



March 4, 2024

Dear Superintendent Hoover:

Thank you for submitting the Waverly 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:

- Implementation of evidence-based strategies with explicit instruction for students based on the science of reading.
- The district identified learning targets and outlined a plan to communicate expectations with staff.
- The plan identifies and describes several factors contributing to reading achievement that are supported by data such as adult implementation of evidence-based practices.

This plan will benefit from:

- Using the data analysis to address Tier 1, 2, and 3 instruction.
- A description of progress monitoring tools and protocols for students who are not making progress.
- A more detailed description of how the professional development is sustained, job-embedded, and collaborative.

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

DISTRICT IRN: 049148

DISTRICT ADDRESS: 1 Tiger Drive, Waverly OH 45690

PLAN COMPLETION DATE: 12/19/23

LEAD WRITERS: Melissa Marquez, Assistant Superintendent

Ashlee Stulley, Director of Special Services

Sarah Roberts, Intervention Specialist

Sarah Ward, Primary Principal

Joel Shepherd, Intermediate Principal

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](#).

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.

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

Name	Title/Role	Location	Email
Bill Hoover	Superintendent	Central Office	bill.hoover@waverlytigers.net
Becki Peden	Treasurer	Central Office	becki.peden@waverlytigers.net
Ashlee Stulley	Director of Special Programs	Central Office	ashlee.stulley@waverlytigers.net
Melissa Marquez	Assistant Superintendent	Central Office	melissa.marquez@waverlytigers.net
Sarah Ward	Principal	Primary	sarah.ward@waverlytigers.net
Joel Shepherd	Principal	Intermediate	joel.shepherd@waverlytigers.net
Ferdi Marquez	Principal	Junior High	ferdie.marquez@waverlytigers.net
Sara Ramsey	Principal	High School	sara.ramsey@waverlytigers.net
Linda McAllister	Teacher	Primary	linda.mcallister@waverlytigers.net
Jessica Spriggs	Teacher	Primary	jessica.spriggs@waverlytigers.net
Cindy Gowen	Teacher	Intermediate	cindy.gowen@waverlytigers.net
Jodi Gillen	Teacher	Intermediate	jodi.gillen@waverlytigers.net
Gerri Lambert	Teacher	Junior High	gerri.lambert@waverlytigers.net
Courtney Gillott	Guidance Counselor	Junior High	courtney.gillott@waverlytigers.net
Brenda Walls	Teacher	High School	brenda.walls@waverlytigers.net
Matt Dunn	Teacher	High School	matt.dunn@waverlytigers.net
	Board Member		
	Parent		

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.

The Waverly City School District was made aware of the READING ACHIEVEMENT PLAN (RAP) via letter to the superintendent. Mr. Hoover then sent Mrs. Marquez, Mrs. Ward, Mr. Shepherd, and Mrs. Roberts to a meeting with SST 15 in Piketon at the Ohio State University South Center. The team that was sent was trained on how to write the reading

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achievement plan and then scheduled a meeting later in the week to meet as a team to pull data and begin the writing process of the RAP.

The team met on November 30th, 2023 and reviewed the data from our Pre-K-3 students. Using our data collected from the iReady ELA Diagnostic “on track and not on track” scores along with the 3rd grade state test, the RAP team found the percentage of students not on track and not meeting state proficiency standards to be improving. However, the gap between the Tier 1, 2 and 3 student performance is not closing at a fast enough rate for students to meet proficiency standards on the ELA third grade state test.

The team reviewed current instructional materials and practices along with the Waverly Primary Literacy Plan. We recognized that the underlying issues of adult implementation of these approved practices impacted our students' overall reading achievement.

The team then developed the reading achievement plan with the purpose of creating a system that is built around explicit instruction and the science of reading with increased accountability and monitoring.

This is Waverly City Schools' initial reading achievement plan and was developed by the RAP team and will be communicated to all stakeholders. Mr. Hoover, superintendent of Waverly City Schools will present the RAP to the district at the January 3rd inservice meeting.

