



March 4, 2024

Dear Superintendent Ritz:

Thank you for submitting the Willard 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:**

- The plan identifies and describes several factors contributing to reading achievement.
- The LEA has shared how this plan aligns to the district's One Plan.

**This plan will benefit from:**

- Analysis of language and literacy challenges to determine specific instructional needs in relation to the five components of reading.
- Using the data analysis to set goals and subgoals for Tier 1, 2 and 3 instructions.
- Including clearly defined goals which are specific, measurable, attainable, relevant and time based to support the needs from analysis of learner data. These goals should map onto what is uncovered in the data analysis.
- A more detailed plan and frequency for monitoring effectiveness and progress including protocols for students who are not making progress.

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

**Willard City Schools**  
123 W Whisler Ave.  
Willard, OH 44890  
PH. (419) 935-1541 – FAX (419) 935-8491

# **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 and Workforce 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: Willard City Schools**

**DISTRICT IRN: 045096**

**DISTRICT ADDRESS: 123 W Whisler Dr.**

**PLAN COMPLETION DATE: 12/21/23**

**LEAD WRITER: Brenda Ooten, Elementary 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 and Workforce 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 Workforce 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.*

Name	Title/Role	Location	Email
Lenora Gibson	Title 1 Reading Teacher	WES	<a href="mailto:gibson.lenora@willardschools.org">gibson.lenora@willardschools.org</a>
Debra Lucius	3rd Grade teacher	WES	<a href="mailto:lucius.debra@willardschools.org">lucius.debra@willardschools.org</a>
Shannon Wyckoff	Intervention Specialist	WES	<a href="mailto:wyckoff.shannon@willardschools.org">wyckoff.shannon@willardschools.org</a>

Name	Title/Role	Location	Email
Brenda Ooten	Elementary Principal	WES	ooten.brenda@willardschools.org
Jenni Smith	Curriculum Director	Willard City Schools	smith.jenni@willardschools.org
Kayleigh Ringle	Director of Student Services	Willard City Schools	ringle.kayleigh@willardschools.org
Tracy Stephens	Middle School Principal	WMS	stephens.tracy@willardschools.org

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

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

The Willard Reading Achievement Plan Development Team was assembled by the elementary principal and director of curriculum, who are also members on the team. A third grade teacher, K-3 intervention specialist and Title I Reading teacher, as well as the Middle School Principal and the director of student services are all part of the team. Therefore our team includes seven full-time employees of the district.

During this process, the principal has served as the facilitator and lead writer for the RAP. The team worked through a Google Doc so everyone on the team had editing capabilities and could contribute to the plan. The team met formally, with numerous hours of data gathering and writing outside of these meeting times. Additionally, we collaborated with our BLT during one of their monthly meetings to do some early data analysis, which was our starting point. Once data was collected and analyzed, we recorded our findings after each data piece. The findings from our data analysis were the basis for the goals, action steps, and overall direction we decided to go with for this plan.

Once complete, the RAP will be shared with the Board of Education at our January board meeting and with the staff at our January staff meeting. To avoid conflicting agendas, district leadership decided to wait until after the first of the year to meet formally with DLT members. At this point, we will be outlining the work to be started this spring, but will mostly focus on the work to be done next school year.

We will implement a district literacy newsletter during the 2023-2024 school year. A monthly, digital and paper-copy newsletter will allow us an additional platform for communication between staff and with parents about the curricular changes and progress of our goals contained in this plan.

Our BLTs, in combination with additional RAP members, will assume responsibility for the monitoring of this plan and our progress toward our goals. This past year we updated our One Plan, which will ensure complete alignment between the district’s One Plan and the RAP. Improvement efforts as a result of this RAP will also allow TBTs to function more efficiently, thus creating a ripple effect of fidelity that will be healthy for our entire system.

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

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

- The writing of our district plan will be in alignment upon completion of this RAP. For the purpose of this section, we will be referring to our District's One Plan.
- One of our district goals on our District's One Plan is to increase overall student performance, utilizing student and adult measures. The action steps we will use is to improve student performance. This is further developed in the strategies under this goal:

### Action Steps

#### Year 1:

- Plan and provide for literacy supports through common intervention times at the elementary.
- Plan and provide for staff literacy instructional supports through the use of a literacy coach.
- Collect and analyze student performance data to identify specific areas of improvement.
- Evaluate existing assessment methods and implement standardized and formative assessments to track progress effectively.
- Collect data to monitor MTSS process.

