



March 4, 2024

Dear Superintendent Curtis:

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

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

Strengths of the Reading Achievement Plan:

- The data analysis includes the examination of sub scores that identify specific trends in (Phonemic awareness, decoding, fluency, vocabulary, comprehension).
- The plan contains an overarching goal and subgoals that span more than one year. This allows the district to train, implement, and then monitor student achievement.
- The plan includes a description of progress monitoring tools and protocols for students who are not making progress.


This plan will benefit from:

- Inclusion of ways to engage families in helping their children improve and suggestions of easily accessible resources for practice at home.
- The establishment of adult implementation goals based on the internal and external factor analysis.

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

DISTRICT IRN: 045666

DISTRICT ADDRESS: 9530 Bauer Avenue Windham, OH 44288

PLAN COMPLETION DATE: 12/22/23

LEAD WRITERS: Melissa Malone, Aireane Curtis, Allison Baranski

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
Amy Hoover	Intervention Specialist - elementary, DLT member	Katherine Thomas Elementary (prek-4th grade)	ahoover@windham-schools.org
Melissa Malone	Principal, DLT member	Katherine Thomas Elementary (prek-4th grade)	m Malone@windham-schools.org
Emma Urban	teacher - junior high math, DLT member	Junior High (grades 5-8)	eurban@windham-schools.org
Kim Workman	teacher - junior high English, DLT member	Junior High (grades 5-8)	kworkman@windham-schools.org
Karie Brown	counselor , DLT member	Junior High/High School (grades 5-12)	kbrown@windham-schools.org
Derek Pressell	teacher - high school Social Studies, DLT member	High School (grades 9-12)	dpressell@windham-schools.org
Jessica Horning	assistant principal, DLT member	Junior High/High School (grades 5-12)	jhorning@windham-schools.org
Zack Burns	principal, DLT member	Junior High/High School (grades 5-12)	dburns@windham-schools.org
Aireane Curtis	superintendent, DLT member	district (grades prek-12)	acurtis@windham-schools.org
Allison Baranski	reading coach - grades prek-4	Katherine Thomas Elementary (prek-4th grade)	abaranski@windham-schools.org
Pam Kennedy	SST8 consultant, DLT member	SST8	pamk@sst8.org
Mike Kaschak	SST8 consultant, DLT member	SST8	mikek@sst8.org

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

As part of the District Leadership Team's work supporting district-wide literacy improvement efforts, the team looked to the current Local Literacy Plan, at the November 21, 2023 DLT session. From there, the team began reviewing district and state data. This included information from the RTFIs conducted at both buildings this fall along with iReady diagnostics, state testing (end of course exams, grade level state tests for ELA), the KRA, the alternative assessment and benchmark assessments. We did not review OELPA results as no students in Windham have a language other than English as their primary language at home. From this data, we reviewed what we noticed and what we wondered. Some things we noticed included the iReady results shrinking severely from last spring (May 2023) to this fall (September 2023). While summer slide is known to occur in districts across the state, this data shows more than a slight fall in results over that time period. We also noticed ELA II scores are above the state average. DLT members pointed out that vocabulary and comprehension were our lowest scoring areas on the iReady assessments, and realized the need to increase the explicit instruction on academic vocabulary and building background knowledge as these are the two biggest levers for scaffolding comprehension.

Some things we wondered are if students are "spent" by the time they get to the end of the iReady assessments. Teachers pointed out the last section for all buildings is also the lowest scoring section each time the students take the assessment. We also wondered if students perform better on the HS end of course exams because they know they have to pass it to graduate. Finally, a key wonder from the team was regarding the KRA scores for those students who attended our preschool versus those who did not.

