



March 4, 2024

Dear Superintendent Jolly:

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

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

**Strengths of the Reading Achievement Plan:**

- Use of RTFI analysis
- Inclusive data set presented
- Writing team is comprehensive and includes family/community engagement.
- Plan demonstrates alignment between District One Plan, School One Plan, Ohio Improvement Process and Ohio’s Plan to Raise Literacy Achievement.


**This plan will benefit from:**

- Although overall this plan is very comprehensive, there was confusion in the subject/header prompts in the template submitted (outdated). For example, Section 4 of submitted plan reads Literacy Mission and Vision Statements: not Measurable Learner Performance Goals and Adult Implementation Goals (as in the 2023 template) – in this outdated submitted template goals were found in section 5. (Note: The goals found listed in section 5 could benefit from more aggressive goal targets (7%) to close achievement gaps presented in prior data sets).
- In addition, although Section 3 Part B was very comprehensive, Section 3 Part C seems to be missing – at least the section header.
- This misalignment continues throughout the document: (Submitted plan reads as section 6 – action plan maps, not section 5 as in the 2023 version, etc.) and leads to some confusion while reviewing.
- Plan reviewer attempted to look for all necessary components no matter the area they fell, however, district will find it useful to use an updated Reading Achievement Plan template, located here: [Reading Achievement Plans | Ohio Department of Education and Workforce](#)

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

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

Sincerely,



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

## LOCAL LITERACY PLAN: BIRTH THROUGH GRADE 12

The Ohio Department of Education requires all nonprofit early childhood providers and LEAs **applying for the Striving Readers Comprehensive Literacy Subgrant** complete a **local literacy plan**, as dictated by the age/grade ranges the organization serves. The plan must be submitted as part of the Striving Readers application to receive funding.

- Birth-Age 5: A focus on emergent literacy based on *Ohio's Early Learning and Development Standards* (Birth to Kindergarten Entry) aligned to *Ohio's Learning Standards in English Language Arts* for Kindergarten-grade 12.
- K-12: A focus on achievement and alignment to *Ohio's Learning Standards for English Language Arts* grades K-12.

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EARLY CHILDHOOD PROVIDER/LEA: **WARRENSVILLE CITY SCHOOL DISTRICT**

IRN: **O45005**

ODE/ODJFS LICENSE NUMBER (IF APPLICABLE): **1000019942**

STEP UP TO QUALITY RATING (IF APPLICABLE): **5 STAR**

ADDRESS: **4743 RICHMOND ROAD, WARRENSVILLE HEIGHTS OHIO 44128**

LEAD CONTACT: **MRS. ROXANN LOZAR**

CEO/SUPERINTENDENT: **DONALD JOLLY II**

DATE: **DECEMBER 28, 2023**

## SUMMARY AND ACKNOWLEDGEMENTS

*Insert a short narrative summarizing the components of the plan and acknowledging all sources that were utilized to develop the plan (funding, guidelines, leadership, stakeholders). This is to be written when the plan is completed.*

Warrensville Heights City School District's mission is to create an educational environment that promotes curiosity, critical thinking, communication and collaboration while empowering scholars to be responsible, contributing members of our community, nation and world. To achieve this mission, the District's Local Literacy Plan focuses on assessment, Multi-Tiered System of Support which includes core instruction and intervention, and staff development to ensure that all students will reach the reading goals outlined in this plan. The plan was developed in alignment with our District and School One Plans as well as the Ohio Plan to Raise Literacy Achievement. The plan outlines goals, action steps, success measures and professional development designed to promote evidence-based literacy teaching and learning for all of our students.

### Resources

Literacy: What Works Clearinghouse, Ohio's Plan to Raise Literacy Achievement, How It's Been Done by Karin Chenoweth, Michigan's Integrated Behavior and Learning Support Initiative, Simple View of Reading 2010 Research of Importance to All Educators, Defining Emergent Literacy: Developing Lifelong Readers by Caitrin Blake, What is the Difference Between RTI and MTSS by Stacy Hurt

Data: Warrensville Heights District One Plan, Warrensville Heights City Schools' CCIP, Ohio State Report Card, Ohio State Test, Acadience Reading K-6 , Acadience Reading Pre-K: PELI, iReady Reading Diagnostic, STAR Reading, Early Learning Assessment (ELA), and Kindergarten Readiness Assessment (KRA).

CONTENT OF THE PLAN

Section 1: Leadership Team, Development Process and Monitoring Implementation

Section 2: Alignment Between the Local Literacy Plan and Other Improvement Efforts

Section 3: Comprehensive Needs Assessment

Section 4: Literacy Mission and Vision Statement(s)

Section 5: Measurable Learner Performance Goals

Section 6: Action Plan Map(s)

Section 7: Plan for Monitoring Progress

Section 8: Expectations and Supports for Learners and Professionals

Appendices

**SECTION 1: LEADERSHIP TEAM MEMBERSHIP, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION**
**SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP**

*Insert a list of all leadership team members, roles and contact information. If you are an early childhood provider, the Department encourages you to include team members from the district(s) that children in your program feed into for kindergarten through grade 12. If you are a district, the Department encourages you to include team members of the early childhood providers and community that feed into your district. Additionally, your team membership should line up with the data needs outlined in Section 3 of this plan. Insert additional rows as needed.*

**Leadership Team Membership**

Name	Title/Role	Organization	Email
Roxann Lozar	Director of Curriculum and Instruction	WHCSD	<a href="mailto:Roxann.lozar@whcsd.org">Roxann.lozar@whcsd.org</a>
Shannon Thornton	Director of Scholar Intervention and Data	WHCSD	<a href="mailto:Shannon.Thornton@whcsd.org">Shannon.Thornton@whcsd.org</a>
Rasheeda Smialek	Secondary Academic Coordinator	WHCSD	<a href="mailto:Rasheeda.Smialek@whcsd.org">Rasheeda.Smialek@whcsd.org</a>
Takiba Thompson	Elementary School Principal	WHES	<a href="mailto:Takiba.Thompson@whcsd.org">Takiba.Thompson@whcsd.org</a>
Shantelle Barhorst	Elementary Literacy Specialist	WHCSD	<a href="mailto:Shantelle.Barhorst@WHCSD.org">Shantelle.Barhorst@WHCSD.org</a>
Jennifer Ervin	Early Childhood Center Principal	WHECC	<a href="mailto:jennifer.ervin@whcsd.org">jennifer.ervin@whcsd.org</a>
Lawanda Shelly Brown	Middle School Assistant Principal	WHMS	<a href="mailto:lawanda.shelleybrown@whcsd.org">lawanda.shelleybrown@whcsd.org</a>
Jennie Peoples	High School Reading Intervention Teacher	WHHS	<a href="mailto:jennie.peoples@whcsd.org">jennie.peoples@whcsd.org</a>
Vida Posey	High School ELA Teacher	WHHS	<a href="mailto:vida.posey@whcsd.org">vida.posey@whcsd.org</a>
Reshonda Turner	Middle School ELA Teacher	WHMS	<a href="mailto:reshonda.turner@whcsd.org">reshonda.turner@whcsd.org</a>
Cheree Bell	Middle School ELA Teacher	WHMS	<a href="mailto:cheree.bell@whcsd.org">cheree.bell@whcsd.org</a>
Jessica Mocny	Elementary Teacher	WHECC	<a href="mailto:jessica.mocny@whcsd.org">jessica.mocny@whcsd.org</a>
Heather	Title I Intervention Teacher	WHES	<a href="mailto:Heather.Lemmerbrock@whcsd.org">Heather.Lemmerbrock@whcsd.org</a>

Lemmerbrock			
LaCola Mosley	Elementary Assistant Principal	WHES	<a href="mailto:iacola.mosley@whcsd.org">iacola.mosley@whcsd.org</a>
Sabrina Dyson	High School Assistant Principal	WHHS	<a href="mailto:sabrina.dyson@whcsd.org">sabrina.dyson@whcsd.org</a>
Sherry Farmer	Parent Liaison	WHCSD	<a href="mailto:sherry.farmer@whcsd.org">sherry.farmer@whcsd.org</a>

## SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE LOCAL LITERACY PLAN

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

The District Literacy Team, in collaboration with our District Leadership Team (DLT), formulated the Local Literacy Plan by examining data trends derived from the District's One Needs Assessment. The team assessed students' strengths and weaknesses over the years. To track progress, the plan will be evaluated by comparing students' overall fall, winter, and spring assessments annually. Additionally, ongoing monitoring will occur through universal screeners, diagnostic tools, progress monitoring tools, and summative assessments.

