



March 4, 2024

Dear Superintendent Brewster:

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

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

Strengths of the Reading Achievement Plan:

- Plan discusses teacher walkthrough cycles that include educator feedback for continuous improvement.
- Inclusive data sets presented.
- Use of Ohio Improvement Process feedback loops/communication.


This plan will benefit from:

- Plan references coaching in certain sections – adding a coaching element to the professional development plan may be advantageous.
- Action map goal statements may benefit from more specificity, including stated measure(s) of success.
- Heading of section 3 part C is missing but reviewer found a root cause/collaborative problem solver model in section 4.

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

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

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: Western Local School District

DISTRICT IRN: 049155

DISTRICT ADDRESS: 7959 State Route 124
Latham, OH 45646

PLAN COMPLETION DATE: December 15th, 2023

LEAD WRITERS: Peter Dunn, Director of School Improvement, Western School District
Bethany Whitt, Principal, Western Primary
Kim Montavon, Literacy Coach, Western Primary
Lori Morrison, Reading Intervention, Western Primary
Joy Knauff, Reading Intervention, Western Primary
District and Building Leadership Team

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 headings marked with an asterisk are required by state law.

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

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

Name	Title/Role	Location	Email
Brock Brewster	Superintendent	Western Board Office	brock.brewster@westernlocalschools.com
Tyler Cooper	Treasurer	Western Board Office	tyler.cooper@westernlocalschools.com
Peter Dunn	School Improvement	Western Board Office	pete.dunn@westernlocalschools.com
Bethany Whitt	Primary/Elementary Principal	Western Prim./Elem.	bethany.whitt@westernlocalschools.com
Beth Alexander	Special Education Sup.	Western Board Office	beth.alexander@westernlocalschools.com
Sherry Hall	Board President	Western Board Office	sherry.hall@westernlocalschools.com
Crystal Guilkey	Guidance Counselor	Western Elementary	crystal.guilkey@westernlocalschools.com
Kim Montavon	Reading Intervention	Western Primary	kim.montavon@westernlocalschools.com
Joy Knauff	Reading Intervention	Western Primary	joy.knauff@westernlocalschools.com
Lori Morrison	Reading Intervention	Western Primary	lori.morrison@westernlocalschools.com
Dawn Durham	Primary Teacher	Western Primary	dawn.durham@westernlocalschools.com
Amy Taylor	Primary Teacher	Western Primary	amy.taylor@westernlocalschools.com
Tiffany Smith	Primary Teacher	Western Primary	tiffany.smith@westernlocalschools.com
Cindy Rhoades	Intervention Teacher	Western Primary	cindy.rhoades@westernlocalschools.com
Audra Haaf	School Psychologist	Western Primary	audra.haaf@westernlocalschools.com
Mindie Young	Speech Language Pathologist	Western Primary	mindie.young@westernlocalschools.com
Lisa Knisley	Parent Representative	Parent Teacher Org.	lisa.knisley@westernlocalschools.com

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

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

The District Leadership Team (DLT) initially began the work on the READING ACHIEVEMENT PLAN (RAP) in October 2017. At that time the DLT first reviewed Early Literacy Data presented by the Primary Building Leadership Team. This data included K-3 Literacy Grades on the Local Report Card as well as Benchmark and Progress Monitoring Data from AIMSWEB and iREADY. The DLT continued to gather Literacy Data from the grade level assessments, complete a deep analysis of the data, determine the contributing factor(s) and/or barriers to literacy, and present the findings to the DLT.

The data and supporting evidence revealed that our K-3 students are significantly and universally deficient in Phonological Awareness Skills. Although other areas were also critically low (Phonics, Vocabulary, Fluency and Comprehension), Phonological Awareness was shown to be the contributing component impacting these other areas. For example, Student Vocabulary was low (a common trait in areas of Generational Poverty like Western Pike County), however students were unable to decode even words in which they were familiar, because they lacked the Phonological Awareness Skills that would help them recognize those words. According to researchers on Poverty (Ruby Payne, Eric Jensen) from birth to five years of age, children of poverty are exposed to 30,000 words less than their peers from wealthy families. The DLT recognized that limited vocabulary, from literacy deprived homes, is a definite barrier. However, the DLT felt that the data reflected a deeper, underlying issue: the deficiency in Phonological Awareness Skills. The argument being that even if we placed students in a more literacy rich environment, without the Phonological Awareness Skills they would still be unable to decode the words to which they had now been exposed. After some discussion, the DLT examined evidence-based strategies to address the barriers to Literacy. The Reading Achievement Plan was developed with the purpose of creating a system of instruction, built around explicit instruction in Phonics and Phonological Awareness, while exposing the students to literacy rich environments.

