March 22, 2024

Dear Superintendent Smith:

Thank you for submitting the Winton Woods 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:
- Plan includes disaggregated student data and foundational skills data
- Plan includes SMART goals and subgoals based on specific foundational skills based on data.
- Plan includes a clear protocol for tiered systems of support

This plan will benefit from:
- The plan would benefit from a narrative analysis of foundational skills data
- The plan would benefit from including adult implementation goals

The Reading Achievement Plan and this memo will be posted on the Department's website. If Winton Woods 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. 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,

25 South Front Street
Columbus, Ohio 43215 U.S.A.
education.ohio.gov

877 | 644 6338
For people who are deaf or hard of
hearing, please call Relay Ohio first at 711.

The State of Ohio is an Equal Opportunity Employer and Provider of ADA Services

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

25 South Front Street
Columbus, Ohio 43215 U.S.A.
education.ohio.gov

877 | 644 6338
For people who are deaf or hard of
hearing, please call Relay Ohio first at 711.

Department of
Education &
Workforce

The State of Ohio is an Equal Opportunity Employer and Provider of ADA Services

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: Winton Woods City School District

DISTRICT IRN: 044081

DISTRICT ADDRESS: 825 Waycross Road Cincinnati, OH 45240

PLAN COMPLETION DATE: December 8, 2023*

LEAD WRITERS: Department of Teaching & Learning: Dr. Adrienne Martin, Executive Director of

Teaching and Learning (PreK-6)

District Instructional Coaches: Lauren Moman, Gr.K-2; Benita Mudd, Gr. 3-4;

Sarah Preda, Gr. 5-6; Kathleen Reuss, PreK-K;

Dr. Dorothy Reynolds, Gr. 3-4

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.

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.*

Culturally Responsive Practices in Literacy

Winton Woods City Schools has revised our Literacy Framework with articulated instructional blocks by grade level and will continue to use and refine best practices rooted in the Science of Reading, based on the Simple View of Reading and Writing to ensure equal opportunities for all learners. The district leadership team is using current student data to design a professional development plan for teachers and administrators to ensure student growth, achievement, and outcomes align with the Science of Reading. This plan will include professional development for the new core literacy resources being adopted when vendors are approved by the Ohio Department of Education and Workforce in 2024. Establishing a well-developed plan will support the growth of our teachers and staff, and ensure best practices are being used to enhance student outcomes. All students, grades K-4, designated as being "Not on Track" are given a Reading Improvement and Monitoring Plan based on state recommendations. In order to address specific deficits, intervention is provided to students with a RIMP. Resources are being further developed and revised as stakeholders create a robust Multi-Tiered Support System (MTSS) framework.

Name	Title/Role	Location	Email
Dr. Adrienne Martin	Executive Director of Teaching & Learning (Prek-6)	Winton Woods City Schools	martin.adrienne@wintonwoods.org
Kathleen Reuss	Instructional Coach (Prek-K)	ECC Campus	reuss.kathleen@wintonwoods.org
Lauren Moman	Instructional Coach (Grades 1-2)	South Campus Primary	moman.lauren@wintonwoods.org
Dr. Dorothy Reynolds	Instructional Coach (Grades 3-4)	South Campus Elementary	reynolds.dorothy@wintonwoods.org
Benita Mudd	Instructional Coach (Grades 3-4)	South Campus Elementary	mudd.benita@wintonwoods.org
Sarah Preda	Instructional Coach (Grades 5-6)	South Campus Intermediate	preda.sarah@wintonwoods.org
Heather Mack	ESL Lead Teacher (Grades 3-4)	South Campus	mack.heather@wintonwoods.org
Jahquil Hargrove	Assistant Principal PBIS Coordinator	South Campus	hargrove.jahquil@wintonwoods.org
Lauren Tristschler	Intervention Specialist (Grade 3)	South Campus	tritschler.lauren@wintonwoods.org
Elizabeth Styles	Principal	ECC Campus	styles.elizabeth@wintonwoods.org
Tricia Wilke	Title I Teacher	ECC Campus	wilke.tricia@wintonwoods.org
Nelson Homan	Principal	South Campus	homan.nelson@wintonwoods.org
Rhonda Hobbs	Director of Technology	Winton Woods City Schools	hobbs.rhonda@wintonwoods.org
Riley Simeur	ELA Teacher	South Campus	simeur.riley@wintonwoods.org
Chelsea Wylie	ELA Teacher	South Campus	wylie.chelsea@wintonwoods.org
Canceria James	ELA Teacher (Grade 3)	South Campus	james.canceria@wintonwoods.org
Jeremy Day	Principal	South Campus Intermediate	day.jeremy@wintonwoods.org
Diane Nolan	Title I Teacher (Grades 1-2)	South Campus	nolan.diane@wintonwoods.org
Gary Giblin	District ESL Program Coordinator	North Campus	giblin.gary@wintonwoods.org