From this data, during the 2019-2020 school year, our plan was initiated to make the shift from balanced literacy (Literacy Collaborative) to a structured literacy approach. Our plan was as follows:

- Spring 2021- Heggerty Curriculum Initiated (Phonological Awareness)
- Fall 2020- Started looking for a curriculum supporting the simple view of reading, Scarborough's Reading Rope, and the 5 pillars of literacy.
- Fall 2021- Began implementation of new phonics emphasized curriculum to support word recognition, high frequency word reading, and writing.
- Fall 2021- Began implementation of the Hochman Method through the Writing Revolution to support comprehension and building sentence level skills in writing.
- Fall 2022- Began Professional Development with K-4 staff on units of study supporting language comprehension and knowledge building through read alouds.

This plan is continually monitored through biweekly TBT meetings, reviewing all data sources which includes: phonological awareness assessments, phonics screener, oral reading fluency assessment, reading fluency and comprehension. Our universal screener measures phonological awareness, phonics, vocabulary, high frequency words and the comprehension of literature and informational texts which is used as a monitoring tool three times a year as well as the previously stated diagnostic assessments.

Our plan will be communicated through building staff meetings, teacher based teams, and the District Leadership Team. Our superintendent will continue to communicate our literacy plan to the board of education which is also open to the public.

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.

Windham Exempted Village School District is a rural district located in Northeast Ohio. The student body at the schools served by Windham Exempted Village is 76.8% White, 11.5% Black, 0% Asian or Asian/Pacific Islander, 1.5% Hispanic/Latino, 0% American Indian or Alaska Native, and 0% Native Hawaiian or other Pacific Islander. 30.5% of Windham families live in poverty. These demographics directly impact our literacy rates and student achievement.

Based on our school report card and the early literacy component, our students need significant support to meet the state standards in early literacy (K-3). Only 50.7% of our students in K-3 are on track with this component.

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,**
- **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.**

Kindergarten Data

Kindergarten: KRA

Demonstrating Readiness describes students who received an overall score between 270 and 298. These children demonstrated foundational skills and behaviors that prepare them for instruction based on Ohio's kindergarten standards.

Approaching Readiness describes students who received an overall score between 258 and 269. These children demonstrated some of the foundational skills and behaviors that prepare them for instruction based on Ohio's kindergarten standards.

Emerging Readiness describes students who received an overall score between 202 and 257. These children demonstrated minimal skills and behaviors that prepare them for instruction based on Ohio's kindergarten standards.

Percentage of K Students at Each Level

Fall 2022	Fall 2023
Demonstrating: 15%	Demonstrating: 34%
Approaching: 38%	Approaching: 46%
Emerging: 46%	Emerging: 20%

In the Fall of 2022, 85% of students lacked the foundational skills and behaviors necessary for instruction based on Kindergarten standards. That number decreased in the Fall of 2023 to 66% of students entering Kindergarten. That is still more than half of the students who entered Kindergarten that are underprepared for instruction based on Kindergarten standards.

Kindergarten: Phonological Awareness

This data is based on the Heggerty phonological awareness assessment as well as the Heggerty alphabet knowledge assessment given to Kindergarteners three times a year. There is no trend data for Kindergarten phonological awareness as the assessment was changed in 2023 to focus on phonemic awareness. There is no data listed below that focuses on the manipulation of phonemes, although that data was collected. The four areas were chosen to show that the basic phonemic awareness skills are not proficient upon entering Kindergarten. However, there is trend data shown for Alphabet Knowledge.

Percentage of Kindergarten Students BELOW Level Fall 2023

Onset Fluency: 60%
Final Sound Fluency: 91%
Blending Phonemes: 86%
Segmenting Phonemes: 100%
Alphabet Knowledge Fall 2022: 58% Alphabet Knowledge Fall 2023: 14%

Kindergarten: iReady

This is the universal screener assessment given three times a year across all grade levels. This assessment consists of measuring phonological awareness, phonics, high frequency words, vocabulary knowledge and comprehension on literary and informational text.

