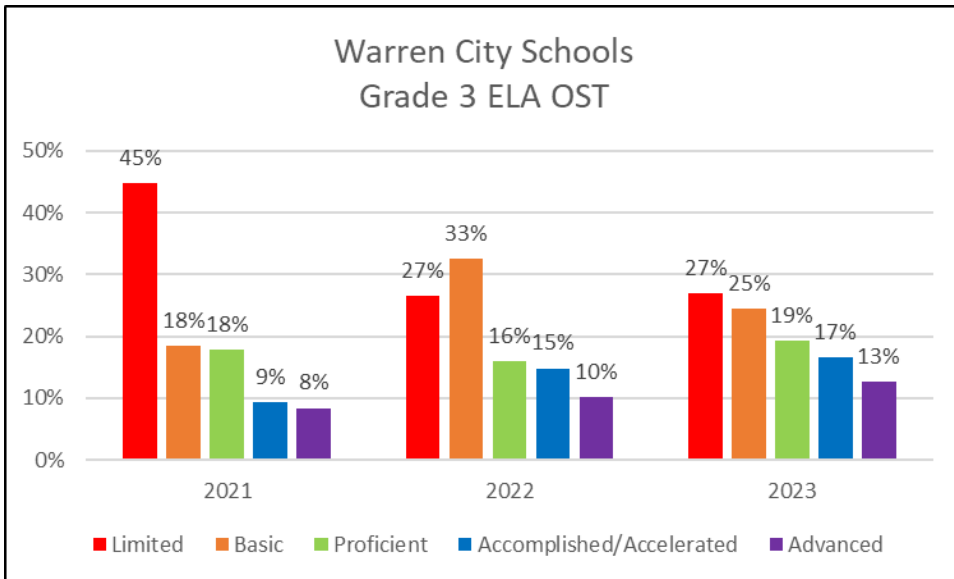


Warren City Schools Grade 3 Diagnostics (NWEA-MAP)



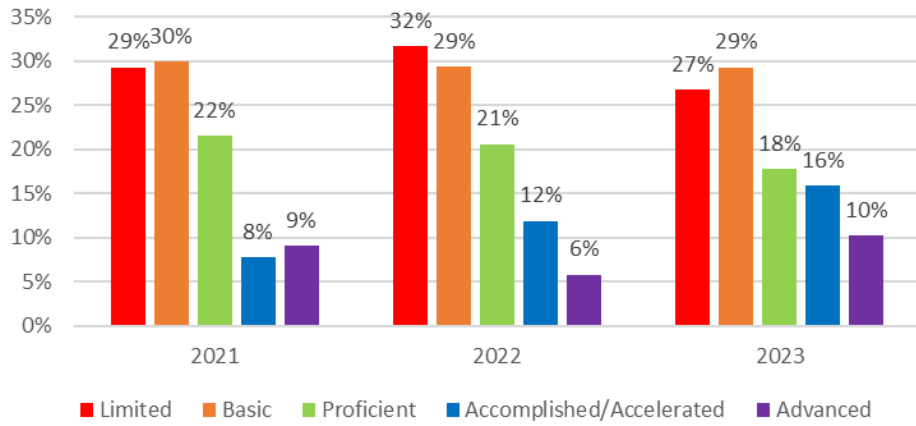
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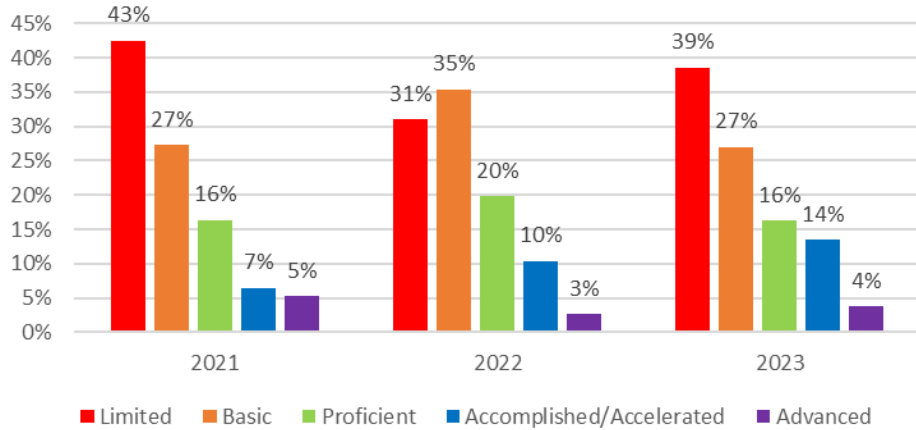


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Warren City Schools Grade 5 ELA OST