#### Year 2:

- Strengthen support services, such as counseling, academic advising, and learning resource centers, to address students' social and emotional well-being.
- Implement strategies to promote inclusivity, cultural sensitivity, and equity within the school community.
- Refine MTSS process making sure to include all stakeholders.
- Collect and analyze data on student performance to inform instruction.
- Provide teachers with professional development opportunities that are aligned with identified needs of students.
- Expand enrichment opportunities for students.

#### Year 3:

- Continuously monitor and evaluate the effectiveness of the implemented strategies through data analysis, teacher feedback, and student performance indicators.
- Make necessary adjustments to the action plan based on the evaluation results.

There are several strategies and action steps in our RAP that will be new to our building. The new steps from the RAP that will help us achieve our building/district goals are:

- implementation of assessments to students identified as "at-risk" to allow for more targeted interventions specific to students' learning needs;

- implementation of evidence-based/research based instruction in phonological awareness and phonics in an explicit, systematic manner for all students at Tier 1 in 95% Phonics instruction for all Kindergarten through Third Grade.
- implementation of REWARDS®, a series of short-term reading and writing intervention materials specifically designed for struggling learners in grades 4–12.
- progress monitoring of student progress on phonological awareness, phonics skills, and overall fluency through regular assessment. Progress monitoring will be a critical component for students with RIMPs and will allow for frequent monitoring of the RIMP’s success.

Other action steps on our current plan are solid, but will be enhanced and strengthened by the RAP.

- One of the action steps on our District One Plan is to implement research based/evidence based strategies with all students. The following evidence/research based strategies will be implemented by the end of this school year by all teachers: TIP Charts, Depth of Knowledge, Success Starters, Word Art, Menus/Choices, Centers, Acceleration, and Placemats. We will be implementing both phonics and phonological awareness instruction at Tier 1, both of which have been proven to be a researched based strategy that benefits all students.

Another existing action step is that TBT’s will continue to utilize Ohio’s 5-Step Process with fidelity.

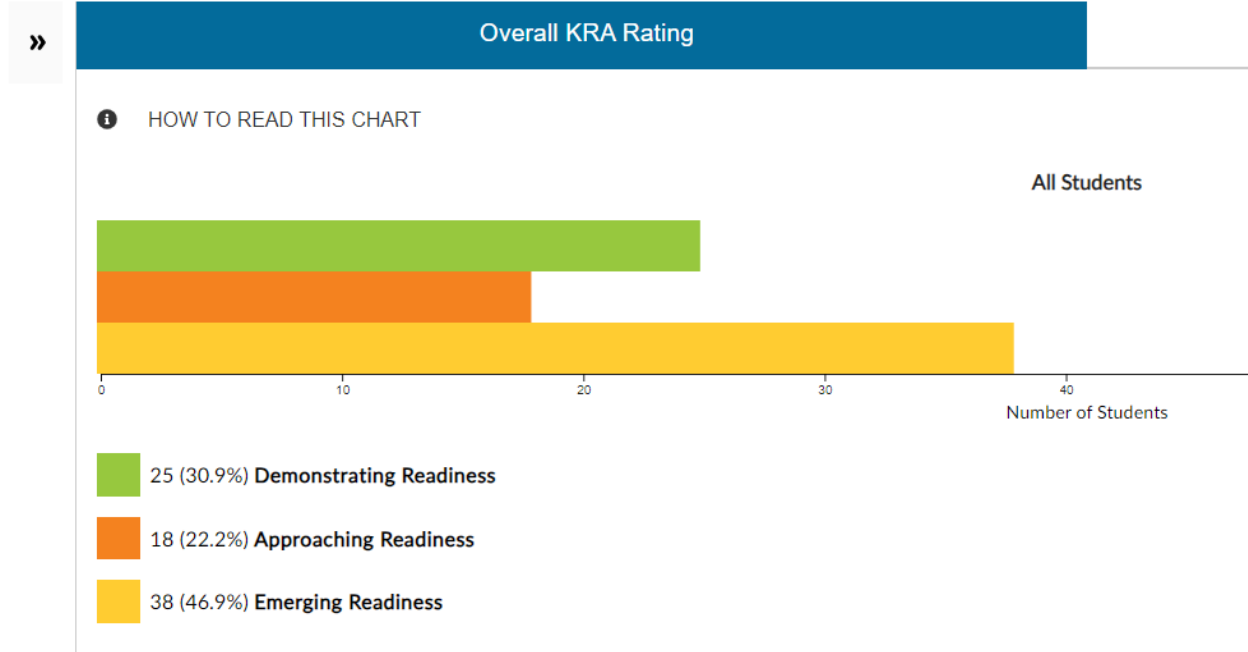
- This has been difficult with the lack of a sufficient data system, pacing guides and common assessments across classrooms. The data system revision under this RAP will allow for a true RTI system that will enable us to put the 5-Step Process into action for making data-based instructional and intervention decisions for kids. We will continue to work toward finalizing pacing guides and creating common assessments as part of our District’s One Plan work next year as well, which is also a critical need in looking at standard-specific data to guide instruction and intervention.