Kindergarten Students BELOW Level in Each Domain

Fall 2022	Fall 2023
Phonological Awareness: 67%	Phonological Awareness: 69%

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

Phonics: 85%	Phonics: 91%
High Frequency Words: 100%	High Frequency Words: 97%
Vocabulary: 67%	Vocabulary: 74%
Comprehension-Literature: 59%	Comprehension-Literature: 80%
Comprehension-Informational: 56%	Comprehension-Informational: 66%

Trend data shows that students entering Kindergarten in the fall have a lot of room to grow in all areas. Some of the most concerning areas especially for Kindergarten are phonological awareness, phonics and high frequency word knowledge. These areas are critical for early reading development in Kindergarten. Students at this level need to focus on blending and segmenting phonemes, and letter-sound correspondence.

First Grade Data

First Grade: Phonological Awareness

The data listed below includes first graders who are below level in the four basic phonemic awareness skills including: first sound fluency (onset), final sound fluency, and the ability to blend and segment phonemes as well as the manipulation of phonemes including: adding, deleting and substituting phonemes.

Percentage of First Grade Students BELOW Level

Fall 2022	Fall 2023
Onset Fluency: 14%	Onset Fluency: 0%
Final Sound Fluency: 22%	Final Sound Fluency: 6%
Blending Phonemes: 11%	Blending Phonemes: 24%
Segmenting Phonemes: 14%	Segmenting Phonemes: 21%
Adding Phonemes: 53%	Adding Phonemes: 55%
Deleting Phonemes: 25%	Deleting Phonemes: 24%
Substituting Phonemes: 56%	Substituting Phonemes: 69%

The data shows that students are becoming more proficient in the four basic phonemic awareness skills since their Kindergarten year, but are still below level in the manipulation of phonemes- a skill needed to automatically decode words.

First Grade: Letter Naming Fluency

In the fall, students are required to name 36+ letters in one minute to measure letter naming fluency.

First Grade Students BELOW Level

Fall 2022	Fall 2023
No trend data	Letter Naming Fluency: 45%

There is no trend data for this assessment, as it is new for the 2023-2024 school year. The data for 2023 shows that nearly half of students entering first grade come lacking the letter sound fluency needed to accurately and automatically decode words in connected text.

First Grade: iReady

Below is the universal screening data for first grade students in the fall.

First Grade Students BELOW Level in Each Domain

Fall 2022	Fall 2023
Phonological Awareness: 63%	Phonological Awareness: 97%
Phonics: 80%	Phonics: 90%
High Frequency Words: 80%	High Frequency Words: 90%
Vocabulary: 86%	Vocabulary: 98%
Comprehension-Literature: 77%	Comprehension-Literature: 90%
Comprehension-Informational: 89%	Comprehension-Informational: 90%

Trend data shows that students entering first grade in the fall are lacking skills necessary for reading especially in the areas of phonological awareness, phonics proficiency, and high frequency word knowledge. This includes the majority of students in the fall of 2023.

Second Grade Data

Second Grade: Phonological Awareness

Data listed below includes second graders who are below level in the four basic phonemic awareness skills including: first sound fluency (onset), final sound fluency, and the ability to blend and segment phonemes as well as the manipulation of phonemes including: adding, deleting and substituting phonemes.

Percentage of Second Grade Students BELOW Level

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

Fall 2022	Fall 2023
Onset Fluency: 2%	Onset Fluency: 4%
Final Sound Fluency: 23%	Final Sound Fluency: 11%
Blending Phonemes: 15%	Blending Phonemes: 6%
Segmenting Phonemes: 32%	Segmenting Phonemes: 14%
Adding Phonemes: 21%	Adding Phonemes: 23%
Deleting Phonemes: 0%	Deleting Phonemes: 6%
Segmenting Phonemes: 26%	Segmenting Phonemes: 16%

Trend data suggests that students are showing growth in the fall from first to second grade in phonemic awareness. Second grade students should be entering school proficient at phonological awareness and phonemic awareness at this time as they are advancing in phonics and beginning to decode multisyllabic words in connected text.

Second Grade: Oral Reading Fluency

When measuring oral reading fluency, we consider students to be below level if they are reading below 95% accuracy and well below the 50th percentile for words correct per minute (WCPM). There is no trend data since this assessment is new for the 2023 school year that follows Ohio's Dyslexia laws put in place by the state of Ohio.