Updates and revisions have been made throughout the last 6 years. This Edition (December 2023) of the Reading Achievement Plan reflects the progress and adjustments made as we continue to refine our practice based upon student needs and a growing knowledge of best practices to support early literacy development based on the Science of Reading.

The District Leadership Team and Building Leadership Teams established through the Ohio Improvement Process will be responsible for communicating the Vision, Goals, and Action Steps of the Reading Achievement Plan to staff, students, families, and community stakeholders. The Leadership Teams 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*

Western Local School District is in the final year of the first cycle of the ONE PLAN. Our strategic 3 year plan consisted of 6 Goals with scheduled Action Steps. The First 3 goals were based upon instructional needs and included the implementation of an Instructional Framework that embedded evidenced-based instructional practices into every lesson, strengthening core instruction through targeted-explicit instruction around student literacy needs, and reframing our multi-tiered system of supports to meet the academic needs of our students. The two goals in the READING ACHIEVEMENT PLAN (Job-Embedded Literacy Professional Development in Literacy Instruction and Targeted Reading Instruction through an Multi-Tiered System of Supports) are directly aligned to the instructional goals of our ONE PLAN and are in support of, or supported by, the other 3 goals of the ONE PLAN (Improving Attendance, Incorporating an Early Warning System, and IMproving Postsecondary Outcomes for Students).

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

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

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

KINDERGARTEN DATA

KRA Percentage of students BELOW level Data includes SWD		
	FALL 2022	FALL 2023
Demonstrating	20%	28%
Approaching	22%	14%
Emerging	58%	58%

Emerging: Students demonstrate minimal foundational skills and behaviors that prepare them for instruction based upon kindergarten standards.

Approaching: Students demonstrated some foundational skills and behaviors that prepare them for instruction based upon kindergarten standards.

Demonstrating: Students demonstrated foundational skills and behaviors that prepare them for instruction based upon kindergarten standards.

Consistently, 70% of students entering Kindergarten, lack the foundational skills and behaviors necessary for instruction based upon Kindergarten standards.

Heggerty Data Percentage of students BELOW level Data includes SWD							
	BASELINE 2022 51 students	FIRST QUARTER 2022 51 students	SECOND QUARTER 2023 50 students	THIRD QUARTER 2023 49 students	FOURTH QUARTER 2023 47 students	BASELINE 2023 63 students	FIRST QUARTER 2023 63 students
Upper Case Letter Recognition	63%	43%	34%	N/A	N/A	52%	28%
Lower Case Letter Recognition	67%	43%	32%	20%	15%	56%	38%
Letter Sound Identification	78%	61%	44%	26%	12%	87%	56%
Rhyme Recognition	17%	13%	12%	36%	23%	24%	13%

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AIMSweb PLUS Percentage of students BELOW level Data includes SWD						
	FALL 2022	WINTER 2023	SPRING 2023	FALL 2023	WINTER 2024	SPRING 2024
Initial Sounds	56%	33%	N/A	44%	31%	
Letter Naming Fluency	62%	37%	19%	54%	23%	
Letter Word Sound Fluency	N/A	29%	19%	N/A	24%	
Nonsense Word Fluency	N/A	31%	11%	N/A	N/A	
Phoneme Segmentation	N/A	33%	11%	N/A	36%	

FIRST GRADE DATA

AIMSweb PLUS Percentage of students BELOW level Data includes SWD						
	FALL 2022	WINTER 2023	SPRING 2023	FALL 2023	WINTER 2024	SPRING 2024
Phoneme Segmentation	29%	N/A	N/A	28%	N/A	
Letter Word Sound Fluency	52%	N/A	N/A	46%	N/A	
Nonsense Word Fluency	27%	25%	22%	22%	15%	
Oral Reading Fluency	72%	49%	61%	56%	38%	