The district leadership team will be responsible for communicating the vision, goals, and action steps for the reading achievement plan to staff, students, and stakeholders. The leadership team will also be responsible for monitoring the implementation and progress of the plan through data collection (walk-throughs, assessments, surveys, etc.) and coaching workshops embedded into teacher-based team meetings.

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.

Waverly City School District is located in a rural community located in Pike County in southern Ohio. Waverly City Schools District reports 66% of the students are living in poverty. According to the most recent Census Bureau reports 19.2 % of the county is living in poverty which is higher than the state and nation. With the median household income of the county at \$44,961, the state average at \$61,938 and the national average at \$69,021, the community surrounding the school district is low income and clearly falls short economically. Data shows the median household income is lower in the county compared to the state and nation, while the unemployment rate is higher in the district compared to the state and nation. Unemployment rate of the county is 4.3% , while the state is 3.6%, and the nation is 3.5%. According to the most current data from the US Census Bureau, 14.7% of adults living in the county have a college degree. Ohio's average is 29.7% of adults living in the state have a college degree.

Our district needs assessment using the decision framework identified concerns in students' English Language Arts performance and adult implementation of research based instructional strategies.

To address these needs, the district has implemented an improvement plan which includes the following goals:

1. The team will focus on adult implementation practices of research based instructional strategies with the use of administrative walk-throughs with timely feedback, utilizing a checklist, revising the current PreK-3 classroom schedule to maximize literacy instructional time, and provide support of a reading coach to PreK-3 teachers.
2. Another goal will be to improve the PreK-2 on track early literacy scores and increase 3rd grade state ELA spring scores.

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

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

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

- **The Kindergarten Readiness Assessment,**
- **Ohio's State Test for English language arts assessment for grades 3-8,**
- **K-3 Reading diagnostics (include subscores by grade level),**
- **The Ohio English Language Proficiency Assessment (OELPA)**
- **The Alternate Assessment for Students with Significant Cognitive Disabilities and benchmark assessments, as applicable.**

KRA Data

Year	Emerging	Approaching	Demonstrating
2021-22	37.8%	36.3%	29.7%
2022-23	38.3%	32%	29.7%
2023-24	33.1%	34.7%	32.3%

Third Grade ELA Ohio State Test

Year	ELA Overall Proficient
Spring 2021	30.17%
Spring 2022	42.1%
Spring 2023	50.5%

Kindergarten- Third Grade On-Track/Not-On Track Data

Kindergarten Data

Reading Diagnostic	Percentage On Track	Percentage Not On Track
Fall 2021	60.8	19.2
Fall 2022	70.5	29.5
Fall 2023	87	13

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First Grade Data

Reading Diagnostic	Percentage On Track	Percentage Not On Track
Fall 2021	54.7	45.3
Fall 2022	76.2	23.8
Fall 2023	84.5	15.5

Second Grade Data

Reading Diagnostic	Percentage On Track	Percentage Not On Track
Fall 2021	36.8	63.2
Fall 2022	71.8	28.2
Fall 2023	85.4	14.6

Third Grade Data

Reading Diagnostic	Percentage On Track	Percentage Not On Track
Fall 2021	11.7	88.3
Fall 2022	49.1	50.9
Fall 2023	58.9	41.1

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Kindergarten-Second Grade iReady Fall Diagnostic % of students 2 grade levels below

Year	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Comprehension
2021-2022	15%	29%	25%	19%	18%
2022-2023	13%	23%	24%	22%	15%
2023 Fall	12%	20%	23%	21%	17%

Third Grade iReady Fall Diagnostic % of students 2 grade levels below

Year	Overall iReady Score
2021-2022	40%
2022-2023	28%
2023	46%

OELPS

Year	Emerging	Progressing	Proficient
2023-2024	75%	25%	0%

Alternate Assessment 3rd Grade

Year	Limited	Basic	Proficient	Accelerated	Advanced
2020-2021 (1 student)	100%	0%	0%	0%	0%
2021-2022 (4 students)	100%	0%	0%	0%	0%
2022-2023 (2 students)	50%	0%	50%	0%	0%

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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.