Second Grade Students BELOW Level

Fall 2022	Fall 2023
No trend data	Oral Reading Fluency: 59%

There is no trend data for this assessment as this is new to the 2023-2024 school year. The data shows that more than half of students are entering second grade reading below grade level proficiency.

Second Grade: iReady

Below is the universal screening data for second grade students in the fall.

Second Grade Students BELOW Level in Each Domain

Fall 2022	Fall 2023
Phonological Awareness: 24%	Phonological Awareness: 30%
Phonics: 68%	Phonics: 82%

High Frequency Words: 44%	High Frequency Words: 50%
Vocabulary: 76%	Vocabulary: 86%
Comprehension-Literature: 74%	Comprehension-Literature: 89%
Comprehension-Informational: 79%	Comprehension-Informational: 86%

Trend data shows that the gap from first to second grade is closing in phonological awareness, but nearly a quarter of the grade level still has deficits in this domain. The most concerning data point is the 68% in 2022 and 82% of students in 2023 entering second grade with phonics deficits.

Third Grade Data

Third Grade: Oral Reading Fluency

When measuring oral reading fluency, we consider students to be below level if they are reading below 95% accuracy and well below the 50th percentile for words correct per minute (WCPM). There is no trend data since this assessment is new for the 2023 school year that follows Ohio's Dyslexia laws put in place by the state of Ohio.

Third Grade Students BELOW Level

Fall 2022	Fall 2023
No trend data	Oral Reading Fluency: 38%

The data shows that only 62% of third graders are reading on grade level entering the school year. This leaves a significant number of students lacking the skills necessary to practice advanced phonics, read multisyllabic words, and read and write about grade level texts.

Third Grade: iReady

Below is the universal screening data for third grade students in the fall.

Third Grade Students BELOW Level in Each Domain

Fall 2022	Fall 2023
Phonological Awareness: 0%	Phonological Awareness: 0%
Phonics: 68%	Phonics: 52%
High Frequency Words: 32%	High Frequency Words: 6%
Vocabulary: 73%	Vocabulary: 69%
Comprehension-Literature: 80%	Comprehension-Literature: 76%

Comprehension-Informational: 80%	Comprehension-Informational: 90%
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Trend data shows that entering third grade, students are proficient in phonological awareness, and the gap in phonics is beginning to close from second grade.

Third Grade: ELA Air Test

Percentage of students BELOW proficient

Fall 2022	Fall 2023
Ohio Air Test: 81%	Ohio Air Test: 77%

The Ohio ELA standardized assessment trend data shows that only about 20% of students are proficient in the fall of each year. This leaves a significant number of students off track.

Fourth Grade Data

Fourth Grade: Oral Reading Fluency

When measuring oral reading fluency, we consider students to be below level if they are reading below 95% accuracy and well below the 50th percentile for words correct per minute (WCPM). There is no trend data for this assessment as it is new for the 2023-24 school year.

Fourth Grade Students BELOW Level

Fall 2022	Fall 2023
No trend data	Oral Reading Fluency: 28%

In the Fall of 2023, 72% of fourth graders are reading grade level texts proficiently.

Fourth Grade: iReady

Fourth Grade Students BELOW Level in Each Domain

Fall 2022	Fall 2023
Phonological Awareness: 0%	Phonological Awareness: 0%
Phonics: 59%	Phonics: 50%
High Frequency Words: 7%	High Frequency Words: 10%

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

Vocabulary: 90%	Vocabulary: 78%
Comprehension-Literature: 90%	Comprehension-Literature: 83%
Comprehension-Informational: 90%	Comprehension-Informational: 95%

This trend data for fourth grade suggests a significant vocabulary and comprehension gap.