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Heggerty Data Percentage of students BELOW level Data includes SWD						
	FALL 2022 43 students	WINTER 2023 37 students	SPRING 2023 41 students	FALL 2023 37 students	WINTER 2024	SPRING 2024
Identify Initial Sounds	16%	46%	37%	8%		
Identify final sound	14%	5%	5%	24%		
Identify middle sound	27%	14%	39%	41%		
Blending Phonemes	21%	41%	15%	14%		
Segmenting Phonemes	26%	70%	56%	24%		

SECOND GRADE DATA

AIMSweb PLUS Percentage of students BELOW level Data includes SWD						
	FALL 2022	WINTER 2023	SPRING 2023	FALL 2023	WINTER 2024	SPRING 2024
Oral Reading Fluency	48%	51%	40%	61%	61%	

THIRD GRADE DATA

AIMSweb PLUS Percentage of students BELOW level Data includes SWD						
	FALL 2022	WINTER 2023	SPRING 2023	FALL 2023	WINTER 2024	SPRING 2024
Oral Reading Fluency	59%	56%	54%	39%	41%	
Comprehension	12%	22%	27%	10%	14%	
Vocabulary	37%	20%	29%	12%	24%	

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iReady Percentage of students BELOW level Data includes SWD						
	FALL 2022	WINTER 2023	SPRING 2023	FALL 2023	WINTER 2024	SPRING 2024
Phonics	56%	35%	17%	28%	13%	
High Frequency Words	35%	16%	13%	7%	6%	
Vocabulary	42%	47%	10%	30%	32%	
Comprehension Literature	50%	35%	15%	26%	26%	
Comprehension Informational	54%	33%	13%	41%	26%	

AIR Scores Percentage of students BELOW level Data includes SWD				
	FALL 2022	SPRING 2023	FALL 2023	SPRING 2024
Basic/Limited	63%	62%	67%	

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

There are many factors contributing to Low Reading Achievement

- **Improving Teacher Quality:** Teachers can make the biggest difference in ensuring the academic success of their students, regardless of other factors.
- **Reducing Truancy and Chronic Absenteeism:** If students are not at school, they fall further behind. The research is abundantly clear. Attendance Matters.
- **Ensuring Access to Quality Early Learning and Interventions:** Head Start/Preschool is housed in our building but managed through a different entity and we have no control over their curriculum or instruction.
- **Addressing the Needs of our Transient Population:** We have many students who have been court-placed, residing in foster care, facing homelessness, or experiencing temporary housing. There are many diverse factors and issues associated with these living arrangements that impact student learning.
- **Raising Adult implementation and Teacher Efficacy:** When groups of teachers set high expectations for their students, not using poverty as an excuse for poor achievement, but rather believing that working together to implement targeted, evidenced based instructional practices every student can succeed, the impact on achievement (1.57 effect size), according to Hattie, is greater than the influence of Socio-Economic Status (0.54 effect size). (Source: <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>)
- **Overcoming the Adverse Effects of Generational Poverty:** Poverty has been that barrier, contributing to delays in literacy development. Children's language skills are linked to their economic backgrounds. As stated in Section 2, 98% of our district lives in poverty. By 3 years of age, there is a 30 million word gap, between children from the wealthiest and poorest families (Teaching Young Children, The Word Gap: The Early Years Make the Difference, 2014). The Hart & Risley study, 1995, describes the results of children on welfare, the children of the average working-class and the children of those in a professional family: average child on welfare had half as much experience with language per hour as the average working-class family and less than one-third of a child in a professional family.
- **Providing Trauma-Informed Care:** Many of our students are also exposed to varying degrees and types of trauma. Much of this trauma is attributed to drug and alcohol abuse of caretakers. When you compare the effects of trauma (delayed or distorted brain development, emotional instability, lower IQ scores, academic struggles, and a host of physical, emotional, and psychological deficits) with many of our students' academic profiles (from assessments, Evaluation Team Reports, behavioral referrals, and performance data) the correlation is astounding.
- **Reaching Students with Disabilities:** We have a higher rate of students identified with a disability (22%, with over 30% of those identified with an Intellectual Disability, extremely higher than the state average). All of these numbers are extreme when compared to state averages and other districts. As this data indicates, strong Early Literacy instruction is imperative to students being ready for Kindergarten.