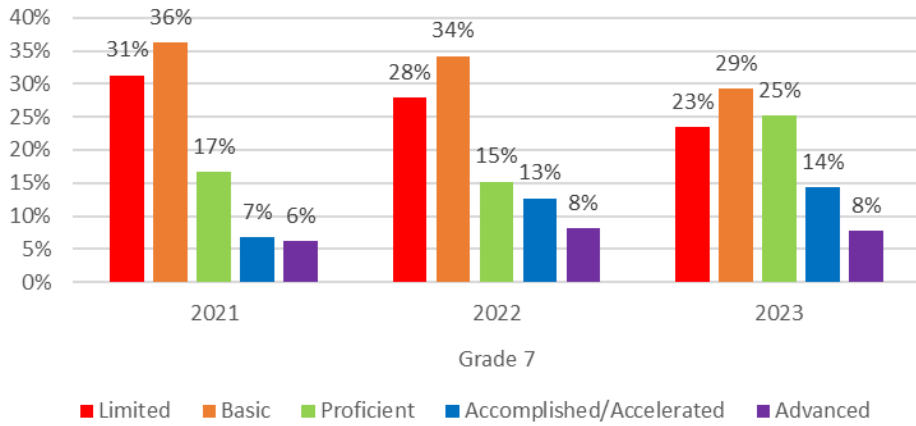


Warren City Schools Grade 6 OST

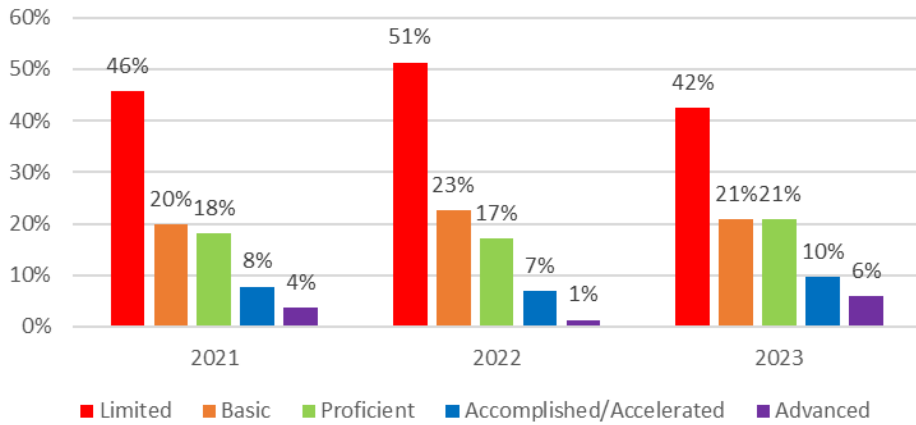


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Warren City Schools Grade 7 OST

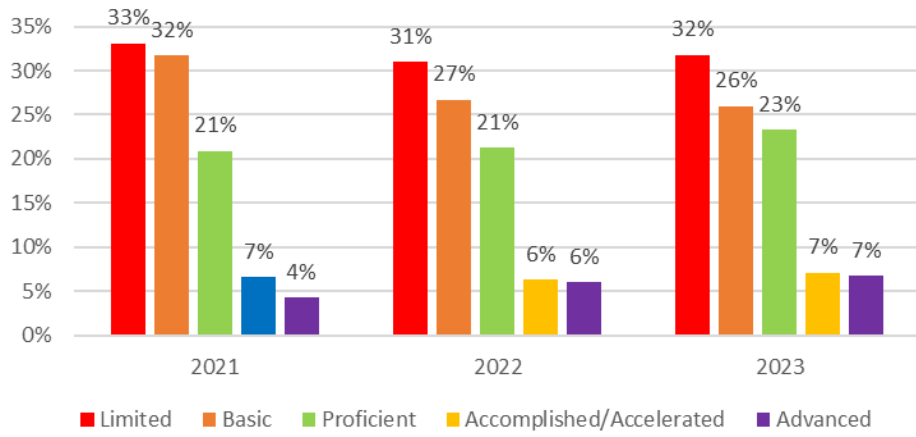


Warren City Schools Grade 8 OST



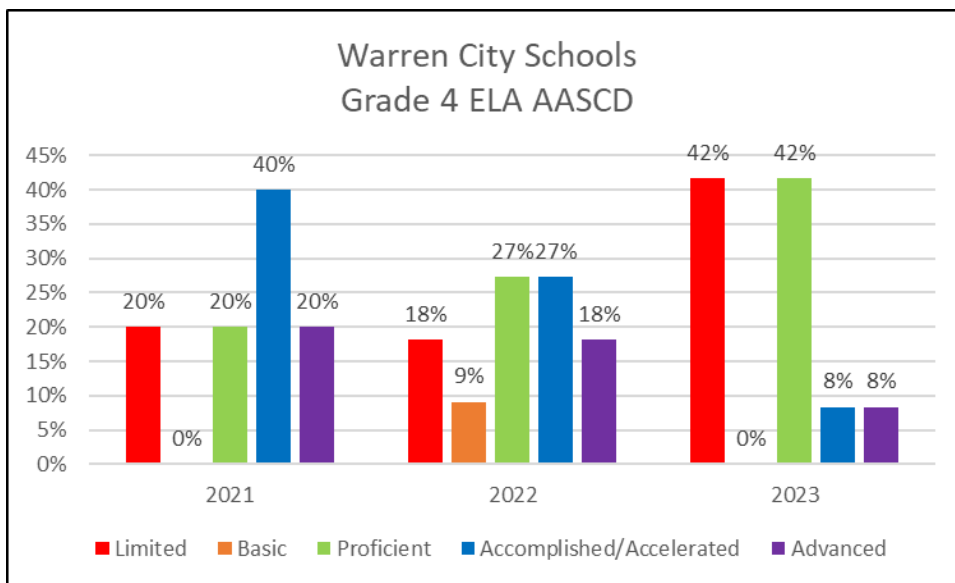
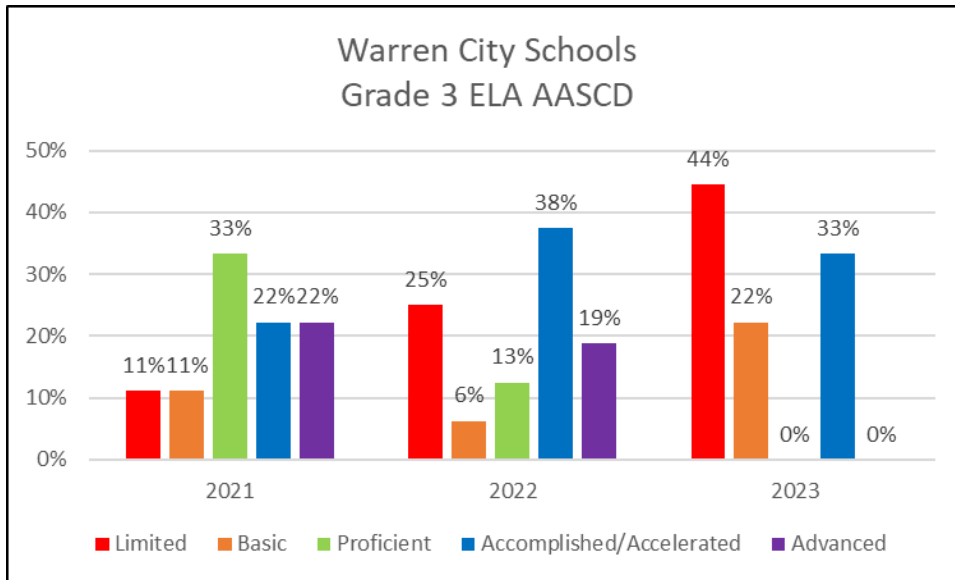
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Warren City Schools ELA II