Data analysis takes place in various forums, including weekly Teacher Based Team (TBT), monthly Building Leadership Team (BLT), and monthly District Leadership Team meetings. The information is disseminated among stakeholders during district leadership meetings, district literacy meetings, school-based meetings, community meetings and staff and family newsletters. Our teams utilize the 5-step process to monitor and maintain a continuous cycle of examination, reflection, and adjustments to improve student literacy outcomes.

Adult implementation will be comprehensively monitored through a multifaceted approach. Classroom walkthroughs will provide direct observations of educators in action, offering insights into the practical application of strategies. Data analysis will be conducted to assess the impact of the implementation on student outcomes. Additionally, TBT, BLT, and DLT protocols will be employed to facilitate collaborative discussions, feedback, and reflection. These team meetings will also serve as a platform to recap and evaluate previous meeting action items, ensuring accountability and continuous improvement in the adult implementation process.

## SECTION 2: ALIGNMENT BETWEEN THE LOCAL LITERACY PLAN AND OTHER IMPROVEMENT EFFORTS

*Describe how the local literacy plan aligns to other local or community improvement plans focused on literacy outcomes. If the early childhood provider or LEA engages in the Ohio Improvement Process (OIP), or another improvement model comparable to OIP, the provider or LEA should describe the use of the process and team structures in this section.*

*Districts and community schools that are required under state law or policy to develop improvement plans or implement improvement strategies must ensure that the local literacy plan is aligned with other improvement efforts.*

- *This can be done by describing how the district or community school continuous improvement plan incorporates the components required of the local literacy plan. Districts and community schools should describe the collaborative efforts that combine multiple strategies of their improvement plans to collectively impact improvement of system structure supports and leadership supports.*



It is the intent of the district that the Local Literacy Plan will provide all students a literacy plan of action that is practical and on-going for the betterment of student achievement. The common link among the District One Plan, the School's One Plan, and the District Literacy Plan is that all documents share a common purpose and understanding. Our District Literacy Plan aligns to Ohio's Plan to Raise Literacy Achievement by addressing the five components outlined in Ohio's Theory of Action - shared leadership, increasing teacher capacity, multi-tiered system of support, family partnerships and community collaboration. In addition, The Simple View of Reading is at the forefront of our decision making in developing our action steps. As a district, our charge is to improve teaching and learning for all our students so they can achieve excellence in their achievements and therefore, be college and career ready upon graduation.

Key processes and plans that contribute to the District Literacy Plan include:

- District One Plan
- School One Plans
- Ohio Improvement Process

### **District One Plan**

The purpose of the District One Plan is to provide guidance that supports performance for all students in order to increase student outcomes and achievement. Our District One Plan outlines the following goal as it pertains to achievement:

1. Reading grade level proficiency will improve by 7% each year, as measured by state and district adopted assessments.

### **School One Plans**

The School One Plans are used as a road map that sets out the changes our schools need to make to improve the level of student achievement, and shows how and when these changes will be made. These plans directly align to the District One Plan. School plans attribute to shared leadership by allowing schools to share accountability for data driven decision making as it pertains to core instruction and interventions.

### **Ohio Improvement Process**

The Ohio Improvement Process (OIP) is the state's strategy to build capacity at all levels to raise instructional practices district-wide and increase academic performance for all students. The OIP defines how staff operate in a system by supporting the creation of a framework that can be applied at all levels. The research-based process supports districts to use data to identify their areas of greatest need and develop a plan with streamlined goals and strategies to improve instructional practice and student outcomes. By impacting leadership at all levels, the process affects school improvement through careful planning, thoughtful implementation, effective evaluation, and progress monitoring. The overall process addresses the reality that all involved are responsible for success and accountable for results. The Ohio Improvement Process builds teacher capacity by working collaboratively at the District, Building and Teacher level to ensure all learners are supported in making progress.

### **Ohio's Plan to Raise Literacy Achievement**

Our Local Literacy Plan aligns with the five strands of action from Ohio's Plan; Shared Leadership, Multi-tiered System of Supports, Teacher Capacity, Family Partnerships and Community Collaboration.

Shared leadership is a critical area when implementing evidence-based instruction and intervention. Administrators and teachers assisted with creating this plan through data collection and analysis. Planning, implementing and providing feedback in regards to the plan happens through DLT, BLT and TBT meetings. Our plan outlines shared leadership through training and coaching on evidence-based literacy practices and systems to support literacy improvement.

High quality evidenced-based instruction, intervention and assessment practices are essential to ensure every student receives the appropriate level of support to be successful. Embedded in our plan are frequent monitoring checks conducted by DLT, BLT and TBT members for instructional decision making. Through the TBT process, teams collect and analyze student data to drive instruction and meet the needs of individual students. Our [comprehensive assessment plan](#) outlines the universal screeners, diagnostic assessments, progress monitoring tools, and outcome assessments that each grade level administers and the purpose for the assessment. These assessments are used to make informed instructional decisions and communicate with families on the progress of their child.

Professional development and coaching on evidenced-based instructional practices is a key factor for building teacher capacity. Our plan details professional development on evidence-based literacy strategies (phonemic awareness, phonics and vocabulary), utilizing data to drive instruction and providing coaching on literacy practices. We have an instructional specialist that focuses solely on literacy. The specialist provides coaching and support for teachers on program implementation, data analysis, modeling and co-teaching. The district's [coaching framework](#) includes Live Coaching for real-time support in the classroom, Co-Plan/Co-Teach involving collaborative planning and teaching responsibilities between the coach and teacher, and Short Cycle Coaching that emphasizes ongoing monitoring and maintenance of prior coaching initiatives. In addition, coaching is fortified through the implementation of the train-the-trainer model, peer coaching initiatives, and demonstration teachers, ensuring comprehensive and sustained support for professional development across all K-12 grade levels. This multifaceted approach facilitates the dissemination of effective teaching practices and fosters a collaborative culture of continuous improvement throughout the educational community.

The partnership between the school and family is essential to improving a child's literacy skills. Parent-Teacher conferences are conducted quarterly to ensure parents are informed about the strengths and areas of needs for their child. During conferences, teachers share progress monitoring data and intervention plans in place to support students. As a District, we provide winter, spring and summer reading activities to ensure our students have access to literature

and text to practice skills at home. In addition, schools share literacy practices with families through literacy nights. During these events, families are engaged with activities they can easily implement at home to promote language and literacy skills.

Community collaboration is an integral component of Ohio's Plan to Raise Literacy Achievement. Our District has partnered with the Education Service Center of Northeast Ohio and three other districts to apply for the Comprehensive Literacy State Development Grant. Through this collaboration, we meet several times a year to receive professional development on evidence-based literacy practices and review and revise our District's current literacy framework.

In addition, our Literacy Plan aligns to our preschool Step Up to Quality (SUTQ) and Universal Pre-Kindergarten (UPK) plans to support effective learning and development. These two plans outline ongoing assessments to monitor the development of the language and literacy standards. Not only do these plans address the academic component of preschool, but the family and community engagement component as well to support early literacy at home.

### SECTION 3: COMPREHENSIVE NEEDS ASSESSMENT

*Describe why a local literacy plan is needed in your community.*

Our language and literacy performance data indicates a need for intense intervention and instruction across all grade bands. In some areas we are performing below the state and national norm averages. We use ongoing data from state required data measures to internal measures to monitor our student's growth and progress. This section will outline multiple data sets that demonstrate how our students are performing.

A literacy plan is needed, so that we can develop strategies to impact our students' reading skills with early intervention in preschool as well as how they progress through the grade levels through grade 12. Our district has a mobility rate of 21% which also affects student achievement and requires the district to take additional steps to help close the achievement gap.