1. Learners who “start behind, stay behind”-Although learners make progress from year to year, research supports students who begin kindergarten behind typically stay behind throughout their school career. Some contributing factors as why students are entering Kindergarten academically behind include:
 - a. According to the 2022 Ohio Department of Education data, 99.8% of students attending Waverly City School District were reported as living in poverty.
 - b. % of Waverly City students are categorized as students with disabilities compared to state average of %
 - c. 2022 Median household income for Pike County is \$36,435 per year. The median household income for Ohio is \$67,520 per year.

These external factors are believed to contribute to the low reading achievement in Waverly City School District. Although we have no control over these external factors. The district is addressing these external factors through school wide professional development...

2. Instructional practices- data indicates it is evident instructional practices are missing or not being implemented with fidelity.
 - a. Waverly Primary currently has a Literacy Plan in place. This plan outlines written guidelines for teachers aligning the instruction to the 5 Big Ideas of Reading. The literacy plan indicates Tier 1 instruction will include: Phonological Awareness instruction: Heggerty, Phonics instruction: IMSE-Orton Gillingham, Vocabulary instruction: Ready, Fluency instruction: Decodable Readers, Fluency Passages, Orton-Gillingham aligned materials, Comprehension instruction: Ready
 - b. In addition the plan outlines Non-Negotiables including:
 - i. Tier 1 instruction: 90 minutes of Consecutive Literacy Instruction including 15 minutes of Heggerty, 45 minutes of OG, 30 minutes Ready, 60 minutes small group instruction
 - ii. Tier 2 instruction: 30 minutes 3x week of additional targeted instruction based on assessment information by the general education teacher.
 - iii. Tier 3 instruction: 30 minutes 5x week of additional targeted instruction based on assessment information by an intervention specialist.
3. District infrastructure/support for teachers- Our team found through data and root cause analysis that we lack effective support for teachers to provide literacy instruction specifically:
 - a. District administrators are unable to adequately ensure effective instruction due to time constraints.
 - b. Although the district has provided professional development on the science of reading, the district has not provided adequate coaching to teachers in grades PreK-3 regarding implementation of literacy instruction.
 - c. PreK-3 is housed in two buildings on campus, the Primary building and Intermediate building. The current schedule for grade levels does not provide a 90 minute block of uninterrupted literacy instruction.

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.

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The root cause of Waverly City Schools low reading achievement is adult implementation of literacy instruction with fidelity which can be remedied by a system of checks by administration.

Q: Why are k-3 students at Waverly City Schools diagnostic scores not moving them from off track to on track?

A: Because they are not making more growth to close the achievement gap.

Q: Why are they not making more growth to close the achievement gap?

A: Because it can't be guaranteed that instructional practices are being implemented with fidelity.

Q: Why can it not be guaranteed that instructional practices are being implemented with fidelity?

A: Because there is no system for checking regularly that best practices are being implemented.

Q: Why is there no system for checking regularly that best practices are being implemented?

A: Because there is no organized structure for these practices.

Q: Why is there no organized structure for these practices?

A: Because of building administration turnover for grades k-3, this has not been implemented.

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

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

School Performance Goal:

Increase the percentage of 3rd grade students at or above grade level from 50.5% (Spring of 2023) to 65% on the state of Ohio ELA spring assessment by the spring of 2026.

Sub goals

Building Goal

During the 2023-24 school year the district literacy team will develop a reading achievement plan for the buildings to increase literacy and implementation with fidelity.

Kindergarten Goal

Decrease the percentage of kindergarten students not on track by 5% during the academic year.

1st Grade Goal

Decrease the percentage of 1st grade students not on track by 5% during the academic year.

2nd Grade Goal

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

Decrease the percentage of 2nd grade students not on track by 5% during the academic year.

3rd Grade Goal

Increase the percentage of students scoring proficient or greater on the state of Ohio's spring ELA tests by 15% by the spring of 2026.

Adult Implementation Goals

By June 1st of 2024 building administrators will conduct bi-weekly walkthroughs and to collect adult implementation on literacy instruction.

Existing staff have been trained in Heggerty and the Ready Reading Curriculum, administration and the district literacy team will make sure that new and future hires are trained.

Each year more staff members will receive Orton Gillingham training as designated by administration and the district literacy team.