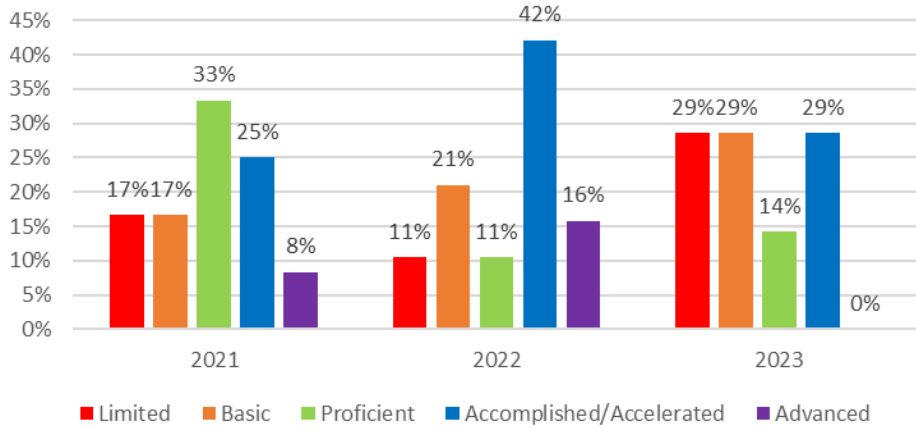
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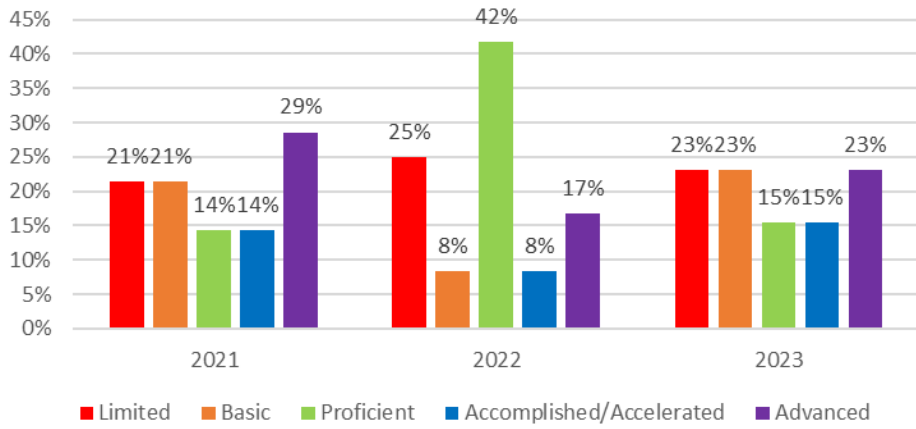


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Warren City Schools Grade 5 ELA AASCD

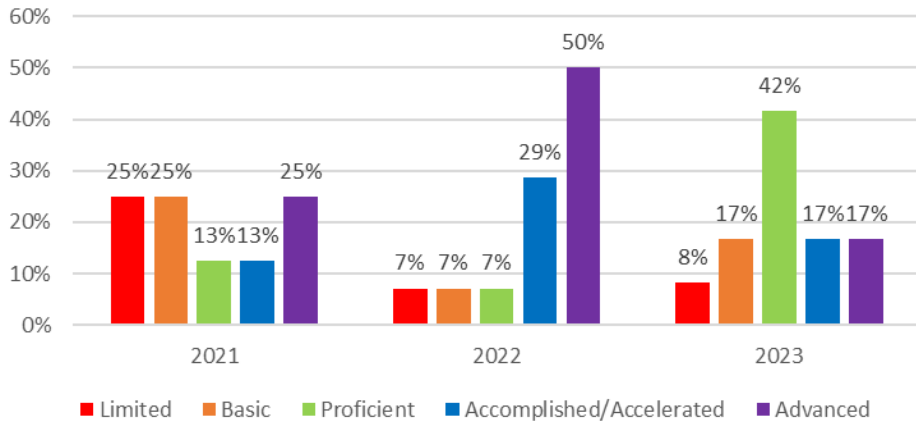


Warren City Schools Grade 6 ELA AASCD

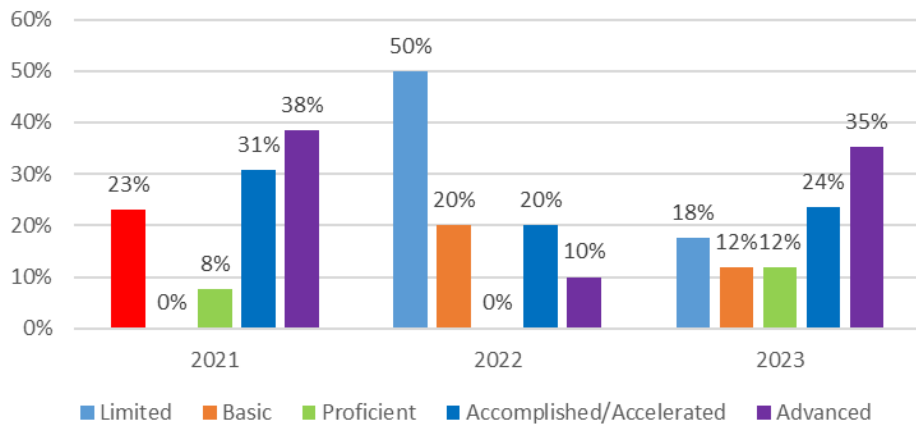


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Warren City Schools Grade 7 ELA AASCD