#### SECTION 3, PART A: ANALYSIS OF LEARNER PERFORMANCE DATA

*Insert an overall analysis of language and literacy performance data, based on the age/grade ranges served by the organization and age/grade ranges impacted by the plan. Data sources that the early childhood provider or LEA may include, but are not limited to include:*

- *Infant Risk Factors;*
- *Ohio's Early Learning Assessment (or other preschool-level assessment used by the program);*
- *Kindergarten Readiness Assessment;*
- *Ohio's State Tests in English language arts (grades 3-8);*

- *Ohio’s State Tests in other content areas (grades 3-8);*
- *Reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee);*
- *High School end-of-course tests;*
- *Ohio English Language Proficiency Assessment (English Learners);*
- *Any other assessments, as applicable (curriculum-based measures).*

**Ohio’s Early Learning Assessment (or other preschool-level assessment used by the program)**

Warrensville Heights City Schools currently has six pre-kindergarten classrooms. WHCSD can serve a maximum of 96 students. Four of the six classrooms are filled with three and four-year-old general education students and two classrooms are self-contained with students with disabilities.

Our preschool students are administered the Early Learning Assessment (ELA) and Preschool Early Literacy Indicators (PELI), so that teachers can make informed instructional decisions based on the needs of their students. The ELA uses Learning Progressions that define the pathway of skills, knowledge, and behaviors that children develop between the ages of 36 months and 72 months, including children who may be at earlier developmental levels than their typically developing peers. The ELA is designed to be used two times throughout the school year and to equip teachers with tools to track individual children’s growth, individualized learning opportunities, plan for intervention, engage in real-time curriculum planning, and ensure that all children are on the path for kindergarten readiness and beyond. To understand our students’ skills for language and literacy we examined the following progressions: communication, vocabulary, phonics and letter recognition (uppercase and lowercase), story/text comprehension, and phonological awareness. The Learning Progressions are then scored based on a continuum of a specific area of development, see continuum below:

PROGRESSION LEVELS									
A	B	C	D	1	2	3	4	5	
Developmental levels preceding Level 1				Approximately three years of age	Progress toward kindergarten entry		Approximately entry to kindergarten	Approximately end of kindergarten	

Early Learning Assessment						
Progression Level	Vocabulary	Communication	Phonics and Letter Recognition (Uppercase)	Phonics and Letter Recognition (Lowercase)	Phonological Awareness	Story/Text Comprehension
5			13%	4%	1%	
4	4%	10%	15%	26%		1%
3	33%	36%	10%	6%		7%
2	22%	35%	19%	24%		43%
1	15%	4%	7%		35%	26%
D	7%	4%	28%		47%	4%
C	3%	6%			7%	8%
B	6%	3%				3%
A	3%		4%		6%	4%
Unscored	4%		1%	38%	1%	
Not Evident	3%	3%	3%	3%	3%	3%

Table 3.1

- Our F23 ELA data shows that 95% of our students are entering our preschool with limited knowledge in phonological awareness (rhyming, initial/medial/final sounds).
- Communication is the strongest language and literacy skill examined in the Learning Progression of F23 of students entering our Pre-Kindergarten program.
- Ability varied in Phonics and Letter Recognition; however, students demonstrated a greater ability to recognize uppercase letters than lowercase letters.

### Kindergarten Readiness Assessment:

Our data for the Kindergarten Readiness Assessment Revised (KRA-R) has shown that on average 24% of our kindergarteners over the past 3 years are demonstrating readiness based on their overall scores.

According to state data from the School Year 2022 - 2023:

- 35.45% of scholars across the state are showing readiness as compared to our 22.8%, which is a 12.65% difference.
- 44.3% of scholars across the state are shown as “On Track” based on the Language and Literacy component compared to our 35.8% in F22, which is a 8.54% difference.

**Table 3.2** shows overall percentages for readiness for the 2022 - 2023 school year.

\*The 2020 KRA-R assessment is an updated version of the assessment used in previous years.

**Table 3.3** shows the data from the **KRA-R Proficiency Level Percentages** over the past three years.

Kindergarten Readiness Assessment Revised Ohio State Data Summary for School Year 2022-2023													
Number of Students <sup>1</sup>							Percentage of Students <sup>2</sup>					Average Scores <sup>3</sup>	
Overall Score				Language & Literacy			Overall Score			Language & Literacy		Overall Score	Language & Literacy
Demonstrating (270-298)	Approaching (258-269)	Emerging (202-257)	Total	On-Track (263-298)	Not On-Track (202-262)	Total	Demonstrating (270-298)	Approaching (258-269)	Emerging (202-257)	On-Track (263-298)	Not On-Track (202-262)	264.49	262.2
39,692	38,639	33,806	112,137	49,629	62,497	112,126	35.4%	34.5%	30.1%	44.3%	55.7%		

**Table 3.2**

**KRA-R Proficiency Level Percentages**

Proficiency Level	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
2023-2024 SY	37%	40.2%	22.8%
2022-2023 SY	43.8%	32.8%	23.4%
2021-2022 SY	34.2%	40%	25.8%

**Table 3.3**

**Reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee)**

**Table 3.4** shows the percent of scholars on or above grade level during the fall administration of the i-Ready reading assessment, which is one universal screener used in K-5 for reading.

	21-22SY	22-23SY	23-24SY
<b>K</b>	14%	11%	11%
<b>1</b>	6%	7%	12%
<b>2</b>	14%	14%	14%
<b>3</b>	21%	22%	21%

**Table 3.4**

**Table 3.5** shows the district Acadience data for grades K-3. This data is used as the district’s fall reading diagnostic to determine if students are on or off track for reading on grade level by the end of the year. There is a fluctuating trend in the percentage distribution across three school years (21-22SY, 22-23SY, and 23-24SY) for the grade levels.

	<b>21-22SY</b>	<b>22-23SY</b>	<b>23-24SY</b>
<b>K</b>	38%	44%	34%
<b>1</b>	23%	43%	35%
<b>2</b>	42%	42%	46%
<b>3</b>	32%	48%	40%

Table 3.5

**Table 3.6** shows the district’s progression of moving at-risk K-3 readers from off track to on track from 2021-2023 as measured by our state report card.

	<b>Improving Literacy Percent</b>	<b>Total Students Not on Track</b>	<b>Total Students On Track</b>
<b>22-23SY</b>	25.1	215	54
<b>21-22SY</b>	27.6	192	53

Table 3.6

### Early Literacy Component

The district has earned two stars in the Early Literacy Component rating on the state report card in the 22-23 & 21-22 school years.

Grade 3 proficiency decreased by 4.6% between the 21-22 and 22-23 school year.

	<b>Early Literacy Component Rating</b>	<b>Early Literacy Percent</b>	<b>Grade 3 Proficiency Percent</b>	<b>Improving Literacy Percent</b>
<b>22-23 SY</b>	2 STAR	60.5%	48%	25.1
<b>21-22 SY</b>	2 STAR	62.9%	52.6%	27.6

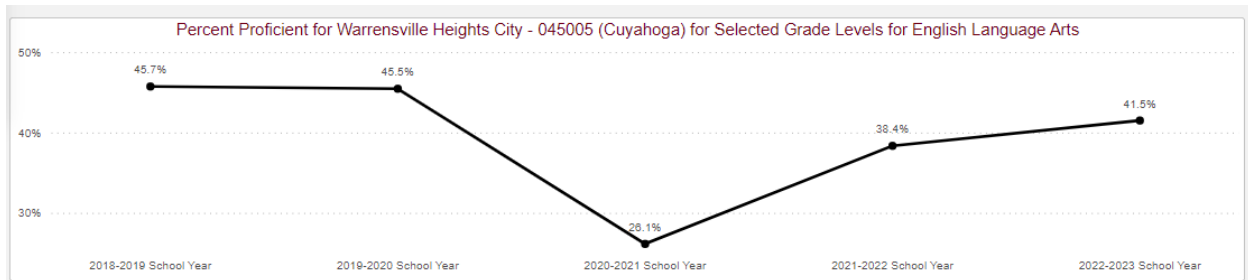
Table 3.7

### 3-12 Reading Achievement Data, Ohio State Test/End of Course Exams

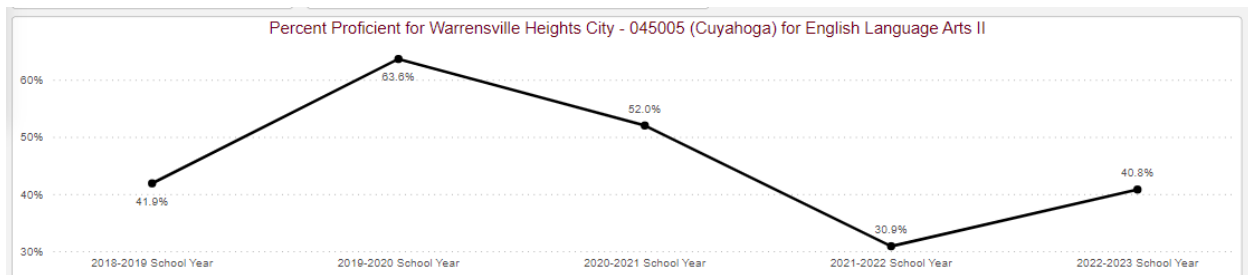
Our state assessment proficiency results show that over the past two school years our tested grade levels 3-8 have seen a 15.4% increase in percent proficient in English Language Arts.