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. Internal factors contributing to underachievement in reading:
 - a. Teachers previously trained in balanced literacy
 - b. Teacher absenteeism and turnover of staff members during implementation of structured literacy
 - c. Many new curriculums in place around the same time
 - d. Lack of vertical alignment
 - e. Student absenteeism during intervention period
 - f. Lack of common language across grade levels

2. External factors contributing to underachievement in reading:
 - a. Chronic absenteeism
 - b. Number of students attending preschool
 - c. Accessibility to local preschools
 - d. Declining head start programs
 - e. Increased number of special education students
 - f. Transient students
 - g. Economically disadvantaged families in the community
 - h. Lack of parental support outside of the school
 - i. Lack of continued practice and reading during the summer months

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.

1. One of the biggest root causes of low reading achievement in Windham is that balanced literacy practices were in place through Literacy Collaborative. In 2016, we began to train two literacy coaches in Literacy Collaborative with the first year of implementation in the 2017-2018 school year. This continued through March of 2020 during the pandemic.

2. Another factor contributing to the low achievement of reading is the Covid-19 pandemic. During this time, we spent the spring of 2020 on remote learning. The fall of 2020 was a mixture of hybrid learning, in person learning and remote learning. Other students were able to take the option of full remote learning. During that school year, there were times where they were full remote for long periods of time (ex: November 2020-January 2021) This continued into the spring of 2021 when the building returned to full in person. There were still students learning online during the entire school year. During remote learning, many students did not complete the work assigned or attend remote sessions.

3. Lastly, a significant number of our students are economically disadvantaged and with that come a lot of mitigating factors such as a gap in language proficiency, vocabulary, access to books, access to preschool, parent education as directly indicated by our KRA results. Along with this, we have a higher rate of students identified with a learning disability as they come from families with a history of learning disabilities.

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:

The district will increase the percentage of students meeting or exceeding third grade proficiency standards on the Ohio Air Test from 23% proficient:

By 28% or greater by the end of 2023-24 school year

By 33% or greater by the end of the 2024-25 school year

By 38% or greater by the end of the 2025-26 school year

Subgoal

Increase the percentage of learners meeting grade level targets for oral reading fluency in third grade from 62% to 70% by the end of the 2023-2024 school year, as measured by the oral reading fluency iReady literacy task.

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: Improving and Deepening Understanding of Phonological and Phonemic Awareness

Evidence-Based Strategy or Strategies: Job-embedded professional development, phonemic awareness interventions and incorporation of phonemic awareness into phonics, and use of Heggerty curriculum daily.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Every PreK-3 teacher was trained in the Heggerty curriculum.	Formal collection and analysis of student data begins, phonological awareness incorporated into small groups as tier 2 intervention.	Interventions for K-2 students in phonological awareness with a stronger emphasis on phonemic awareness. Phonemic awareness added to the data wall for ongoing analysis. P.A.S.T assessment- David Kilpatrick for students with greater gaps in phonemic awareness especially for older elementary learners.
Timeline	Spring 2021	Fall 2022	Fall 2023
Lead Person(s)	Mahoning County ESC Literacy Consultant Literacy Coach	Literacy Coach	Literacy Coach
Resources Needed	Heggerty Curriculums for PreK-3 grade	Heggerty Benchmark Assessments for K-2	Heggerty Benchmark Assessments for K-2

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

	Action Step 1	Action Step 2	Action Step 3
			Access to data wall <i>Equipped for Reading Success</i> - David Kilpatrick
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Teachers were trained in Spring of 2021 and began implementation right away. The following school year, full implementation across PreK-3 was initiated.	Intervention specialists and literacy support to assess each child individually in phonological awareness. Interventions began in K-2 starting with rhyming words. PA added to small group interventions within classroom based on data.	Interventions are specific to phonemic awareness beginning with onset fluency, final sound fluency, medial sound fluency, blending and segmenting. Later skills include the manipulation of phonemes in grades K-2 with our literacy support staff. Continued communication with literacy coach and teacher based teams to analyze data and teacher observations. David Kilpatrick one minute drills started in grade 3 with interventions specialist.
Measure of Success	Heggerty benchmark assessments were given 3 times a year to monitor student progress in all areas.	Heggerty benchmark assessments were given 3 times a year to monitor student progress in all areas.	Heggerty benchmark assessments focusing on phonemic awareness are given 3 times a year to monitor student progress in all areas.
Description of Funding		No funding needed	No funding needed
Check-in/Review Date			

Goal # 2 Action Map

Goal Statement: Incorporation of explicit and systematic phonics instruction to support the word recognition section of Scarborough’s Reading Rope, the Simple View of Reading and our students who are screened for dyslexia alongside all students who are learning to read.