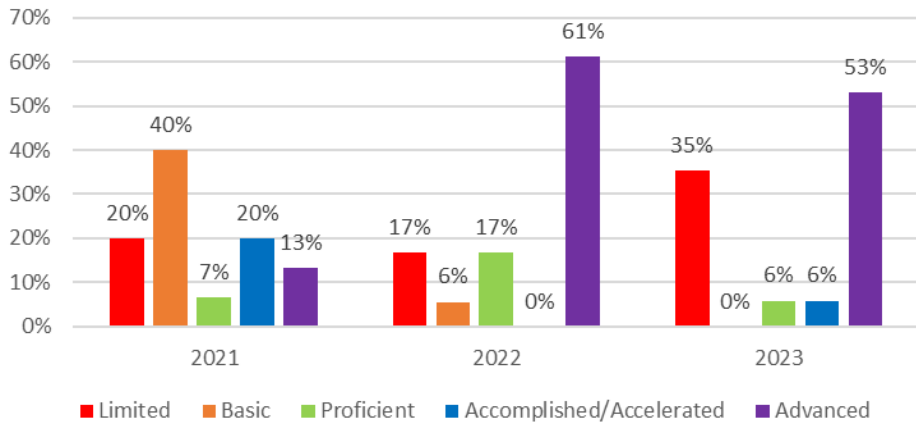


Warren City Schools Grade 8 ELA AASCD



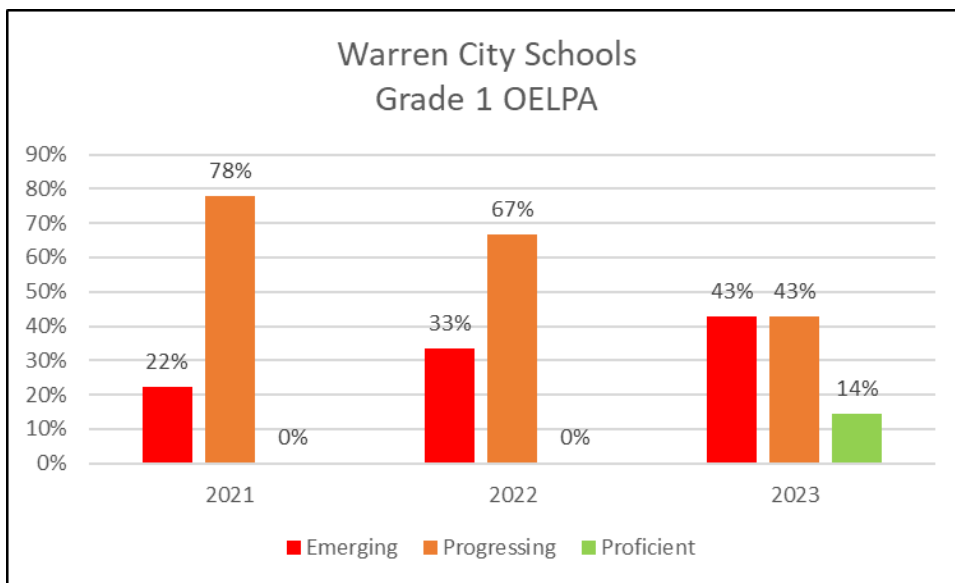
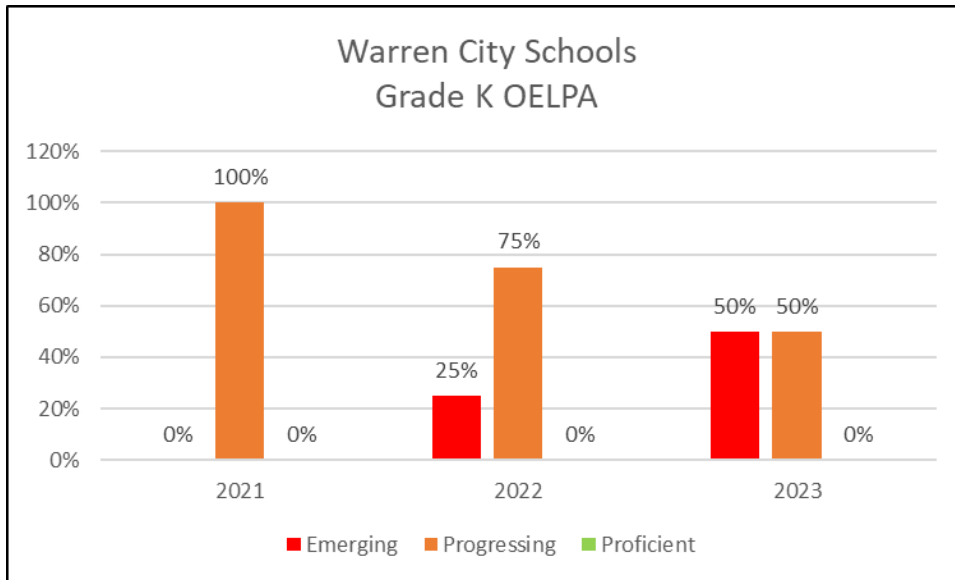
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Warren City Schools HS ELA AASCD