**Table 3.8** shows the progression of our proficiency percentages on these assessments.

The percent proficient increased by 9.9 percentage points on the English II EOC exam in the 2022-2023 school year. **Table 3.9**



**Table 3.8**

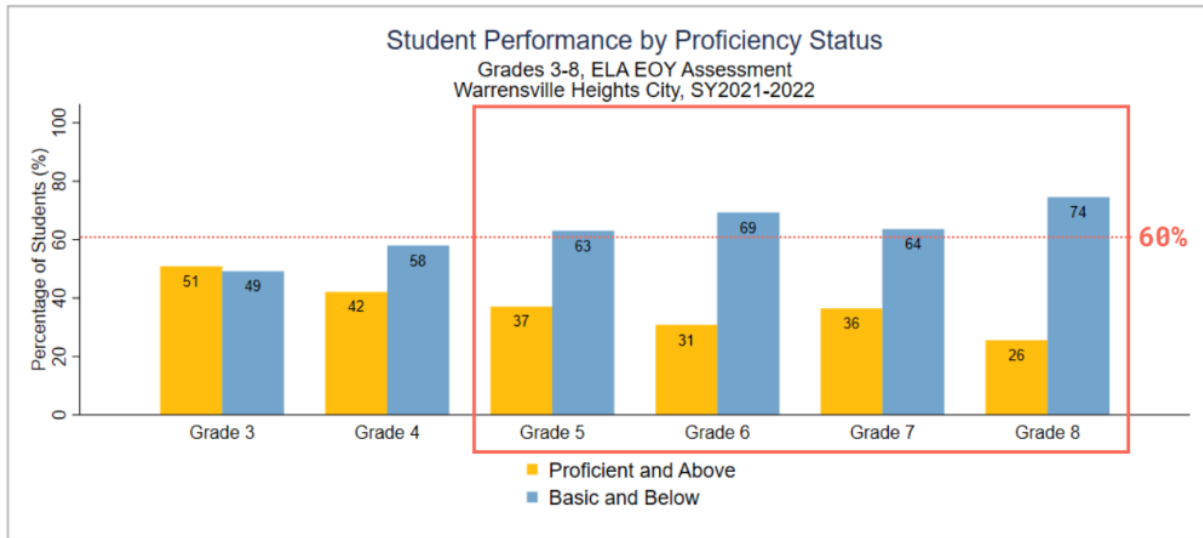


**Table 3.9**

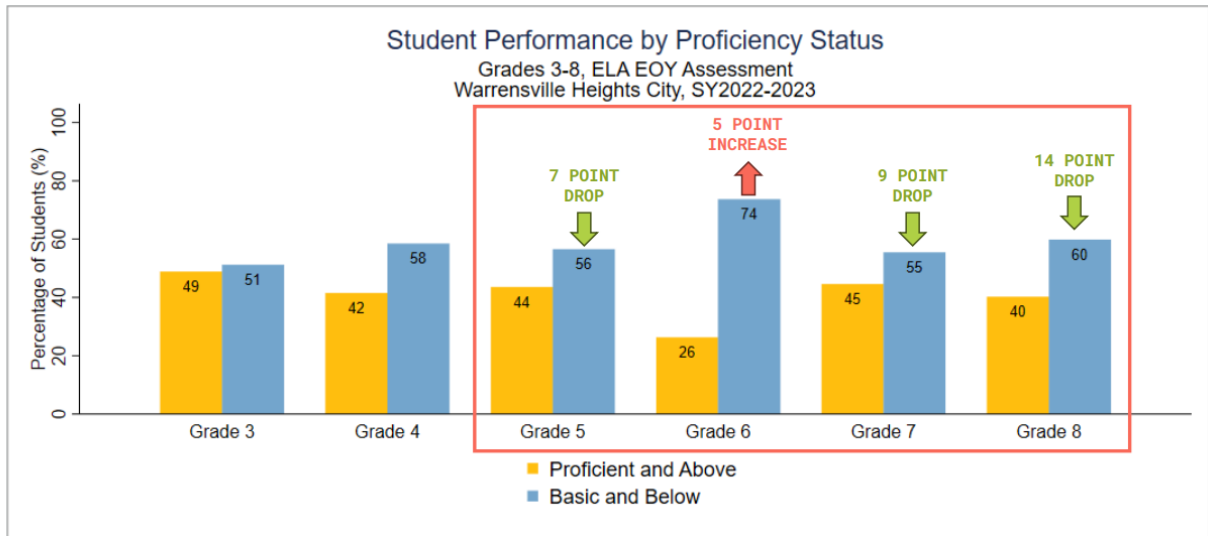
In SY 2022-2023, about 3 out of every 5 (60%) in grades 5-8 tested at the basic or limited levels on the EOY ELA assessment. **Table 3.10**

In SY 2022-2023, grades 5, 7, and 8 saw improvement in their ELA performance. However, performance declined in grade 6—there was a 5-percentage point increase in the number of students performing at the basic and limited levels. **Table 3.11**





**Table 3.10**



**Table 3.11**

**GAP Closing English Language Arts Component**

The Ohio Department of Education has created interim goals for subgroups that are directly linked to proficiency scores on our state assessments. In our district we currently serve the following subgroups: African American, Economically Disadvantaged, Hispanic, Multiracial and Students with Disabilities. The interim goals (Annual Measurable Objectives - AMO) are found in the state's ESSA plan, Appendix A and are in place to close the achievement gaps over the course of the next seven years. As a district, we are on track to meeting those goals in all subgroups with the exception of Students with Disabilities. Below shows our current Gap Closing data in the English Language Arts Component.

Subgroup	Took Test #	PI	Goal	Long Term Goal	Long Term Gap
Hispanic	20	79.000	68.05	82.3	N/A
Multiracial	18	78.889	73.14	85.1	N/A
Black, Non-Hispanic	791	69.090	57.17	76.2	N/A
Economic Disadvantage	832	69.543	66.10	81.2	N/A
All Students	833	69.580	80.94	100.0	30.4
Students with Disabilities	159	49.119	53.24	74.0	24.9
American Indian or Alaskan Native	0	NC	71.26	84.0	NC
Asian or Pacific Islander	2	NC	87.58	93.1	NC
English Learner	5	NC	64.57	80.3	NC
White, Non-Hispanic	2	NC	85.09	91.7	NC

**Table 3.12**

SECTION 3, PART B: ANALYSIS OF FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN LITERACY

*Insert an analysis of additional factors believed to contribute to underachievement in literacy in the community served.*

In our community we have a mobility rate of 21%, 23% of our students qualify for special education services, and 79.8% of the district’s families are considered to be low-income. Our district qualifies for the Community Eligibility Provision lunch program, therefore all of our students receive free breakfast and lunch. In the Tri-City area (Warrensville Heights, North Randall, and Highland Hills), 83.4% of constituents have a high school education and 16% have a bachelor's degree or higher.

When reviewing staff teaching certifications in our district, we found the following results:

- 21% of English/Reading teachers districtwide hold a reading endorsement
- 77% of PreKindergarten - third grade teachers have a P-3 teaching license
- 23% of PreKindergarten - third grade teachers have a (K) 1-8 license
- 67% of grades 4-5 reading teachers have a 4-5 generalist endorsement
- 33% of grades 4-5 reading teachers have a (K) 1-8 license
- 25% of middle school English Language Arts teachers have a (K)1-8 license
- 75% of middle school English Language Arts teachers have 4-9 middle childhood license
- 85% of high school English teachers have 7-12 Integrated ELA license

Despite the high percentage of K-5 staff, with 86% having completed Language Essentials for Teachers of Reading and Spelling (LETRS) training, and the ongoing Early Childhood LETRS training for preschool teachers, a notable barrier exists in the transfer of acquired knowledge into practices. Additionally, the longevity of the K-5 tier 1 core literacy program, adopted over a

decade ago, and the 9-year-old 6th-12th grade English Language Arts curriculum program present barriers to keeping instructional approaches aligned with evolving best practices in literacy education. Overcoming these barriers will require targeted strategies to bridge the gap between training and implementation, address staff turnover challenges, and update curricular materials to reflect current research and pedagogical advancements.