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

After reading Ohio's Plan to Raise Literacy Achievement, we understand that to build educator capacity to deliver instruction that is aligned to the Simple View of Reading requires leaders to provide intensive, sustained, embedded, collaborative and instructionally focused professional learning and coaching that is aligned to the science of reading.

At Western Local School District, we recognize literacy, the ability to read, write, and communicate effectively with comprehension, as a fundamental necessity for education. Scarborough's Reading Rope identified language comprehension and word recognition as necessary domains of literacy. Each domain consists of multiple components that contribute and are essential for developing literacy. Through the analysis of data aligned to Scarborough's Reading Rope, the word recognition domain was identified as a priority focus at the primary level. Within this domain, phonics and fluency were identified as components with the most critical needs, based on the analysis of diagnostic, formative, and summative assessments. Our Primary has developed Grade Level Instructional Plans with measurable student goals, aligning to the needs of phonics and fluency to build toward improvement on 3rd Grade Performance on the Ohio State Reading Assessment.

We decided to use the Collaborate Problem Solving model from Ohio's Plan to Raise Literacy Achievement. This means we first begin with a universal screener (AIMSweb PLUS) for all students to identify students who may not be on track to reach literacy outcomes. We then give diagnostic assessments to students whose screening data shows a need for additional support. In our primary we use SLA measures in AIMSweb PLUS, LETRS spelling inventory, IMSE diagnostic assessments, and the PAST and Heggerty assessments. This allows us to refine our Tier 1 and Tier 2 instruction based on the needs of our students. We then progress monitor students weekly to allow us to monitor the effectiveness of our instruction for our students.

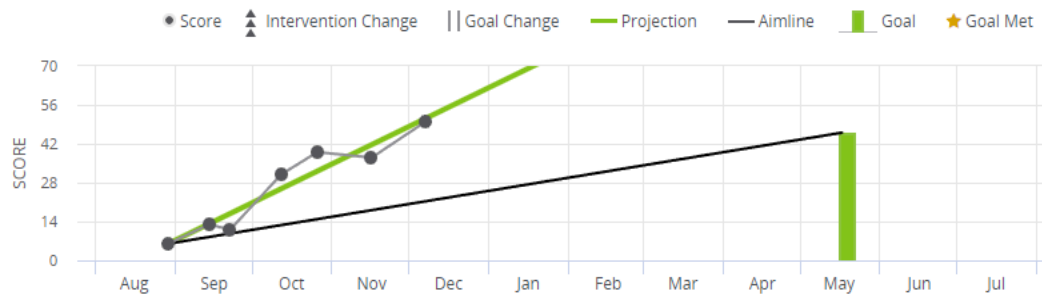
By May of 2024 100% of kindergarten thru third grade teachers will have completed the Introduction to Dyslexia Course with teachers providing high quality instruction aligned to the science of reading to all students.

	<u>2022 Proficiency</u>	<u>2023 Proficiency</u>
Third Grade ELA	38%	33%

By 2024-2025, the Overall District ELA Proficiency will be 55% or greater.

Example of student Baseline, Progress Monitoring, and Winter BM

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



	Baseline	8/28	9/4	9/11	9/18	9/25	10/2	10/9	10/16	10/23	10/30	11/6	11/13	11/20	11/27
Score	6	6		13	11			31		39			37		
Errors	8	8		9	9			2		1			3		
Goal ROI	1.08	1.08		1.08	1.08			1.08		1.08			1.08		
Trend ROI				3.06	1.69			3.87		4.19			3.27		
Intervention Trend ROI															

	12/4	12/11	12/18	12/25	1/1	1/8	1/15	1/22	1/29	2/5	2/12	2/19	2/26	3/4
Score	50													
Errors	0													
Goal ROI	1.08													
Trend ROI	3.15													
Intervention Trend ROI														

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

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 support 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: Improve Literacy Instruction in Grades K-3

Evidence-Based Strategy or Strategies: Job-Embedded Professional Development that includes intense support (Coaching, Modeling, Practice, Feedback) and monitoring (Walk-throughs, Peer Review) toward Full Implementation with Fidelity