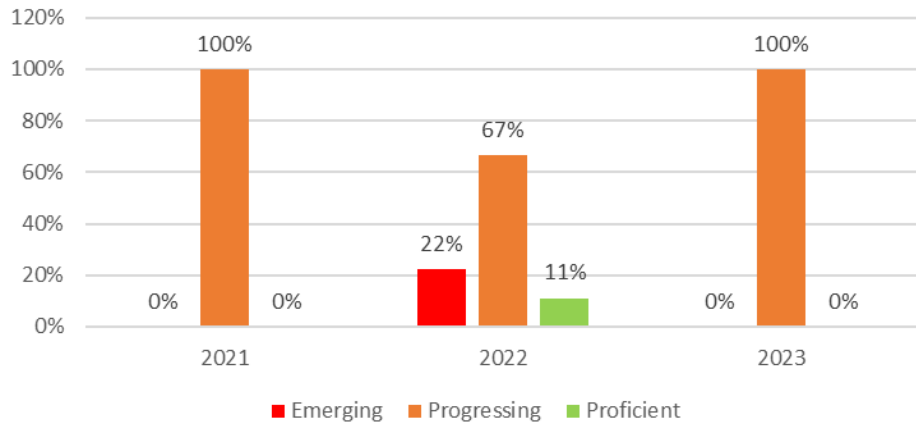
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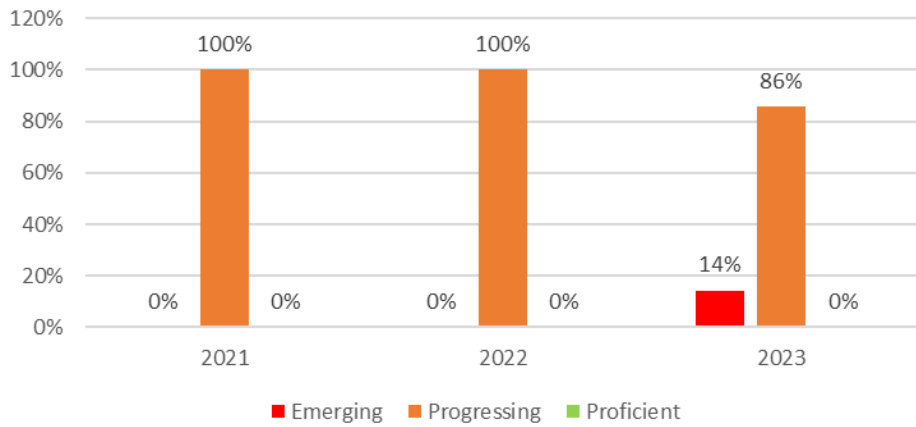


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Warren City Schools Grade 2 OELPA

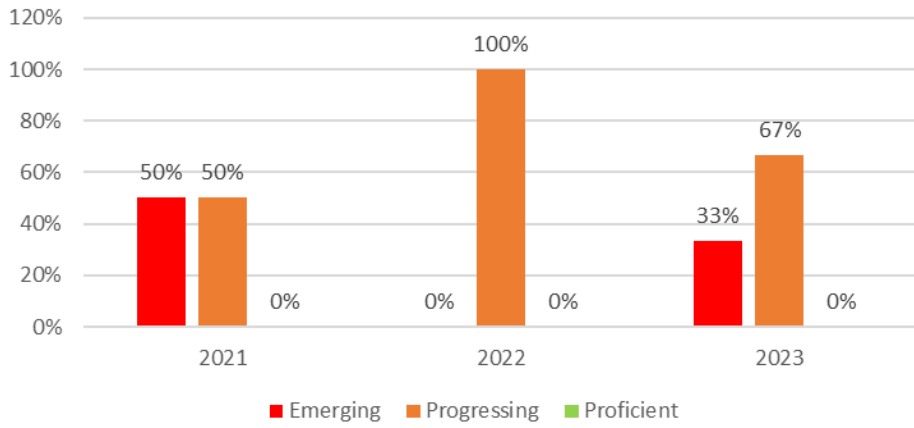


Warren City Schools Grade 3 OELPA

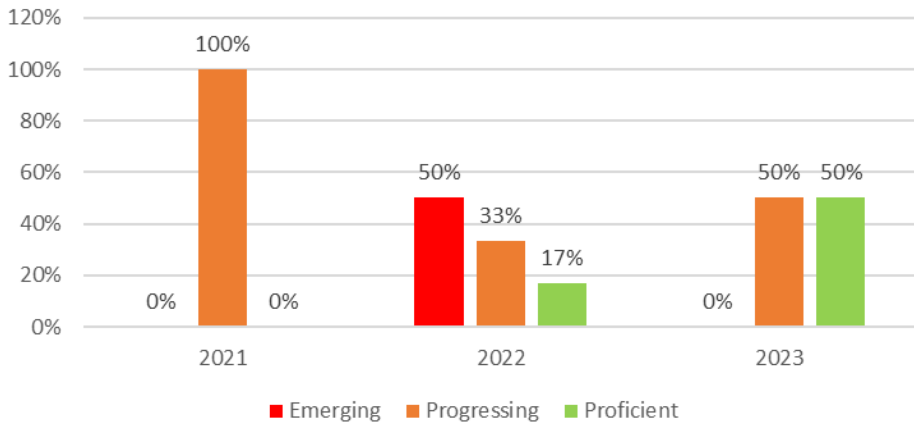


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Warren City Schools Grade 4 OELPA