The Reading Tiered Fidelity Inventory (RTFI) evaluations conducted at Warrensville Heights Elementary School highlighted strengths, such as an Implementation Plan for Tier 1 reading components and a comprehensive assessment system. Despite these strengths, challenges, including the need for increased family engagement and documentation of communication processes, were identified. Recommendations for the Advanced Tiers included establishing a Multidisciplinary Team, improving communication with parents about intervention supports, and ensuring proper time allocation for reading intervention instruction. Simultaneously, the secondary level's RTFI indicated a focus on language comprehension with a deficiency in word recognition. Additionally, inconsistencies in tier 1 literacy routines across grade levels was evident. The need for tier 3 instruction in explicit phonics and word analysis skills was emphasized. Further evaluation highlighted areas for growth, such as insufficient representation from the secondary level on the District's Literacy Team and the absence of a formal plan for adolescent literacy components.

All of these factors have an impact on the literacy outcomes in our district. Therefore, the district is taking action steps to help students gain the literacy skills they need to be successful.

#### SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

*Describe the literacy mission and/or vision of the organization. You may want to state how the literacy vision is aligned to Ohio's Vision for Literacy outlined in Ohio's Plan to Raise Literacy Achievement.*

##### WHCSD Literacy Vision Statement

To develop language and early literacy skills in order to set a foundation for reading success.

##### WHCSD Mission Statement

Creating an educational environment that promotes curiosity, critical thinking, communication and collaboration (4 Cs) while empowering scholars to be responsible, contributing members of our community, nation and world.

Ohio's vision is for all learners to acquire the knowledge and skills to read at grade level. In Warrensville Heights City School District (WHCSD), we set out as early as Pre Kindergarten to introduce literacy using research-based materials and strategies that are aligned to the Ohio's Plan to Raise Literacy Achievement. As a District, we need to ensure our reading instruction encompasses the two components of the Simple View of Reading: word recognition and language comprehension across the grade levels. Our teachers make learning to read fun while laying the groundwork for lifelong literacy. Students in grades K-3 receive instruction with a

systematic approach that focuses on critical foundational skills. As we look at grade levels 4-12 we increase our focus on fluency and comprehension by using curricular tools and online components for engagement. We also strengthen literacy in grades PK-12 by using instructional strategies that allow teachers to scaffold instruction to meet the student's needs and promote differentiated instruction which fosters growth.

As we align our vision with Ohio's vision, there is a correlation in our plans to implement evidence based systems and instructional practices to increase learner achievement across all content areas and age ranges. WHCSD is committed to:

- Ensuring all learners are serviced through co-teaching and co-planning where teachers share knowledge with one another.
- All instruction for all learners; including students with disabilities, students who are advanced and challenged learners is premised on a rigorous core curriculum for all students.

As a district we are working to ensure that all learners' needs are addressed so that they are reading at grade level or above to ensure they are contributing members of our community, nation and world as stated in our mission statement. Warrensville Heights City School District is using the data to inform our decisions in inventing our school improvement as we develop basic principles that all our schools may use to ensure all students are learning.

## SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

*Describe the measurable performance goals addressing learners' needs (Section 3) that the local literacy plan is designed to support progress toward. The plan may have an overarching goal, as well as subgoals. See the guidance document for the definition of SMART goals.*

District Goal: Reading grade level proficiency will improve by 7% each year, as measured by the Ohio State Tests and/or state approved vendor assessment through the year 2026.

Sub goals:

1. Eighty (80%) percent of students in grades K-12 will meet their individual growth targets on the state approved vendor assessment and/or end of course exam.
2. Seventy-five (75%) of students who participated in the district's Prekindergarten program will score on track as measured by the KRA or state approved vendor assessment.
3. Forty-Five (45%) percent of students in grades 1-3 will move from not on track to on track each year as measured by the state approved vendor assessment.
4. Sixty (60%) percent of students in English II will be proficient on the end of course exam.

**SECTION 6: ACTION PLAN MAP(S)**

*Each action plan map describes how implementation of the local literacy plan will take place for each specific literacy goal that the plan is designed to address. Each plan must include at least one specific literacy goal. Add as many action map goals as necessary.*

**Goal #\_1\_ Action Plan Map**

Goal Statement: Eighty (80%) percent of students in grades K-12 will meet their individual growth targets on the state approved vendor assessment and/or End of Course Exam.

Evidence-Based Practice: [Explicit Instruction](#)

[Teach a Set of Academic Vocabulary Words Intensively Across Several Days Using a Variety of Instructional Activities](#)

	Action Step 1	Action Step 2	Action Step 3
<b>Components</b>	Use a direct and explicit lesson plan template that contains elements of explicit instruction.	Implement elements of explicit instruction during lesson delivery	Implementation of Academic Vocabulary Instruction
Timeline	Use of Lesson Plan Template: Fall 2023  *continued used through 2026	Fall 2023 - Spring 2026	Fall 2023-Spring 2026
Lead Person(s)	Template: Curriculum Department, District Leadership Team  PD On New Lesson Plan Template: Curriculum Department, District Leadership Team/Building Leadership Team	Director of Scholar Intervention and Data, Curriculum Department, Building Administrators, Specific trained staff, District Leadership Team	Director of Scholar Intervention and Data, Curriculum Department, District Leadership Team, Building Administrators, Instructional Coaches, Department Chairs

Use of Lesson Plan:  
Teachers, Building  
Administrators

<p>Resources Needed</p>	<p><a href="#">Lesson plan template</a></p> <p>Anita Archers Elements of Explicit Instruction</p> <p>Explicit Instruction book by Anita Archer</p>	<p><a href="#">Recordings of Anita Archer Trainings</a></p> <p>money for PD</p> <p>money to pay teachers outside of contractual hours</p> <p>Monitoring Tool Form</p> <p><a href="#">Monitoring Tool Data</a></p>	<p>Vocabulary Instruction Training</p> <p>Examples of effective academic vocabulary instruction</p> <p>scheduled PD time</p>
<p>Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)</p>	<p>Ensure lesson plan template has section for targeted vocabulary</p> <p>Professional Development on use of the template &amp; the components of Explicit Instruction</p> <p>building administrators and curriculum department provide feedback on lesson plans</p> <p>collaborative planning sessions among teachers to incorporate recommendations into their lesson plans</p>	<p><a href="#">Review/ Update Explicit Instruction Monitoring Tool</a></p> <p>Ongoing Professional Development</p> <p>Coaching</p> <p>Curriculum Department/ DLT/BLT conduct classroom visits using the monitoring tool</p> <p>DLT meetings (November and February) dedicated to school visits using monitoring tool</p>	<p>Professional Development on academic vocabulary instruction (Keys to Vocabulary PD; Explicit Vocabulary Instruction; selecting vocabulary words for instruction)</p> <p>Implement system structures that support the seamless integration of vocabulary instruction into daily lessons.</p> <p>Establish a feedback loop for teachers to share successes and challenges with the new approach (TBT)</p> <p>Provide ongoing coaching and support for teachers implementing</p>

academic vocabulary instruction

Conduct classroom observations and offer feedback

<p>Measure of Success</p>	<p>Use of Lesson Plan Template  feedback provided on lesson plans</p>	<p>At least 50% of teachers are utilizing the elements of Explicit Instruction daily</p>	<p>Increased proficiency in academic vocabulary, evidenced by improved student performance on assessments and demonstrated integration of vocabulary instruction into daily teaching practices.  At least 70% of teachers are utilizing vocabulary Instruction 2x a week</p>
<p>Check-In/ Review Date</p>	<p>Weekly during lesson plan review</p>	<p>Weekly Observations (formal and informal)  Lesson Plan  November and February DLT review monitoring tool data  BLT monthly review monitoring tool data</p>	<p>Weekly during lesson plan review  Weekly Observations (formal and informal)  Review of data three times a year, comprehensive review data at end of year (OST/EOC)</p>