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

#### SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA\*

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

- ***The Kindergarten Readiness Assessment,***



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

Grade	Subject	2021	2022	2023	State Average
3	Reading	37	44	30	59
4	Reading	61	57	56	59
5	Reading	52	56	64	68
6	Reading	41	43	36	55
7	Reading	56	55	72	65
8	Reading	39	56	48	58
	ELA II	58	49	44	56

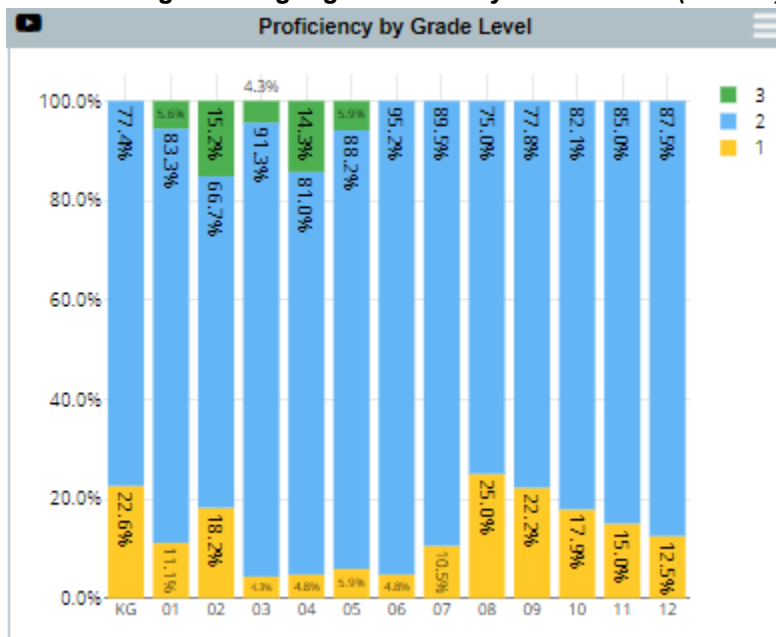
- K-3 Reading diagnostics (include subscores by grade level)**,

iReady	School Year	Fall			Spring		
		Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Kindergarten	2021-2022	19%	81%	0%	74%	26%	0%
	2022-2023	9%	91%	0%	65%	35%	0%
	2023-2024	22%	78%	0%	N/A	N/A	N/A
1st grade	2021-2022	6%	81%	13%	40%	57%	2%
	2022-2023	12%	78%	10%	51%	49%	0%
	2023-2024	10%	78%	11%	N/A	N/A	N/A



2nd Grade	2021-2022	8%	26%	66%	37%	38%	25%
	2022-2023	15%	47%	38%	49%	39%	11%
	2023-2024	18%	48%	34%	N/A	N/A	N/A
3rd Grade	2021-2022	20%	28%	52%	52%	21%	26%
	2022-2023	19%	25%	56%	60%	10%	29%
	2023-2024	36%	23%	41%	N/A	N/A	N/A
4th Grade	2021-2022	15%	52%	32%	37%	34%	29%
	2022-2023	15%	41%	43%	42%	39%	14%
	2023-2024	14%	48%	38%	N/A	N/A	N/A
5th Grade	2021-2022	21%	32%	47%	31%	37%	33%
	2022-2023	20%	35%	45%	38%	31%	31%
	2023-2024	19%	33%	48%	N/A	N/A	N/A