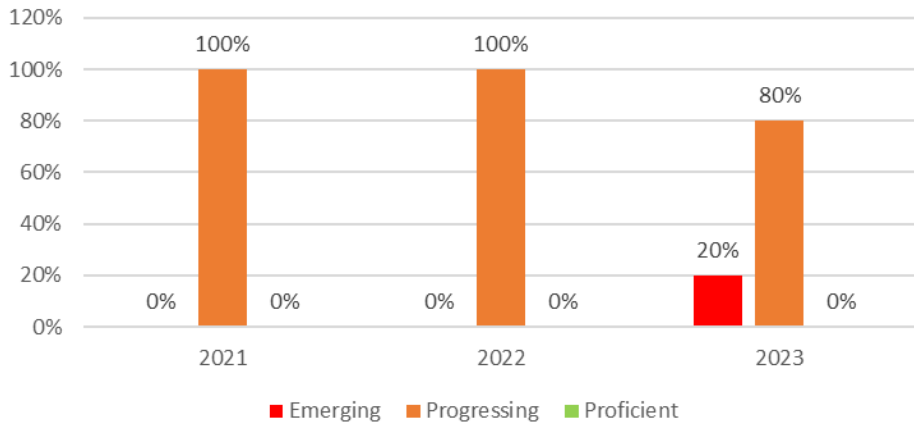


Warren City Schools Grade 5 OELPA

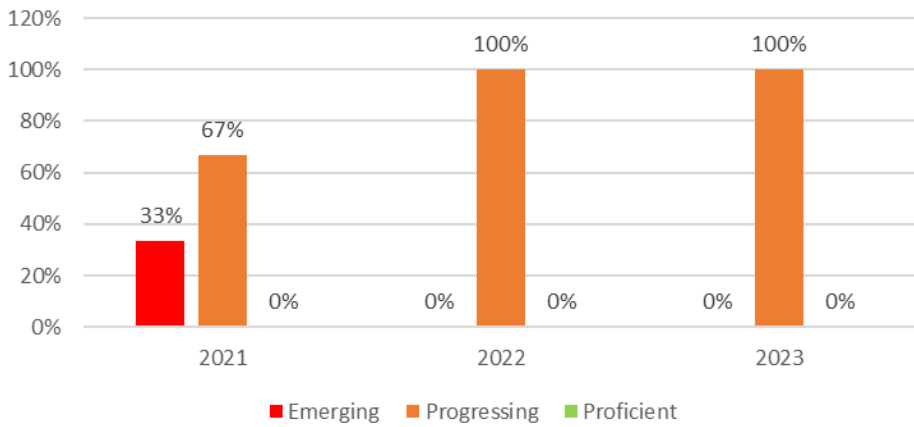


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Warren City Schools Grade 6 OELPA

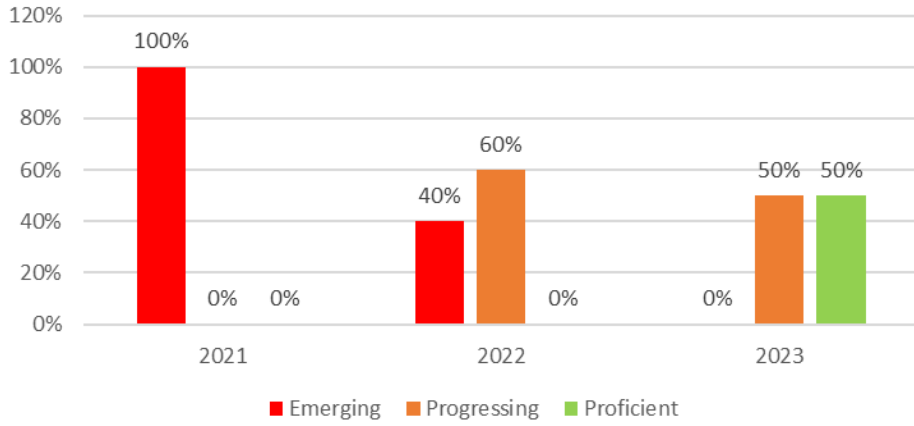


Warren City Schools Grade 7 OELPA

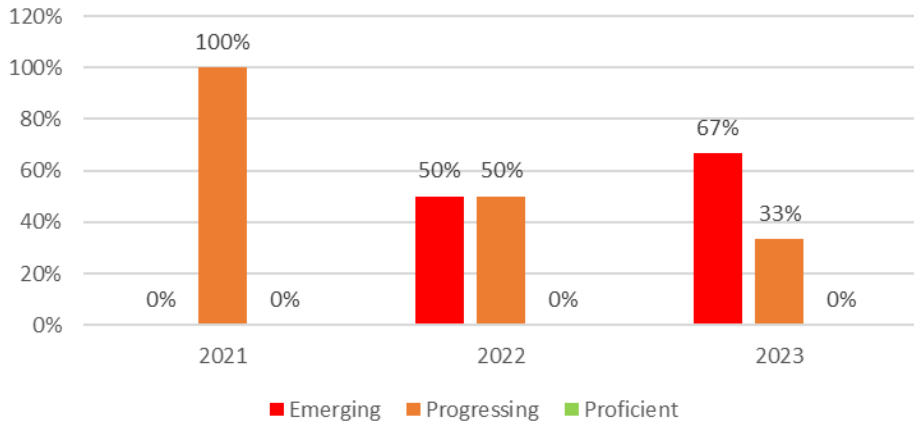


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Warren City Schools Grade 8 OELPA