Name	Title/Role	Location	Email
Michele Plummer	Principal	South Campus	plummer.michele@wintonwoods.org

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

In the spring of 2020, the Local Literacy Plan (LLP), Literacy Framework, and Building Literacy Plans (BLP) were reviewed and updated by the district's literacy coaches. The plans were collaboratively reviewed by the District Team Leaders, grades K-6, at the November and December, 2020 meetings. The previous plans were developed using evidence-based practices from the professional development Language Essentials for Teachers of Reading and Spelling (LETRS) which was provided through grant monies awarded by the Ohio Department of Education for the Striving Readers Grant. The LETRS program is rooted in the Science of Reading and uses the Simple View of Reading (SVR) as the foundation of a strong literacy program.

The plans are currently being updated to reflect the new learning that staff members are receiving through the Introduction to Dyslexia Course (Grades K-3). The appropriate staff members grades 4-12 will complete the required modules as they are released by the Ohio Department of Education and Workforce.

The team chose to use the optional RAP template from the Ohio Department of Education to address all critical literacy components. Critical needs were determined from the analysis of available student data.

Winton Woods City Schools Plan to Review District Reading Achievement Plan:

- The Reading Achievement Plan will be reviewed in April of 2024. The District Leadership Team (DLT) will carefully review each component of the RAP and necessary edits will be made by May 2024 during the monthly meeting.
  - During this time, the team will also review the following and communicate changes to each Building Leadership Team (BLT):
    - Action steps for specified goals
    - Professional development plan and requirements
    - Any other information that is deemed necessary at this specific time of year
- (August 2024) Before the first staff meeting of the 2024-2025 school year each BLT will review the plan.
- (August 2024) At the start of the 2024 school year, the DLT will add end of year data from 2023-24 where necessary from the appropriate data sources.
- Throughout the academic year, the Reading Achievement Plan will be updated during the specific months when DLT meetings are held (December 2024, March 2024, May 2024). This update will include adding additional data, resources as they are purchased, and needs to achieve our goals and increase student outcomes. The DLT will communicate any changes made to each BLT.

The Reading Achievement Plan supports the 3-year ONE Plan's continuous improvement efforts. Its ultimate goal is to enhance student reading achievement, foster greater reading engagement, and build more robust literacy frameworks and networks that cater to all students' instructional needs. Improving students' reading skills in Winton Woods City and sustaining their academic progress over time is essential, resulting in better preparation for future success. It is imperative to offer them experiences that are rooted in research-based pedagogy. The Instructional S.M.A.R.T. goal in the district's One Plan states: Winton Woods City School District will increase the percentage of all students who make greater than expected growth (value-added) in reading by a minimum of 10% yearly, as measured by the value-added reports on Ohio state assessments. Adult Implementation Measure: Winton Woods City School District will increase the percentage of all students who make greater than expected growth (value-added) in reading by a minimum of 10% yearly, as measured by the value-added reports on Ohio state assessments. Also,

The Reading Achievement Plan meets the purpose and objectives of the Winton Woods district's vision, mission, and goals. It actively engages and challenges all learners to reach their maximum potential. Winton Woods City Schools maintains a standard of "Excellence," with the Board of Education, staff, students, parents, and community all contributing to that achievement. The plan entails providing reinforcement, support, encouragement, and monitoring data to ensure effectiveness. The plan will be reviewed annually to encourage stakeholders to discuss and honor our commitment to ensure students achieve mastery of state English Language Arts standards.