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: Increase percentage of 3rd grade learners meeting or exceeding third grade proficiency standards from 50.5% to 65% by spring 2026, as measured by the Ohio's State ELA Tests.

Evidence-Based Strategy or Strategies: Adult implementation of evidence-based programs, which have been selected by the DLT, will be monitored for fidelity.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Creation of fidelity checklist to be used by administration.	Schedule & Coach	Monitoring progress of adult implementation of literacy non-negotiables
Timeline	January 2024-June 2024	January 2024-January 2025	January 2025-January 2026
Lead Person(s)	RAP Team	District Administration Building Administration SST	District Administration Building Administration Reading Coach
Resources Needed	Orton-Gillingham, Heggerty, and Ready suggested implementation guides. District Non-negotiables for literacy	Current Master Schedule for grades PreK-3 Schedules for "specials" teachers	Walk through checklist Rubric for teacher fidelity Data collection from monitoring
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Create walkthrough schedule. Create criteria/look fors Administrator will attend Orton-Gillingham training.	Meet with representative from SST who will look at master schedules and give ideas Change PreK-3 master schedules to be most conducive for literacy acquisition	Track data from walkthroughs and the monitoring of teacher implementation of literacy non-negotiables. Administration and reading coach will analyze data to check for the measure of success.

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

	Action Step 1	Action Step 2	Action Step 3
		Give K-3 educators new schedules	
Measure of Success	Rubric for measuring teacher fidelity based on checklist	Adult implementation with fidelity of programs based on walkthrough checklist.	Data will show that non-negotiables are being implemented.
Description of Funding	Payment for administrator and new staff to attend OG training.	Payment for a Reading coach to receive additional PD and coverage for coaching days.	Payment for coaching coverage days.
Check-in/Review Date	June 2024	January 2025	January 2026

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

Goal # 2 Action Map

Goal Statement: The number of students who are not on track in K-2 will be decreased by 5% each school year.

Evidence-Based Strategy or Strategies: Educators will use evidence-based programs to teach all components of literacy.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Orton-Gillingham, Heggerty, Ready Reading Curriculum	Restructuring of grade level schedules	Gather and analyze data from each grade level in order to track number of students on and not on track
Timeline	January 2024-June 2024	January 2024-January 2025	January 2024-June 2026
Lead Person(s)	Building Administration Grade Level Teachers Intervention Specialists	District Administration Building Administration SST	Grade level teacher Building Administration Reading Coach District Administration
Resources Needed	OG Resources (phonics cards, blending boards, kinesthetic manipulatives, etc), Heggerty book, Ready literacy book and workbooks	PreK-2 grade level schedules district "special class" schedules	iReady Diagnostic data OG diagnostic data progress monitoring data admin created spreadsheets for data input time to collaborate with colleagues about data
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Refresher PD as needed for implementation with fidelity, PD for incoming staff, PD for building administration	Meet with SST and make plans to rearrange PreK-2 grade level schedules as needed to increase literacy time in classrooms	Teachers and administration will input multiple data into spreadsheets that will allow for the analysis of data. Will track what is working in order to move students toward on track scores.
Measure of Success	iReady Diagnostic	iReady Diagnostic	iReady Diagnostic

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

	Action Step 1	Action Step 2	Action Step 3
Description of Funding	Funding for PD and needed materials		Funding for coverage in order for collaboration between colleagues to happen.
Check-in/Review Date	June 2024	January 2025	June 2026

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.

Administration and the district literacy team will monitor the progress of the reading achievement plan using the following tools:

- Tiered reading instruction
- Classroom walkthroughs
- Literacy centered schedule for dedicated reading instruction and additional tier 2 and tier 3 interventions.
- Monitored lesson plans
- Bi-weekly literacy walkthroughs
- Reported on OTES (Differentiation, Assessment, and Professional Responsibility)
- Will reassess to align with reading science and DEW's approved list when the list is published.

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

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.*

Waverly City School District implements evidence-based strategies that are being embedded into grade level instructional plans, district improvement plans, and reading monitoring plans.