Evidenced Based Practice: [Provide small-group instructional intervention to students struggling in areas of literacy and English language development.](#)

	Action Step 1	Action Step 2
<b>Components</b>	Analyze reliable universal screener to identify students and match instructional needs	Schedule intervention block in grades K-12  Schedule identified scholars in appropriate intervention class
Timeline	Use universal screener starting in the Fall of 2023 - Spring 2026	Fall 2023 - Spring 2026
Lead Person(s)	Identify Screener - Curriculum Department  Use universal screener - Teachers	Director of Scholar Intervention and Data, Building Administration  Building Leadership Teams
Resources Needed	Training materials for adopted universal screener (Acadience, STAR, iReady), training time	Intervention Teachers  Rewards, Read 180  Phonics for Reading, 95% Phonics Library, West Virginia Phonics
Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Professional Development on use and analysis of assessment and data  Identify scholars who need specific interventions using <a href="#">decision rules</a> (pg. 17)	Create a schedule for scholars to participate in interventions using <a href="#">decision rules</a> (pg. 17)  schedule Regular data meetings with intervention team & data coordinator/coaches



Branching  
 Minds/Acadience/Read  
 180 Data

walkthrough data

Measure of Success	Data from Universal Screener 3 times per year (BOY, MOY, EOY)	Data indicates that scholars are progressing through progress monitoring review every 4-6 weeks  walkthrough data for adult implementation
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Check-In/ Review Date

Every Fall, Winter, and Spring

Monthly BLT Data Review

Monthly TBT Data Review

weekly Data meetings

**Goal #\_2\_ Action Plan Map**

Goal Statement: Seventy-Five ( 75% ) of students who participated in the district’s Prekindergarten program will score on track as measured by the KRA or state approved vendor assessment.

Evidence-Based Practice: [Build children’s knowledge of letters and sounds.](#)

	Action Step 1	Action Step 2	Action Step 3
<b>Components</b>	Participate in research-based language and literacy professional learning to support foundational skills as outlined in the Early Learning and Development Standards (ELDS)	Participate in research-based language and literacy professional learning and assessment to support students emerging understanding of alphabetic principles of letter sound relations and written representations	Utilize a research-based family engagement and early learning resource to assist with language development and academic conversations at home.
1. Timeline	2023-2024	2023-2026	2023-2026
2. Lead Person(s)	Director of Scholar Intervention and Data, Building Administrator  SPED Director  Teachers	Director of Scholar Intervention and Data, Building Administrators  Teachers  Literacy Specialist	Building Administrator  PK Teachers
3. Resources Needed	Ohio Early Learning Standards  Pre K curriculum Aligned to the Early Learning Standards	Refresher Trainings for:  PK Foundations  PK Heggerty Training and Resources	Ready Rosie Family Curriculum and training  Universal Pre K Family Engagement Participants  Family Event Calendar

	Pre K Scope and Sequence	Professional Development on the Science of Reading  LETRS for Early Childhood  PELI Training	
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	<p>ELDS Professional Development for Language and Literacy Standards</p> <p>Create a pacing guide to support the progression of the standards</p> <p>Implement district-wide PreK curriculum program (Creative Curriculum, Foundations, Heggerty)</p> <p>Collaborative planning time for staff</p>	<p>Schedule time for refreshers Foundations and Heggerty Instruction in PK Classrooms</p> <p>Collaborative planning time for staff</p> <p>Train staff on Science of Reading</p>	<p>Parent videos to help families find learning moments in daily activities</p> <p>Schedule to send weekly videos to families</p> <p>family engagement calendar outlined for monthly events:</p> <p>September 19 - Father's Day Walk            October 27 - Donuts with Dudes            November 9 - Harvest Fest            December 22 - Winter Wonderland (Gingerbread Party)            January 25 - Jungle Terry            February 29 - Black History BINGO            March 5 - Spring Curriculum Night            April 26 - WHECC Prom            May 10 - Muffins with Misses</p>
5. Measure of Success	80% of PreKindergarten scholars scoring a	80% of PreKindergarten scholars scoring a four progression level on the	<ul style="list-style-type: none"> <li>100% of parents will attend 50% of</li> </ul>

	four progression level on the Language and Literacy Early Learning Assessment	Language and Literacy Early Learning Assessment	the monthly family engagement activities
6. Check-In/ Review Date	Fall (baseline data), Winter (mid year data) Spring (end of year data)	Fall (baseline data), Winter (mid year data) Spring (end of year data)	monthly after event

**Goal #\_3\_ Action Plan Map**

Goal Statement: Forty-Five (45%) of students in grades 1-3 will move from not on track to on track each year as measured by the state approved vendor assessment.

Evidence-Based Practice: [Teach students to decode words, analyze word parts, and write and recognize words.](#)

	Action Step 1	Action Step 2	Action Step 3
<b>Components</b>	<p>Apply decision rules to determine evidence based strategy.</p> <p>Teacher use district adopted ELA curriculum to teach foundational reading skills</p>	<p>Build skills gradually and provide a high level of teacher-student interaction with opportunities for practice and feedback.</p>	<p>Use a strategy that addresses the components of reading instruction (comprehension, fluency, phonemic awareness, phonics, and vocabulary) and relates to students' needs and developmental levels as determined through the decision rules.</p>
7. Timeline	2023-2026	2023-2026	2023-2026
8. Lead Person(s)	Literacy Specialist, Curriculum Department, Teachers, Director of Scholar Intervention and Data	<p>Director of Scholar Intervention and Data, Building Administrators</p> <p>Literacy Specialist</p> <p>Teachers</p>	Curriculum Department, Director of Scholar Intervention and Data, Literacy Specialist, Teachers, Building administrators
9. Resources Needed	<p>Reading Data Trends</p> <p>Comprehensive Assessment Plan</p> <p>Refresher training with Foundations, Heggerty, Geods</p> <p>Explicit Instruction Book</p>	<p>Explicit Instruction Professional Development</p> <p>Phonemic Awareness and Phonics Strategies</p> <p>Explicit Instruction embedded coaching</p>	<p>Decision Rules, Decodable Text, Heggerty, Wilson's Foundations Training and Kits, Sound Walls, Multi-Sensory Support</p> <p>Staff for small group intervention</p>

	uninterrupted literacy instruction block	LETRS Training	Heggerty Curriculum and Training  LETRS Training
10. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	<p>Review benchmark data to determine effectiveness of implementation of Tier I instruction.</p> <p>Using Tier I, adopted curriculum, identify strategies for instruction.</p> <p>Provide support (PD, coaching, Peer-to-Peer Coaching, etc.) based on needs of data (benchmark, walkthrough, OTES 2.0).</p> <p>communicate decision rules to all stakeholders</p> <p>develop progress monitoring document/calendar</p>	<p>120 minute literacy block (90 minutes uninterrupted) outlining specific time allotments for the 5 major components of reading</p> <p>Review reading block guidelines in <a href="#">WHCSD Literacy Framework</a></p> <p>Wilson's Foundations daily instruction in K-3 classrooms for phonics and spelling</p>	<p>Small group instruction daily for targeted students (No New Instruction Time - NNI)</p> <p>Heggerty intervention instruction for targeted students (2-4th grade)</p> <p>Title I services schedule</p> <p>Identify staff for LETRS Cohort 4 to begin fall</p> <p><a href="#">Review Tier 1 curriculum and outline which components of the curriculum align to the 5 major components of instruction</a></p> <p>Create a continuum of Phonemic Awareness and Phonics skills aligned to Tier 1 curriculum</p>
11. Measure of Success	40% percent of students scoring below benchmark will move to on track	80% of students meeting monthly progress monitoring goals	80% of students meeting monthly progress monitoring goals
12. Check-In/ Review Date	Fall, Winter & Spring	Monthly	Monthly

**Goal #\_4\_ Action Plan Map**

Goal Statement: Sixty (60%) percent of students in English II will be proficient on the End of Course Exam.