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



OELPA Proficiency Status	Grade Level	% of Grade Level
1	KG	22.6%
1	01	11.1%
1	02	18.2%
1	03	4.3%
1	04	4.8%
1	05	5.9%
1	06	4.8%
1	07	10.5%
1	08	25%
1	09	22.2%
1	10	17.9%
1	11	15%
1	12	12.5%
2	KG	77.4%
2	01	83.3%
2	02	66.7%
2	03	91.3%
2	04	81%
2	05	88.2%
2	06	95.2%
2	07	89.5%
2	08	75%
2	09	77.8%
2	10	82.1%
2	11	85%
2	12	87.5%
3	01	5.6%
3	02	15.2%
3	03	4.3%
3	04	14.3%
3	05	5.9%

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

Test	Grade/Assessment	Year	Student count	% Proficient
AASCD	3	2023	1	0%
AASCD	7	2023	2	0%

AASCD	10	2023	2	50%
AASCD	5	2023	3	67%
AASCD	4	2022	3	33%
AASCD	10	2022	1	0%
AASCD	6	2022	3	67%
AASCD	8	2022	1	0%

**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.*

Low reading achievement in a school district or community school can be influenced by a variety of internal and external factors. Upon analyzing data, trends and district needs, here are the factors that contribute to the low achievement in Willard City Schools.

- Socioeconomic Status:
  - A high percentage of WCS students (65%+) come from low-income families. These students may have limited access to books and educational resources at home, impacting their reading skills.
- Parental Involvement:
  - Lack of parental involvement in children's education, including reading at home, can hinder literacy development.
- Seasonal Migrant Population:
  - WCS has a large number of migrant students (45+). High mobility due to seasonal migration can lead to disrupted education, impacting reading achievement.
- English Language (EL) Population:
  - WCS has almost 200 EL students district wide. Students with limited English proficiency face challenges in acquiring reading skills.
- Special Education (SPED) Population:
  - Students with special education needs require tailored interventions and support to address reading difficulties.
- Student Entrance Scores:
  - WCS kindergarten students have low Readiness Assessment scores upon starting school. Many students require intervention and targeted support to bring students up to grade level.
- Cultural and Linguistic Diversity:
  - A diverse student population may require culturally responsive teaching strategies to engage all students effectively.
- Teaching Quality:

- Ineffective instructional strategies and a need for additional teacher training in literacy instruction hinders student progress.
- Curriculum:
  - Outdated or insufficient reading materials and curriculum.
- Staffing Issues
  - Due to a high turnover of school psychologists, the RTI process has been inconsistent. Over the past five years we have not had a consistent RTI process or progress monitoring system to identify specific areas of concerns for at-risk learners. Although we have screeners in place, we are not collecting direct progress monitoring data that is consistent in response to student learning to inform instruction and intervention. As we work to move students to an “on-track” status, both streamlined data systems and progress monitoring protocol will be vital to move students from “off-track” to “on-track”.

### 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.*

The learner performance data reveals consistently low reading scores across multiple grades. The student body is diverse (high numbers of students fall into categories such as EL (English Language learners), SPED (Special Education), and kindergarteners with low entrance scores), with a significant portion facing additional challenges in their academic journey.

Continual assessment of our students' academic needs, coupled with the implementation of explicit systematic instruction, regular professional development programs centered on evidence-based reading instruction for our staff, and active engagement of families in the educational process would collectively yield positive outcomes.

### 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.*

Overarching Goal:

Select your SMART goal statement ▼

By **06/30/2026** we will improve the performance of **All Students, All Grades** students at/in **Willard City** to **increase 12 %** in **EOC Exams** using **State Report Card - Performance Index**

Subgoals:

- By 06/30/2026 we will improve the performance of All Students, Elementary School students at/in Willard Elementary School to increase 30.00 % in English Language Arts using Grade Level Assessments in Language Arts.
- Student will reach 80% or higher passage on iReady individual paths.
- Students will spend at least 45 minutes per week on individual reading path assignments.

## 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 # \_\_\_ Action Map

Goal Statement:

Select your SMART goal statement



By **06/30/2026** we will improve the performance of **All Students, All Grades** students at/in **Willard City** to **increase 12 %** in **EOC Exams** using **State Report Card - Performance Index**

Evidence-Based Strategy or Strategies for Reading Instruction:

### Phonemic Awareness and Phonics:

Phonemic Awareness Activities:

- Engage students in activities that focus on recognizing and manipulating individual sounds in spoken words, such as blending, segmenting, and rhyming.

Systematic Phonics Instruction:

- Provide systematic and explicit instruction in phonics, emphasizing the relationship between sounds and letters in a structured and organized manner.

Decodable Texts:

- Use decodable texts that contain words with the phonetic elements students have learned, allowing for practice and reinforcement of phonics skills.