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Every K-3 Teacher, Intervention Specialist and Reading Instructional Support Member will participate in a 30 hour training course through the Institute for Multi-Sensory Education to align with the Science of Reading.	Every K-3 Teacher, Intervention Specialist and Reading Instructional Support Member will participate in teacher based team meetings, analyzing student data, adult implementation data, and adjusting instruction based on student needs.	High-quality implementation of evidence-based phonics curriculum and supporting resources
Timeline	Fall 2022-Spring 2023	Fall 2023-Spring 2024	Fall 2023-Spring 2024
Lead Person(s)	Building Literacy Coaches Literacy Teams	Building Literacy Coaches Literacy Teams	Building Literacy Coaches Literacy Teams
Resources Needed	Training Materials Trainer Computer	OIP-5 Step Process Student Performance Data Adult Implementation Data Decision Making Model for Grades K-3	IMSE (Phonics/Fluency Curriculum) IMSE assessments LETRS Instructional Strategies Manipulatives Principal Walk-through Data

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

	Action Step 1	Action Step 2	Action Step 3
		Evidence-Based Instruction Strategies	
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Teacher Implementation with fidelity Principal Observations/Walk-throughs	Identify Critical Needs based on data Research and Select Evidence Based Practices Plan for Implementation of Instruction Implement & Monitor Examine, Reflect, Adjust	Instructional Schedules Lesson Plans Grade Level Instructional Plans LETRS Instructional Tools
Measure of Success	Principal Walk-through data Student Performance Data	Diagnostic Data Progress Monitoring Data Benchmark Data Principal Walk-through Data	Principal Walk-through Data Student Performance Data LETRS Classroom Observation Form data
Description of Funding	Consolidated Application, School Improvement Grants, Competitive Grant Opportunities, and Local Funds	Consolidated Application, School Improvement Grants, Competitive Grant Opportunities, and Local Funds	Consolidated Application, School Improvement Grants, Competitive Grant Opportunities, and Local Funds
Check-in/Review Date	K-3 Complete, May 2022 Check-in May 2023	May 2024	May 2024

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

Goal #2 Action Plan Map

Goal Statement: Effectively continue using MTSS in K-3

Evidence-Based Practice: Response to Intervention, Explicit Instruction

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Western Primary will continue to implement a K-3 Evidenced-Based MTSS that includes approved screeners from DEW and use a systematic explicit approach to instruction.	Western Primary will provide ongoing, job-embedded professional development in MTSS practices and systematic explicit instruction.	Western Primary will provide evidence-based curriculum, tools, resources and services to support MTSS and explicit instruction.
Timeline	Fall 2021		May 2024
Lead Person(s)	District Leadership Team	District Leadership Team Building Leadership Team Teacher-Based Teams School Improvement Facilitator	District Leadership Team Building Leadership Teams Teacher-Based Teams Building Principals
Resources Needed	Evidence-based and SOR align curriculum, tools and resources.	Evidence-based and SOR align curriculum, tools and resources	Evidence-based and SOR align curriculum, tools and resources
Specifics of Implementation	The DLT has selected evidenced based programs to implement in Tier 1, 2, and 3.	The District provides ongoing PD, coaching, and modeling of evidence-based strategies through job-embedded coaching and support.	The District ensures that Evidence-Based Curriculum, Tools, and Resources are being implemented.
Measure of Success	AIMsweb PLUS data Progress Monitoring/SLA Data	AIMsweb PLUS data Progress Monitoring/SLA Data	AIMsweb PLUS data Progress Monitoring/SLA Data

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

Description of Funding	Consolidated Application, School Improvement Grants, Competitive Grant Opportunities, and Local Funds	Consolidated Application, School Improvement Grants, Competitive Grant Opportunities, and Local Funds	Consolidated Application, School Improvement Grants, Competitive Grant Opportunities, and Local Funds
Check-In/Review Date	Fall 2021		May 2024

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

We will monitor student and grade level growth using AIMSweb PLUS and iReady screeners and progress monitoring tools.

Progress monitoring decisions are determined by the data collected from benchmark assessments (AIMSweb PLUS) given three times a year. Students who fall in Tier 1 (Green) are meeting the expectations and continue with solid core instruction and assessment without additional progress monitoring. Students who fall in Tier 2 (yellow) and Tier 3 (red) receive additional interventions and progress monitoring weekly. The students receiving progress monitoring is determined from the results of the benchmark assessment. Students who fall below average are back tested (survey level assessment) to determine where they should be progress monitored. Progress monitoring continues until the student reaches an on-level status.