Evidence-Based Practice: [Provide students with opportunities to practice making sense of stretch text \(i.e., challenging text\) that will expose them to complex ideas and information](#)

[Routinely use a set of comprehension-building practices to help students make sense of the text](#)

	Action Step 1	Action Step 2	Action Step 3
<b>Components</b>	Research, Pilot and Select a High-Quality Instructional Program for Tier 1 Core ELA implementation	Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information	Consistently provide students with opportunities to ask and answer questions to better understand the text they read.
13. Timeline	2022 K-5 research 2023-2024 pilot & select  2024-2025 K-2 implementation / 6-12 research  2025-2026 3-5 implementation / 6-12 pilot/selection	2023-2026	2024-2026
14. Lead Person(s)	Curriculum Director, Literacy Specialist, Secondary Academic Coordinator, Literacy Adoption Committee	Teachers  Academic Coordinator Director of Scholar Intervention and Data Principals/Asst. Principals, Department/ Grade Level Chairs	Academic Coordinator, Curriculum Department, Building Administrators, Department / Grade Level Chairs
15. Resources Needed	Literacy Programs	Strategies to understanding building	PD calendar, evaluation tool,

	<p>Literacy adoption committee</p> <p>K-5 <a href="#">Timeline</a></p> <p><a href="#">Curriculum Evaluation Guidelines</a></p> <p>Professional Development</p> <p>Implementation Plan</p>	<p>background knowledge of students</p> <p>Relevant text - Review and update reading selections</p> <p>Provide opportunities for Vertical Planning prior to the start of the school year (opening meetings), mid-way through the school year, and the end of the school year (to assess and plan for upcoming school year)</p> <p>Quad Text Set PD</p>	<p>common planning time, TBT protocols,</p>
<p>16. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)</p>	<p>Form committee research ELA programs aligned to the Science of Reading</p> <p>Request Samples select programs to pilot</p> <p>review programs with Curriculum Evaluation Guidelines</p> <p>schedule professional development</p> <p>develop implementation plan with committee for roll out of program</p>	<p>TBT will develop grade appropriate unit plans by quarter (Quad Text Sets), using intentionality (using relevant data/informal and formal) in selecting standards to use for the TBT process</p> <p>staff participate in Quad Text set PD</p> <p>Academic Coordinator Facilitator trained for Quad Text Sets</p>	<p>Conduct training sessions for teachers (three common question types: Right There, Think and Search, and Author and Me.)</p> <p>co-plan with departments for subject specific implementation</p> <p>conduct walkthroughs to collect data on student performance in answer different question tytypes</p>
<p>17. Measure of Success</p>		<p>100% of staff trained creating quad text sets will utilize the lessons during instruction</p>	<p>teacher understanding and engagement; student improvement data (universal</p>



			screening data / OST&EOC data)
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**SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL**

*Describe how progress toward each learner performance goal will be monitored, measured and reported, consistent with all applicable privacy requirements.*

Warrensville Heights' Literacy Plan is founded on the District's mission statement of creating an educational environment that promotes curiosity, critical thinking, communication and collaboration while empowering scholars to be responsible, contributing members of our community, nation and world. To achieve this mission, progress monitoring is a critical piece in determining the effectiveness of the goals and strategies outlined in this plan.

The District Leadership Team (DLT) will meet a minimum of seven times annually. During these meetings, the DLT will review the District's literacy goals and objectives. The Director of Curriculum and Instruction will work with the Director of Scholar Intervention and Data to develop a District Testing Calendar that outlines internal and external assessments that allow time for progress monitoring. These individuals will also develop a data calendar prior to the beginning of each school year that outlines assessment data to be analyzed prior to DLT meetings. The [Comprehensive Assessment Plan](#) (CAP) is also distributed to staff to provide a guide on our assessment practices and expectations. Seventy percent of the DLT meetings will involve reviewing and analyzing data that aligns to goals of the Literacy Plan. As the team completes the 5-Step process, we will monitor the implementation and effect of the action steps in the plan.

Building Leadership teams will meet monthly. During the monthly meetings, BLTs will review school level data that aligns to schoolone plan of which are comprised of a school- wide literacy goal. Building teams will use Ohio's 5 Step Process (BLT and TBT) to analyze, strategize and monitor the student data at the building level.

The progress of the literacy plan will be reported to all stakeholders in a variety of platforms. During weekly Leadership Meetings led by the Superintendent, DLT members will share progress towards goals. BLT members will communicate building progress during monthly staff meetings and weekly bulletins/newsletters to all staff. The Superintendent will share data with community members during the State of the Schools Address and School Board Meetings.

## SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND PROFESSIONALS

### SECTION 8, PART A: EVIDENCE-BASED PRACTICES AND INTERVENTIONS TO SUPPORT LEARNERS

1. *Describe the specific evidence-based practices and interventions that will be used to improve language and literacy development. This description should include evidence-based practices supporting core literacy instruction, as well as evidence-based interventions.*
2. *For each evidence-based practice and intervention, identify the ESSA tier of evidence associated with that practice or intervention, and describe how the leadership team made that determination;*
3. *Describe how the proposed evidence-based practices and interventions support specific learner needs, as identified in Section 3; and*
4. *Describe how the evidence-based practices and interventions support children with developmental delays, disabilities, English learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans).*

The District Leadership Team (DLT) analyzed district/schoolwide data to determine the academic needs/root causes by completing the One Needs Assessment. DLT selected evidence-based practices that have been identified as ESSA Tiers- Strong Evidence (well-executed experimental) and Moderate Evidence (quasi-experimental study) to address the findings and support the language and literacy development continuum- Emergent Literacy, Early Literacy, Conventional Literacy and Adolescent Literacy.

Evidence-Based Practices:

- [Explicit Instruction](#) (Strong Evidence)
- [Teach a Set of Academic Vocabulary Words Intensively Across Several Days Using a Variety of Instructional Activities.](#) (Strong Evidence)
- [Provide small-group instructional intervention to students struggling in areas of literacy and English language development.](#) (Moderate Evidence)
- [Build children's knowledge of letters and sounds.](#) (Strong Evidence)
- [Teach students to decode words, analyze word parts, and write and recognize words.](#) (Strong Evidence)
- [Routinely use a set of comprehension-building practices to help students make sense of the text](#)(Strong Evidence)

- [Provide students with opportunities to practice making sense of stretch text \(i.e., challenging text\) that will expose them to complex ideas and information.](#) (Moderate Evidence)

To build emergent literacy skills, the Pre-Kindergarten use of the Early Learning Development Standards will guide literacy instruction. Students will begin to: (1) understand that words are made up of different sounds or phonemes, and that stringing these sounds together creates words and results in meaning through phonological awareness (Blake 2017) (2) to learn how to handle a book and begin to recognize the differences between letters and words through print awareness. Students also learn that the text is organized, and realize reading completed from left to right and from the top of the page to the bottom of the page (Black 2017), (3) develop vocabulary, (4) to tell a story or describe a sequence of events- narrative skills, and (5) begin to recognize different letters and their sounds- letter awareness.

The emergent literacy skills will serve as the foundation to build the early literacy skills. The Simple View of Reading components- decoding and recognition of word and language comprehension will help to develop students' proficient literacy skills, which are reflected in Ohio's Learning Standards. Reading comprehension scores can be predicted if decoding skills and language comprehension abilities are known (Farrell, Davidson, Hunter and Tina Osenga 2010). It has been determined by the Simple View formula that strong reading comprehension cannot occur unless both decoding skills and language comprehension abilities are strong. This practice will support beginning/struggling readers to learn to decode unfamiliar words using all the letters, and not using the first letter or the picture to guess when he/she comes to an unfamiliar word.

Literacy instruction will be guided by the district's English Language Arts Scope and Sequence to build kindergarten through twelfth grade conventional literacy skills, along with the Changing Emphasis of the Subskills of the Five Components of Reading (*Adapted from Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI), 2017*). The five components of reading are broken down by subgroups/grades- Phonemic Awareness (Kindergarten/First Grade (1<sup>st</sup> Semester)- Blend Segment), First Grade (2<sup>nd</sup> Semester) through fifth grade- Phoneme Analysis: Addition, Deletion & Substitution, Spelling Dictation) Phonics (Kindergarten/First Grade (1<sup>st</sup> Semester)-Sounds/Basic Phonics, First Grade (2<sup>nd</sup> Semester) through Third Grade-Advanced Phonics & Multisyllabic and Fourth through Fifth Grade (Multisyllabic & Word Study) Fluency (Kindergarten/First Grade (1<sup>st</sup> Semester) Sounds and Words, First Grade (Second Semester) through Third Grade- Words & Connected Text and Fourth/Fifth Grade-Connected Text, Vocabulary (Kindergarten/First Grade- Speaking & Listening, Second/Third Grade- Listening, Reading & Writing and Fourth/Fifth Grade- Reading/Writing) and Comprehension (Kindergarten/First Grade- Speaking & Listening, Second/Third Grade Listening, Reading & Writing and Fourth/Fifth Grade-Reading & Writing).