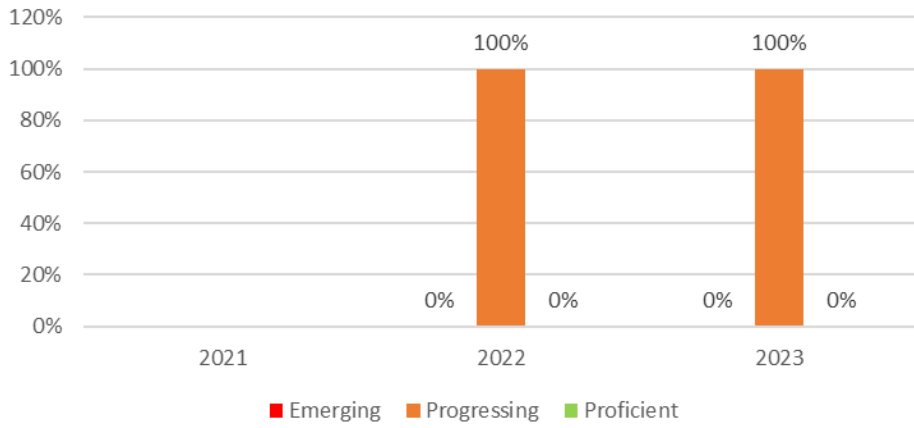


Warren City Schools Grade 9 OELPA

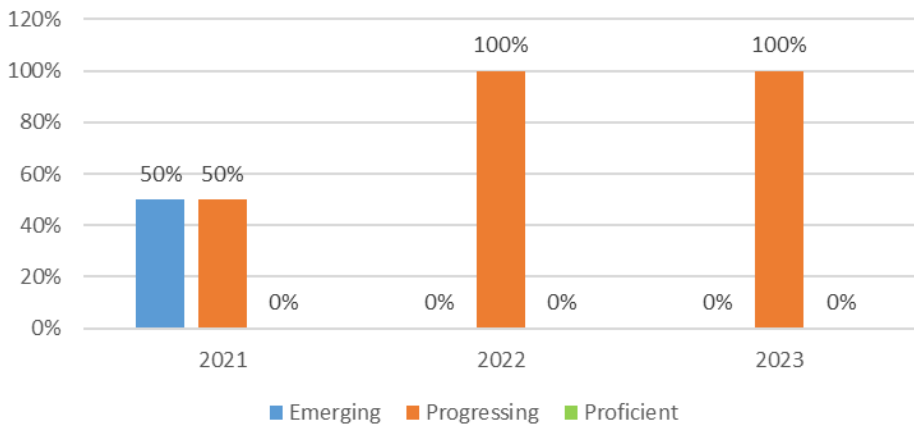


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Warren City Schools Grade 10 OELPA

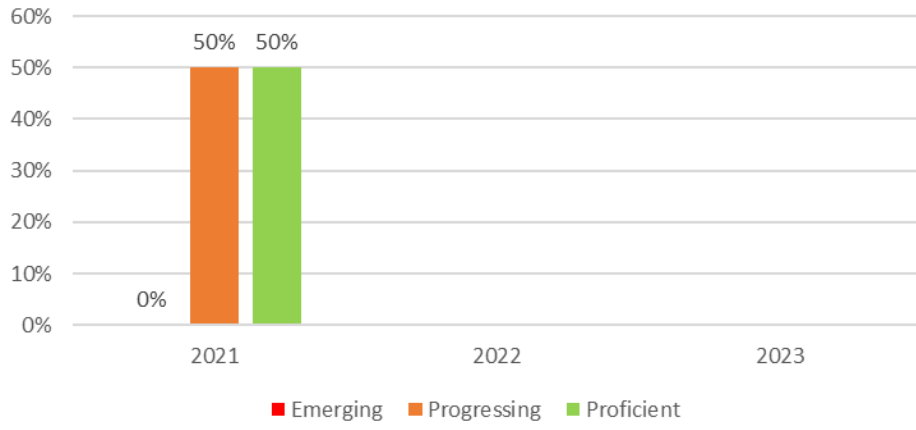


Warren City Schools Grade 11 OELPA



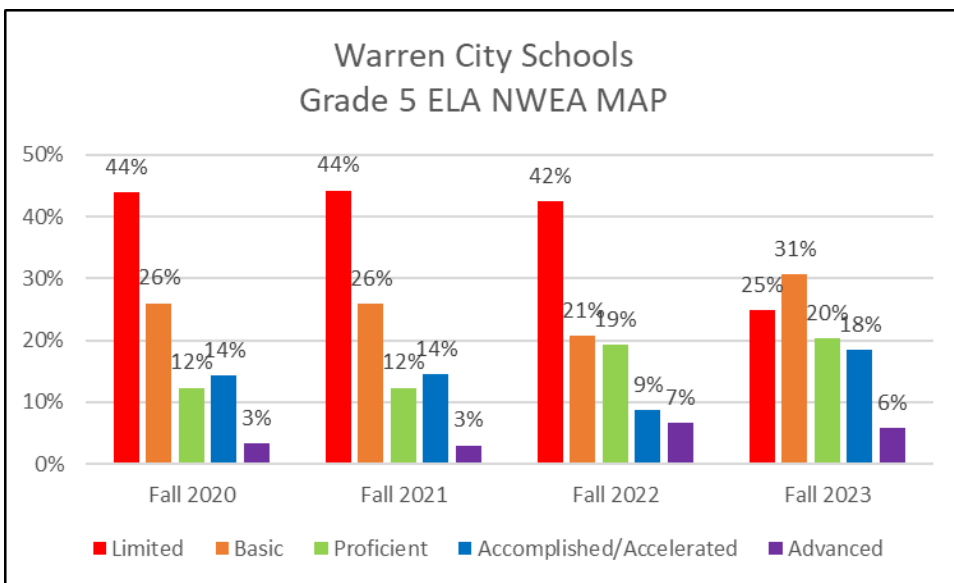
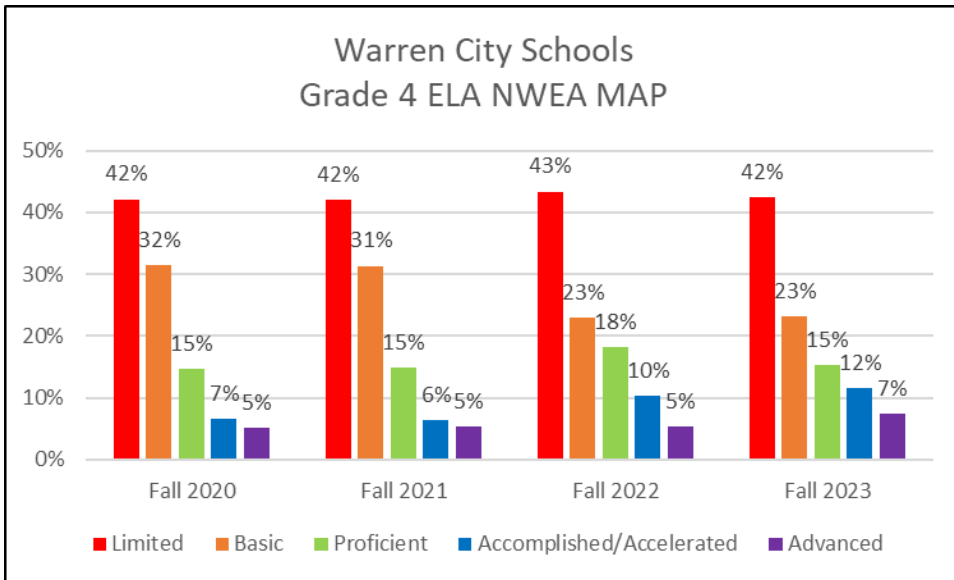
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Warren City Schools Grade 12 OELPA