Results and appropriate feedback from these measurements will be provided to the stakeholders in the means appropriate for the audience. Immediate and effective feedback will be provided to the teacher for instructional planning, student growth, and communication with parents. Data from targeted students, or groups, will be shared with the grade-level teacher based teams for collaborative planning for future instructions, supports, and interventions. Grade level data will be combined and presented to Building Level Teams for analysis through the OIP 5 Step Process Framework. The building level analysis will be communicated to the District Level Teams for review, discussion, and system level analysis.

**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*

****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.

Western District will implement evidence-based strategies that are embedded into our instructional plans, instructional framework, Reading Improvement Monitoring Plans and intervention systems.

Following the Evidence-Based Research on Educational Systems and Practices, Western Professional Development, Instructional Frameworks and Interventions will include the following evidenced-based strategies implemented through a multi-tiered system of support to address specific student 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 the LETRS training, Professional Development Sessions, and TBT conversations, Western is providing training, coaching, support, and monitoring of the teaching of Reading Comprehension Skills through a variety of evidenced based strategies. These strategies include: engaging students in conversations that support the use and comprehension, developing students' narrative language skills, 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 through Heggerty's Phonemic Awareness Curriculum (The Skills They Need To Help Them Succeed). We teach students letter-sound relations through LETRS Instructional Strategies. We use 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. Through direct, explicit, systematic instruction using IMSE curriculum, we teach students to blend letter sounds and sound-spelling patterns, instruct students in common sound-spelling patterns, teach students to recognize common word parts, have students read decodable words in isolation and in text, teach regular and irregular high-frequency words so that students can recognize them efficiently, and introduce non-decodable words that are essential to the meaning of the text.
4. We will ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. We use read aloud, decodable books, think aloud, prompting, and tiered reading groups to model strategies, scaffold, and provide feedback to support accurate and efficient word identification. These strategies are used to teach students to self-monitor their understanding of the text and to self-correct word-reading errors. They provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.

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

5. We will adopt and Implement a system of Tiered Reading Intervention that includes consistent universal screeners, scheduled Tiered Intervention Times, Professional Development in Intervention for Teachers, and Evidence Based Routines and Resources for Intervention. There is a strong evidence base for the use of Response to Intervention (See the appendices and attached documentation of supporting evidence). We have developed and implemented a strong Rtl system for our K-3, however our 4-12 interventions systems were weak or non-existent (see RTFI findings). This Evidenced-Based Practice addresses the needs 1 and 2 identified in Section 3: Part B – Contributing Factors and supports struggling students by providing targeted and tiered interventions.

6. Western Primary will follow Implementing Ohio’s Plan to Raise Literacy Achievement by addressing and implementing the Plan’s four key actions:

Shared Leadership

We want to encourage our students, staff and families to be a part of school decision making. Data-based decision making and communication are essential components in creating a collaborative school culture for implementing literacy improvement efforts (pg. 5). We involve educators, community members and students in the work of creating, implementing and evaluating our literacy development. We are excited to implement Tool 3 and 4 from Implementing Ohio’s Plan to Raise Literacy Achievement. Using these tools will allow us to plan for and implement effective BLT meetings and analyze the effectiveness of our Tier 1 literacy instruction and MTSS interventions.

Effective Literacy Instructions

We believe in the science of reading and have trained teachers through LETRS, IMSE OG and online Dyslexia training through DEW and use Wonders in all grade levels to promote vocabulary and comprehension instruction that is consistent from grade level to grade level. We use the Simple View of Reading to emphasize the necessary skills needed to achieve reading comprehension. We teach the five components of reading daily in every grade level and utilize the Changing Emphasis of Reading as a guide to implement the five components of reading to be more aware of the students who are not progressing in a typical manner.

Collaborative Problem-Solving

Western Primary uses a comprehensive assessment system to implement literacy improvement efforts. We give a universal screener to ALL students three times a year to determine which students and systems are at risk. The diagnostic assessments are given so that we understand what needs to be taught to students. Students are then progress monitored weekly to see if progress is being made by the student and system. Outcome evaluations answers the question of whether we meet our goals for students and systems. We also communicate with families about the instruction their student is receiving.