Warrensville Heights City School District will continue to implement a rigorous literacy approach within a 90-120 minute block to improve language and literacy development. Response to Intervention (RTI) will be used to detect students who are struggling readers by using the multi-tiered framework: Tier 1-Supplemental Instructions usual classroom routine (Differentiated Instruction), (2) Targeted more engaging interventions in small groups (Title I Reading Intervention Teacher and Extended Day) and (3) Intensive one-on-one Interventions (Warrensville Intervention Support Team- WIST).

SECTION 8, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

1. *Describe how the leadership team will offer/provide support for implementation of the identified evidence-based practices and interventions (professional learning, coaching, etc.).*
2. *Describe how the early childhood provider or LEA will ensure proposed evidence-based strategies in Section 8, Part A will be effective, show progress and **improve upon strategies utilized during the two prior consecutive years** (fidelity of adult implementation).*

The Curriculum and Instructional (C&I) department will provide professional learning opportunities that focus on the evidence based practices to support the language and literacy development continuum (Emergent Literacy, Early Literacy and Conventional Literacy), Simple View of Reading (SVR), district's scope and sequence that will guide the literacy instruction, Explicit Instruction, Multi-Tier Systems of Support and Data-Based Decision Making- Ohio Improvement Process. The Professional Development (PD) plan will encompass the topics indicated and will be offered before the start of school during the Blue and Gold Institute, and full/half day in-services throughout the school year. In addition, embedded professional development will occur during DLT, BLT, TBT, data and staff meetings.

Director of Scholar Intervention and Data will provide data analysis support to administrators and teachers by utilizing formative/summative data (i.e. statewide assessment, district adopted assessment and short-cycle) available in the district's instructional management system (i.e. Illuminate). They will use this data to identify if students have the skills/abilities outlined in the reading development stages. Walkthroughs will be conducted as well to determine if the strategies outlined in the Local Literacy Plan are evident during daily instruction. Feedback will be provided based on the observation findings.

The Ohio Improvement Process (OIP) will serve as the system for Data-Based Decision Making for the District Leadership Team (DLT), Building Leadership Team (BLT), and Teacher Based Teams (TBT). TBT will convene weekly to determine the number of students reading at grade level or below based on formative/summative assessments and student work collected. Teachers will be expected to implement the TBT five step-process with fidelity to improve

instructional practices/delivery of lessons to increase student achievement. In addition, TBT will use Response to Intervention (RTI) to determine how students respond to instruction, whether it's research-based core instruction, targeted instruction and intensive intervention. TBT will use MTSS to complete Step 3: *Establish shared expectations for implementing specific effective changes in the classroom* by- (1) addressing academic as well as the social, emotional and behavioral development of children (2) providing multiple levels of support for all learners, and (3) aligning resources and support for students receiving instruction (Hurst 2014). BLT will evaluate the adult implementation of the proposed evidence-based strategies and student performance as it relates to the data provided by TBT. DLT will review/analyze building level data to determine if the TBT/BLT protocols/evidence based strategies are implemented with fidelity to improve instructional practices and grade level proficiency by 7% or higher in reading.

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

**LEA/Early Childhood Provider or Consortium Lead Name:**

**Warrensville Heights City School District**

**IRN or ODE/ODJFS License Number: 045005**

**Professional Development**

**Contact Name/Phone Email:**

**Roxann Lozar**

**216-364-1017**

**roxann.lozar@whcsd.org**

**Goal:** Reading grade level proficiency will improve by 7% each year, as measured by the Ohio State Tests and/or state approved vendor assessment.

Sub goals:

1. Eighty (80%) percent of students in grades K-12 will meet their individual growth targets on the state approved vendor assessment and/or End of Course Exam.
2. Seventy (70%) of students who participated in the district's Prekindergarten program will score on track as measured by the state approved vendor assessment.
3. Forty-Five (45%) percent of students in grades 1-3 will move from not on track to on track each year as measured by the state approved vendor assessment.
4. Sixty (60%) percent of students in English II will be proficient on the End of Course Exam.

**Evidence-Based Practice or Intervention:**

1. Explicit Instruction

<ol style="list-style-type: none"> <li>2. Teach a Set of Academic Vocabulary Words Intensively Across Several Days Using a Variety of Instructional Activities</li> <li>3. Provide small-group instructional intervention to students struggling in areas of literacy and English language development</li> <li>4. Build children’s knowledge of letters and sounds</li> <li>5. Teach students to decode words, analyze word parts, and write and recognize words</li> <li>6. Routinely use a set of comprehension-building practices to help students make sense of the text</li> <li>7. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information</li> </ol>							
PD Description	Begin/ End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
Literacy Network Meetings	2023 - 2024	x	x	x	x	x	x
Word Level Reading and Foundational Skills PD (Wilson’s Foundations, Heggerty, etc.)	2023-2026	x	x	x	x	x	x
Science of Reading Training for staff	2023-2026	x	x	x	x	x	x
Selected team attends Literacy Academy offered by the state of Ohio	2023-2026	x	x	x	x	x	x
Disciplinary Literacy PD	2023 - 2026	x	x	x	x	x	x
Explicit Instruction PD	2023-2026	x	x	x	x	x	x

LETRS / LETRS for Early Childhood	2023-2026	x	x	x	x	x	x
Resources Required	Outcomes/Evaluation						
1. Trainers on Explicit Instruction	<p>1. Districtwide implementation of elements of explicit instruction in planning and instructional delivery.</p> <ul style="list-style-type: none"> <li>Eighty (80%) percent of students in grades K-12 will meet their individual growth targets on the state approved vendor assessment and/or End of Course Exam.</li> </ul>						
2. Funding for Heggerty and Wilson’s Foundations kits, trainers, and coaching consultants	<p>2. Districtwide daily Foundations instruction in grades PK-3 in order to move students from not on track to on track.</p> <ul style="list-style-type: none"> <li>Seventy (70%) of students who participated in the district’s Prekindergarten program will score on track as measured by the state approved vendor assessment.</li> <li>Forty-Five (45%) percent of students in grades 1-3 will move from not on track to on track each year as measured by the state approved vendor assessment.</li> </ul>						
3. Funding for professional development on the Science of Reading	<p>3. Select and use evidenced-based language and literacy programs and practices to support instruction.</p> <ul style="list-style-type: none"> <li>Sixty (60%) percent of students in grades 1-3 will move from not on track to on track each year as measured by the state approved vendor assessment.</li> </ul>						
4. Trainers on Quad-Text Sets Funding for Literacy Adoption programs / Professional Development	<p>4. Implement Quad-Text Sets in instructional planning and delivery. Research, Pilot and Select a High-Quality Instructional Program for Tier 1 Core ELA implementation.</p> <ul style="list-style-type: none"> <li>Sixty (60%) percent of students in English II will be proficient on the End of Course Exam.</li> </ul>						

**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.

The Professional Development extends over a 3 year period to align with the 3 year One Plan and the District's five year financial forecast.

**Intensive:** Focused on a discreet concept, practice or program.

Evidence-based reading programs such as Wilson's Foundations and Heggerty are expected to be implemented daily and with fidelity as a part of our instructional program. Evidence based practices that build foundational reading skills and are aligned with the scientific research of reading will guide our instruction at the primary level.

**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.

The DLT, BLT, and TBTs work together and attend PD sessions to accomplish reading achievement goals. Staff members attend training applicable to particular programs and collaborate with other team members to ensure full implementation.

**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.

All evidence-based practices are expected to be fully implemented as a part of our instructional program. Staff will be trained to utilize the evidenced-based practices in order to improve our scholar's knowledge of reading skills aligned to the Simple View of Reading.

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

The district needs assessment data shows a need to increase and maintain reading achievement. Providing the appropriate PD ensures that the participants have the required knowledge to implement the programs selected to assist in reaching the district goals.



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

Teachers are expected to apply their learning and put strategies into practice in their classrooms.

## APPENDICES

*You might include a glossary of terms, data summary, key messages, description of program elements, or any other information as needed.*