Waverly City Schools' Reading Achievement Plan will include instructional plans and RIMPS that include the following evidence-based strategies implemented through a multi-tiered system of support to address specific students literacy needs and improve instruction:

1. We will teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. Through literacy training, professional development sessions, and TBT conversations, Waverly is providing training, support, and monitoring of the teaching of Reading Comprehension Skills through a variety of evidence based strategies. These evidence based strategies include: teacher modeling, explicit instruction, and use of formative assessments to monitor and drive instruction, engage students in conversations that support language development, comprehension, and teaching academic vocabulary through reading activities.
2. We will help students develop awareness of the segments of sound in speech and how they link to letters. We teach students to recognize and manipulate segments of sound in speech and how they link to letters. We teach students to recognize and manipulate parts of sound in speech through Heggerty Curriculum. It uses word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness.
3. We will teach students to decode words, analyze word parts, and write and recognize words. This will be done through direct and explicit instruction using Orton Gillingham. Students are taught to blend letter sounds. They are also instructed on spelling patterns and how they sound. Students work on these skills by reading decodable words on their own and in text. Students are taught regular and irregular high frequency words so they can recognize them easily. They are introduced to non-decodable words that are important for the text's meaning.
4. Students will be involved in reading activities that support reading accuracy, fluency, and comprehension through decodable text, tiered reading groups to model strategies, scaffolding of instruction and rich literature read aloud.

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

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

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

Waverly City Schools is committed to evidence based strategies and ensures they are implemented and supported systematically. We will ensure the effectiveness of implementation of these strategies through monitoring the progress of adult implementation. We will use the following measures to monitor effective implementation.

Note: Waverly City Schools have implemented a district wide Ohio Improvement plan that emphasizes improving teaching and learning PreK through 12th grade. Waverly City Schools will utilize walkthroughs to monitor the implementation of teaching and learning strategies. The walkthrough data will be reported to the building leadership teams. The DLT and BLT will make necessary adjustments and provide teacher support as the data suggests. The effectiveness of strategies will also be closely monitored by analyzing beginning, middle, and end of the year i-Ready data.

1. Observations and Walkthroughs: Waverly City schools will provide professional development which will address the reading achievement plan and gaps in our processes. The administration will conduct regular classroom observations to assure teachers are effectively implementing high-yield teaching strategies. These teaching strategies include explicit instruction of Tier 2 vocabulary, following the scope and sequence of the IMSE Orton-Gillingham phonics curriculum, using decodable readers, spaced retrieval practice, reading connected text daily to support reading accuracy and fluency . The principal will use the walkthrough form to increase admin-teacher collaboration, by providing verbal and written feedback to the teachers on evidence of the discussed strategies during each walkthrough. This feedback will be provided to teachers in a timely manner, and will be included in data collection activities, to be analyzed by building leadership and teacher based teams, used to make adjustments and improvements to implementation of effective classroom teaching strategies. Other assurances monitored throughout the process is to assure that:

*Non-negotiables are being included in daily instruction such as: phonics awareness (Heggerty), phonics instruction (Orton-Gillingham), explicit instruction, and exposure to rigorous grade level vocabulary, fluency, and comprehension using Ready Reading curriculum, and individualized, targeted, skill-based interventions for off track students.

2. Teacher and building level teams: As part of a professional learning community, each teacher is a valued member of our collaborative teacher-based team. The TBTs through collaboration will improve instruction, promote teacher professional growth, and to establish procedures for effective implementation of evidence-based strategies to address student learning needs. This collaboration focuses on data analysis, teaching and learning through the lens of Ohio's five step improvement process. The work of TBT's guide, support, and monitor the adult implementation of the identified strategies.

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

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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.*

The professional development plan for our teachers supports the 5 Big Essential Components of Reading. Teachers will participate in high quality professional development on inservice days, during TBT/BLT meetings, and through release time. All PreK-3 teachers will be trained in Orton Gillingham phonics instruction and Heggerty's Phonemic Awareness. In addition, all teachers will complete the 18 hour dyslexia modules. Adult implementation of Orton Gillingham, Heggerty and the Science of Reading will be monitored by the administration to determine the need for additional professional development.

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

APPENDICES

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

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