### Vocabulary Development:

Direct Vocabulary Instruction:

- Teach vocabulary directly, emphasizing both the meanings of words and how they relate to other words.

Contextualized Vocabulary Instruction:

- Integrate vocabulary instruction within the context of reading, connecting new words to the overall meaning of the text.

## Reading Comprehension:

Explicit Comprehension Strategy Instruction:

- Teach explicit comprehension strategies such as summarization, questioning, predicting, and clarifying to help students understand and remember what they read.

Text Structure Awareness:

- Guide students in recognizing and understanding the organizational structure of different types of texts, such as narrative, expository, and persuasive.

Close Reading:

- Encourage close reading, where students critically analyze and evaluate the details, language, and structure of a text to deepen their comprehension.

## Fluency:

Modeled Reading:

- Model fluent reading for students, providing examples of accurate pronunciation, appropriate phrasing, and expression.

Repeated Reading:

- Implement repeated reading activities, where students read a passage multiple times to improve fluency and automatic word recognition.

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Plan block scheduling for 95% Phonics (K-3)	95% taught with fidelity	Promote Student Ownership of Academic Growth
Timeline	Year 1 2023-2034	Year 2 2024-2025	Year 3 2025-2026
Lead Person(s)	Literacy Coach work with classroom teachers to support explicit synthetic teaching.	Literacy Coach and building principal.	Building Principal and BLT
Resources Needed	set meeting dates/times agenda	set meeting dates/times agenda	set meeting dates/times agenda

	Action Step 1	Action Step 2	Action Step 3
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Writing Revolution - writing alignment and writing instruction focus (K-5)	Writing Revolution - writing alignment and writing instruction focus (K-5) training *evidence will be a consistent, explicit writing rubric. Professional Development.	Writing Revolution and 95%
Measure of Success	MTSS - parents included within the meeting and process  Collect and analyze student performance data to identify specific areas of improvement.	MTSS - Tier 2 and Tier 3 scaffolding provided with fidelity  Strengthen support services, such as counseling, academic advising, and learning resource centers, to address students' social and emotional well-being.  Evaluate existing assessment methods and implement standardized and formative assessments to track progress effectively.	Student's set quarterly goals based on individual and grade level criteria  Continuously monitor and evaluate the effectiveness of the implemented strategies through data analysis, teacher feedback, and student performance indicators.  Make necessary adjustments to the action plan based on the evaluation results.
Description of Funding	General Fund	General Fund	General Fund

	Action Step 1	Action Step 2	Action Step 3
	Expanding Opportunities for Each Child	Expanding Opportunities for Each Child	Expanding Opportunities for Each Child
	Early Childhood Education	Early Childhood Education	Early Childhood Education
	IDEA-B Special Education	IDEA-B Special Education	IDEA-B Special Education
	Title I-A Improving Basic Programs	Title I-A Improving Basic Programs	Title I-A Improving Basic Programs
	Title II-A Supporting Effective Instruction	Title II-A Supporting Effective Instruction	Title II-A Supporting Effective Instruction
	Title III language Instruction	Title III language Instruction	Title III language Instruction
	Title IV-A Student Support and Academic Enrichment	Title IV-A Student Support and Academic Enrichment	Title IV-A Student Support and Academic Enrichment
	Title I Non-competitive	Title I Non-competitive	Title I Non-competitive
Check-in/Review Date	At the completion of semester 1 and End of Year	At the completion of semester 1 and End of Year	At the completion of semester 1 and End of Year



## 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.*

Establishing a process for monitoring progress and crucial for ensuring success. The BLTs will semi-annually monitor progress toward goals. Data collected will be shared at the DLT and supports needed will be discussed. An annual comprehensive evaluation of the entire process will be conducted. Maintain thorough documentation. Use the findings to make strategic adjustments to the plan for the upcoming academic year. Based on the analysis and feedback, make data-driven adjustments to the plan. Adapt strategies as needed to address emerging challenges and capitalize on successful elements. Acknowledge and celebrate achievements and milestones. This boosts morale and reinforces the importance of continued effort and collaboration.

## 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.*

### **Phonemic Awareness and Phonics:**

Phonics instruction addresses foundational skills essential for struggling readers, helping them build a strong decoding foundation. Implementing individualized, systematic phonics instruction tailored to the specific needs of learners on Reading Improvement and Monitoring Plans (RIMPs). This includes targeted activities focusing on phonemic awareness, sound-symbol relationships, and decoding skills.