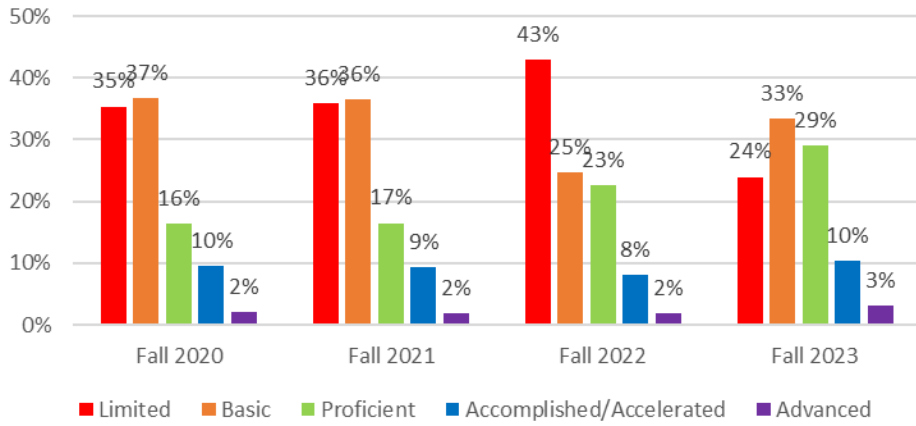
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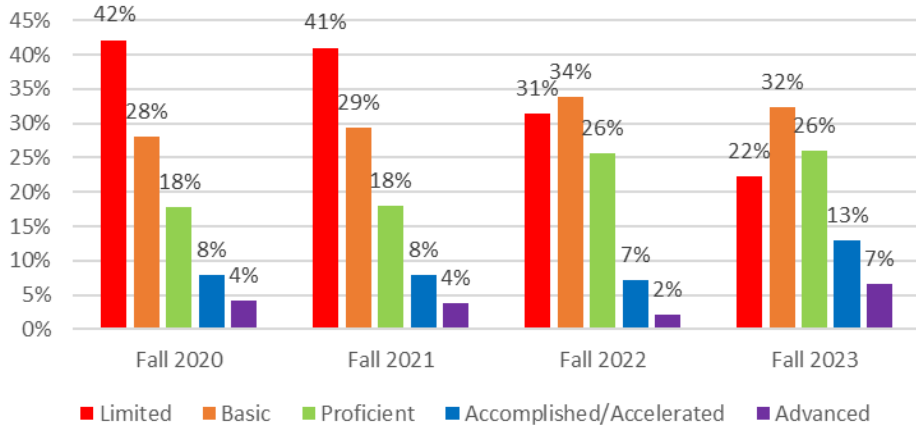


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Warren City Schools Grade 6 ELA NWEA MAP

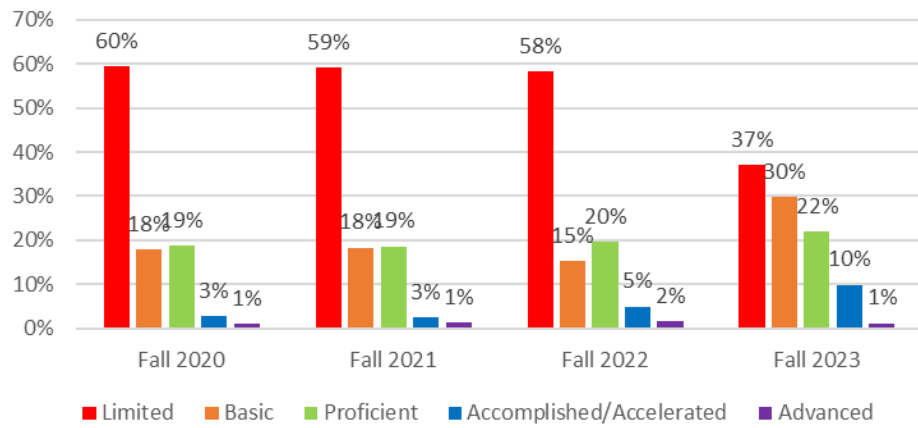


Warren City Schools Grade 7 ELA NWEA MAP



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Warren City Schools Grade 8 ELA NWEA MAP



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