Evidence-Based Strategy or Strategies: Incorporation of 95% Phonics Curriculum with fidelity and access to decodable texts across grade levels

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	<p>Every K-4 teacher will be trained in explicit systematic phonics curriculum</p> <p>Implementation Year 1</p>	<p>Every K-4 teacher Implementation Year 2</p> <p>Incorporate Phonics Intervention (PLL) with literacy support teachers</p> <p>Screen for interventions (PSI)</p> <p>Dyslexia Modules (K-3) through ODE</p>	<p>Every K-4 Teacher Implementation Year 3</p> <p>Monitor the use of 95% phonics for fidelity to ensure integrity of the curriculum.</p> <p>Continue to use PLL and refine practices during intervention to better align with classroom practices</p> <p>Use decision rules to determine interventions after phonics screener for intervention (PSI) is used to assess</p>
Timeline	2021-2022- school yer	2022-2023 school year	2023-2024 school year
Lead Person(s)	<p>Literacy Coach</p> <p>K-4 Teams</p> <p>Literacy Support/Intervention Specialists</p>	<p>Literacy Coach</p> <p>K-4 Teams</p> <p>Literacy Support/Intervention Specialists</p>	<p>Literacy Coach</p> <p>K-4 Teams</p> <p>Literacy Support/Intervention Specialists</p>
Resources Needed	95% phonics curriculum and materials	95% phonics curriculum and materials	95% phonics curriculum and materials

	Action Step 1	Action Step 2	Action Step 3
	Coaching through 95% group	Coaching through 95% group year 2 Phonics Lesson Libraries (PLL) (PSI) phonics screener for intervention	Continued Coaching and monitoring with building literacy coach
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional Development virtually with 95% Group Coaching through 95% group K-4 professional development with building literacy coach	Coaching through 95% group year 2 K-4 professional development with building literacy coach and ongoing trainings Monitoring data on the data wall during TBTs.	Continue with K-4 professional development with building literacy coach and ongoing trainings Continue to monitor data during TBT meetings and classroom observations and assessments
Measure of Success	Unit Assessments periodically given throughout the year	Unit Assessments periodically given throughout the year Phonics Screener for Intervention (PSI) for specific skill deficits	Unit Assessments periodically given throughout the year Phonics Screener for Intervention (PSI) for specific skill deficits Pseudoword Decoding Literacy Task through iReady Oral Reading Fluency assessment to determine if student needs an intervention in decoding
Description of Funding			
Check-in/Review Date			

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.

Our universal screener we will be using is iReady which measures phonological awareness, phonics, high frequency words, vocabulary and comprehension of literary and information texts. From there we will determine the students who need further diagnostic assessments using a variety of literacy assessments and literacy tasks through iReady.

In Kindergarten, students will be assessed three times a year using Heggerty Kindergarten diagnostic assessment to test for phonemic awareness, as well as Heggerty Alphabet Knowledge assessment. Assessment data will be analyzed during TBTs using a data wall to group students and monitor progress throughout the year. Students who are below proficient will attend small group interventions for 3 week intervals and will continue to be progress monitored. After January 1st, per Ohio's new dyslexia laws, Kindergarten students will be screened for letter naming fluency to determine who is at risk for dyslexia, and what interventions need to be implemented.

In first grade, students will be further assessed three times a year using the Heggerty primary assessment for phonemic awareness, letter naming fluency iReady task, and the phonics screener for intervention (PSI) through 95% phonics which aligns with our phonics curriculum. The data is then analyzed and students are grouped according to skill beginning with deficits in phonemic awareness and alphabet fluency. Mid-year, students are assessed and grouped according to phonics skills. In the winter, students will be assessed in first grade using the oral reading fluency assessment to see which students are proficient at reading grade level text.