### **Vocabulary Development:**

Providing explicit vocabulary instruction through direct teaching of words, word meanings, and connections to texts. Emphasizing context clues and word relationships to enhance comprehension.

## **Reading Comprehension:**

Helps struggling readers actively engage with text, improving comprehension and providing tools to navigate challenging content. Teaching explicit comprehension strategies through guided practice. Incorporating these strategies into reading activities to enhance understanding.

## **Fluency:**

Enhances fluency skills crucial for comprehension, providing struggling readers with the ability to read more smoothly and with better understanding. Implementing targeted fluency-building activities, such as repeated reading, modeled reading, and fluency drills, to improve reading rate, accuracy, and expression.

### **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 7, 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.*

To ensure that reading instruction effectively addresses foundational skills essential for struggling readers and helps them build a strong decoding foundation, the district will

- Conduct thorough diagnostic assessments to identify each student's specific phonics-related strengths and weaknesses. This assessment data will be used to inform instructional decisions and create individualized learning plans for students on RIMPs.
- Develop learning plans that target the unique needs of each struggling reader and customize instruction based on the assessment results, focusing on phonemic awareness, sound-symbol relationships, and decoding skills.
- Implement a systematic and structured phonics program that follows a logical sequence of skills acquisition. Use evidence-based instructional materials that align with the district's curriculum standards and are proven effective for struggling readers.
- Provide small group instruction to allow for targeted, differentiated support based on students' specific needs. Regularly assess and adjust groupings to ensure that students receive instruction at an appropriate pace and level.
- Establish a consistent progress monitoring system to track individual student growth in reading skills. Use data from formative assessments to adjust instruction, ensuring that interventions are responsive to students' evolving needs.

### **SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN\***

*Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Refer to the definition of professional development in the guidance document. Please indicate how the professional development*

activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.

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

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

## **Professional Development Plan: Phonics and Instructional Reading Strategies**

Goal:

Improve educators' proficiency in phonics and instructional reading strategies to enhance student literacy outcomes.

Objective 1: Assess Current Knowledge and Skills

*Action Steps:*

Conduct a pre-assessment to gauge educators' current understanding of phonics and instructional reading strategies.

Analyze the assessment results to identify specific areas of strength and areas that require improvement.

Objective 2: Provide Foundational Training in Phonics

*Action Steps:*

Organize workshops or training sessions led by experts in phonics instruction.

Include topics such as phonemic awareness, decoding skills, and phonics rules.

Provide resources and materials for educators to deepen their understanding of phonics.

Objective 3: Explore Best Practices in Instructional Reading Strategies

*Action Steps:*

Facilitate training sessions on evidence-based instructional reading strategies.

Include topics such as guided reading, shared reading, and reciprocal teaching.

Encourage educators to share their experiences and insights on effective instructional reading practices.

#### Objective 4: Foster Collaborative Learning Communities

##### *Action Steps:*

Establish professional learning communities focused on phonics and reading instruction.  
Encourage educators to collaborate, share resources, and discuss best practices.  
Facilitate regular meetings to provide a platform for collaborative learning.

#### Objective 5: Classroom Observations and Feedback

##### *Action Steps:*

Implement a system for peer observations focused on phonics and instructional reading.  
Provide constructive feedback and suggestions for improvement.  
Encourage a culture of continuous improvement through reflection and refinement of teaching practices.

#### Objective 6: Integration of Technology

##### *Action Steps:*

Introduce educators to technology tools that support phonics and reading instruction.  
Provide training on how to integrate educational apps, online resources, and interactive platforms.  
Encourage the exploration of virtual libraries and digital literacy resources.

#### Objective 7: Monitor Progress and Adjust Strategies

##### *Action Steps:*

Implement regular progress assessments to measure improvements in educators' practices.  
Collect feedback from educators regarding the effectiveness of the professional development activities.  
Adjust the plan based on feedback and evolving educational needs.

#### Objective 8: Celebrate Success and Recognize Achievements

##### *Action Steps:*

Acknowledge and celebrate improvements in student literacy outcomes.  
Recognize educators for their commitment to professional growth and excellence in teaching.  
Share success stories and best practices within the school community.

##### Timeline:

Spread the professional development plan over an academic year, with regular check-ins and adjustments as needed.

Evaluation:

Conduct a comprehensive post-assessment at the end of the professional development period to measure overall improvements in educators' knowledge and instructional practices.

## APPENDICES

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