Tiered System of Instructional Support

Western Primary utilizes a Three-Tiered Model of instruction and interventions for students. Tier 1 instruction is delivered to ALL students in a 90 minute block daily. Tier 2 is a strategic and targeted instruction delivered to

small groups based on the assessment data. This instruction is in addition to Tier 1 for 30 minutes 4 times a week. Tier 3 instruction is intensive and individualized instruction delivered 4-5 times a week. Tier 2 and 3 are monitored through weekly progress monitoring probes to determine their effectiveness.

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

The District is committed to the Evidenced Based Strategies and ensures that they are implemented and supported systemically. We will ensure the effectiveness through monitoring the progress of adult implementation. We will use the following measures to monitor effective implementation:

1. Targeted Instruction with Job-Embedded Professional Learning and Supports

Instructional Plans are designed to ensure that identified targets are being adequately addressed. K-3 lesson plans must address the Early Literacy deficits. Through the job embedded PD, coaching will continue to address individual teacher needs around these strategies, leading towards ongoing teacher professional growth.

2. Classroom Observations and Principal Walk-Through Forms

The building principal conducts regular observations and walk-throughs to observe, gather, and analyze classroom instructional practices. Written feedback from the observations and walk-through is shared with the observed teacher and used as a discussion prompt in follow-up conversations. The combined data (for grade levels and buildings) is tallied and analyzed for grade level/ building level trends and to guide the building/district focus and actions using the OIP framework. The K-3 Walk-Through data includes monitoring the non-negotiable literacy expectations, which are recorded on the Walk-Through Form. As part of our literacy monitoring, building leaders ensure that the following non-negotiable items are followed. Observation and Walk-Through data will be used to drive discussions, coaching, and professional development, leading toward ongoing teacher and school building improvement.

- **90** minutes/day of uninterrupted ELA time
 - **10** minutes/day of Phonological Awareness (Heggerty)
 - **50** minutes Phonics (IMSE is a leading provider of Structured Literacy and OG curriculum)
 - **30** minutes of Wonders for Vocabulary and Comprehension
- Alignment with Grade Level Instructional Plans
- Differentiation embedded into daily routines in both small and whole group instruction
- Assessment Plans (Formative and Monitoring Plans)

3. Teacher-Based and Building Level Teams

As part of a professional learning community, each teacher is a valued member of our collaborative teacher-based teams (TBT). The function of the TBT is to improve instruction, promote teacher professional growth, and to establish procedure

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

for the effective implementation of evidenced-based strategies to address student learning needs. This occurs in deliberate conversations around teaching and learning and the analysis of data through the lens of the five-step improvement process.

4. District Coaches

District Literacy Coaches provide an important coaching and monitoring component for our district. They train, equip, coach, and monitor teachers and paraprofessionals in the implementation of the selected reading strategies and the grade level instructional plans.

5. Reading Improvement and Monitoring Plans (RIMP)

Teachers, following the District RIMP Flowchart (attached), create and adjust student RIMPs in the Fall, Winter, and Spring based upon student benchmark data. The updated RIMPs are submitted electronically and communicated to the students' families. Building leaders and coaches help provide guidance and support for RIMP developments and adjustments. Progress is reported with the regular updates. The Reading Improvement and Monitoring Plans are more defined and effective as a result of the discovery of curriculum gaps and students' need for explicit instruction and practice in phonics and phonemic awareness.

SECTION 7 PART C: STAFFING AND 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.*

Our Professional Development Plan includes Professional learning that increases educator knowledge, and effective implementation of research-based practices in the 5 Big Reading Components. The plan ensures that all materials,

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programs, screenings, diagnostic assessments, progress measures, and instructional strategies utilized are evidenced-based and implemented with fidelity. This plan also addresses the need for developing building leaders into strong literacy-instructional leaders that support research-based systems and methods of literacy instruction.

Professional Development Plan Literacy Component:

All K-3 teachers and support staff will:

- be trained in administering the Reading Tiered Fidelity Inventory Elementary Level-Edition;
- complete LETRS Online Modules;
- participate in the 18 hour Introduction to Dyslexia Course
- participate in TBT OIP 5-Step using data from Literacy Assessments.
- participate in PD on implementing Ohio's Plan to Raise Literacy Achievement

Additional documentation, resources, references, glossaries, and programs are also available.

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