In second through fourth grade, students are assessed three times a year using the oral reading fluency assessment to determine which students are reading below 95% accuracy or below the 50-75 WCPM fluency range. From there, students are further assessed using the phonics screener for intervention (PSI) to determine which students need an intervention in specific phonics skills. Those students will be seen by a literacy support teacher for 3 weeks and then progress monitored.

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.

Students will be monitored three times a year using iReady as the universal screener measuring phonological awareness, phonics, high frequency words, vocabulary and comprehension of literature and informational texts. From this data, further diagnostic assessments will be given measuring phonological awareness and phonics as well as oral reading fluency in grades 1-4.

Tier 2 interventions in Kindergarten include phonemic awareness based on Heggerty diagnostic data beginning with onset fluency, final sound fluency, medial sounds, blending and segmenting as well as manipulation of phonemes. Students are also assessed three times a year and progress monitored to determine letter name and letter sound fluency. Interventions will include multisensory activities and many repeated exposures throughout the day.

Tier 2 interventions in grades 1-4 include phonemic awareness based on Heggerty diagnostic data, and phonics skill interventions using the Phonics Lesson Libraries (PLL) that are aligned with our phonics scope and sequence by skill. To determine which students are in need of a phonics intervention, the phonics screener for intervention (PSI) will be administered.

Oral reading fluency assessments will measure accuracy of reading, and if students are below 95% accuracy or below the 50th percentile range in WCPM, they will be further assessed using a phonics screener for intervention (PSI).

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

Describe how the district will ensure the proposed evidence-based strategies will do the following:

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

1. Effectiveness:
 - a. Ensuring fidelity of the curriculums in place
 - b. During allotted ELA time (120 minutes) we incorporate:
 - i. phonics
 - ii. phonological awareness
 - iii. high frequency words (heart words)
 - iv. read alouds- knowledge building topics
 - v. sentence writing (TWR) The Hochman Method
 - vi. reading comprehension lessons
 - vii. independent practice time
 - viii. iReady
 - c. Classroom observations and principal walk-throughs

- d. Building Literacy Coach to ensure fidelity of implementation and effective evidence based practices

2. Progress:

- a. Data will be collected three times a year and intermittently through progress monitoring based on decision rules
 - i. Heggerty- phonological awareness
 - ii. Alphabet Knowledge and Letter Naming Fluency
 - iii. Phonics- (PSI) Phonics Screener for Intervention
 - iv. Oral Reading Fluency
- b. The data wall will reflect data based on phonological awareness and phonics
 - i. K-2 phonological (phonemic) awareness focus
 - ii. K-4 Phonics interventions based on skill
- c. TBTs and BLT to discuss student progress and effectiveness of instruction
- d. Monitoring RIMPs (Reading Improvement Monitoring Plans) to ensure students are making progress over time.

3. Improving on Strategies:

- a. Professional Development and training in place to ensure that staff is well versed in current evidence based practices aligned to the science of reading and structured literacy instruction including the K-3 dyslexia modules through the Ohio Department of Education.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

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

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

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

All teachers k-4 have completed the required dyslexia training from the state along with the building principal and the superintendent. We are awaiting the release of the state training for grades 5-12 so we can begin work on that training with our staff impacted at those grade levels. In addition, all K-4 teachers, along with the building principal and superintendent have completed training regarding the science of reading through the state support team. In addition, if Ohio releases additional training for teachers, that will be completed in a timely manner as well. Educational aides also have had some training specific to phonics and phonemic awareness to support the classroom teacher and students.

Continuous training has been occurring over the past two years. Teachers will continue to get this ongoing training and support to help them improve their craft as well as improve student outcomes.

APPENDICES

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

[95% phonics](#)- Explicit and Systematic Phonics Core Curriculum

[Heggerty](#)- Phonological Awareness Curriculum

[PSI](#)- Phonics Screener for Intervention

[iReady Dyslexia Screener Information](#)

[Structured Literacy](#)