Dyslexia Plan

For the 2023-2024 school year, all teachers who teach reading to students in grades K-3 were provided facilitated support from the HCESC trained Dyslexia facilitators and instructional coaches as they must complete a minimum of 18 hours of literacy/dyslexia training that is approved by the Ohio Department of Education (ODE).

To that end, all the (K-3) special education teachers in Winton Woods were also provided facilitated support from the HCESC trained Dyslexia facilitators and instructional coaches. Any "new" Winton Woods teacher in grades K-3 will complete the Ohio Department of Education and Workforce approved professional development this school year. Again, all K-3 reading and special education teachers will have the Ohio Department of Education and workforce-approved literacy/dyslexia professional development opportunities during the 2023-2024 school year.

Intervention Specialists in grades 4-12 will also have the ODE-approved professional development once it has been developed and released by the Ohio Department of Education and Workforce.

MTSS

Winton Woods City Schools is developing a districtwide multi-tiered system of supports (MTSS) structure. This cohesive organizational system will drive school improvement through the efforts of all district stakeholders. The structure incorporates the necessary tools and resources to enable data-driven decision-making. An early warning system is being developed at the elementary level to provide immediate data access for timely and consistent responses. All teachers will administer district-selected assessments in the fall, winter, and spring. This data will be analyzed at the classroom, building, and district levels. Based on decision rules, students will be enrolled in intensive reading interventions.

Reading Improvement Plans (RIMPS)

As part of our educational program in Winton Woods City Schools, we will create Reading Improvement and Monitoring Plans (RIMPs) for kindergarten through grade four students. These plans will be based on the data collected from various sources, including assessments, teacher observations, and other district data. By analyzing this data, we will provide personalized and effective support to each student, helping them to improve their reading skills and reach their full potential. Our goal is to ensure that every student receives the support they need to succeed in their academic pursuits and beyond.

Building Capacity

At Winton Woods City Schools, ensuring that teachers have the necessary skills to educate students is crucial. To accomplish this, we will provide teachers with ongoing, high-quality professional development that will be embedded throughout the year. Additionally, Instructional coaches will provide ongoing training on the science of reading and foundational skills. Instructional coaches will begin to provide monthly professional development sessions and classroom-level support. Instructional coaches will also be available during TBT meetings to discuss and implement new literacy strategies provided during professional development.

Shared Leadership

Ohio's Plan for Raising Literacy Achievement emphasizes shared leadership by providing training and coaching in evidence-based practices and systems to support literacy improvement. Winton Woods is committed to supporting educational leaders, such as administrators, principals, lead teachers, and instructional coaches, by offering targeted and ongoing training, resources, and collaborative opportunities to help them improve their language and literacy practices.

Shared leadership structures are critical to the implementation of evidence-based instruction and intervention. Throughout this plan, leadership at the district, building, and classroom levels is responsible for leading and supporting the successful implementation of evidence-based strategies. Effective evidence-based instruction and intervention implementation requires shared leadership structures that enable collaboration and cooperation among leaders at all levels. This plan recognizes the importance of leadership at the district, building, and classroom levels. It assigns specific responsibilities to each leadership level to support the successful implementation of evidence-based strategies.

At the district level, leaders are responsible for setting the vision and goals for evidence-based instruction and intervention, allocating resources, and providing professional development opportunities for educators. They must also establish policies and procedures to ensure that evidence-based strategies are implemented with fidelity and rigor across all schools in the district.

At the building level, leaders must create a culture of collaboration and continuous improvement among educators, support staff, and families. They must ensure that evidence-based strategies are implemented with fidelity and that progress is regularly monitored and adjusted as needed. Building leaders also play a critical role in providing educators with ongoing professional development and coaching.

At the classroom level, educators are responsible for implementing evidence-based strategies with fidelity and rigor, monitoring student progress, and adjusting instruction as needed to meet the needs of all students. They must also collaborate with colleagues and families to ensure students receive the support they need to succeed. By establishing clear leadership structures and assigning specific responsibilities at all levels, this plan aims to ensure that evidence-based instruction and intervention are implemented effectively and with fidelity to improve outcomes for all students. Teachers will be involved in identifying their students' needs, the causes of underperformance, and the solutions to be implemented. One Plan and OIP structures, such as the DLT, BLTs,
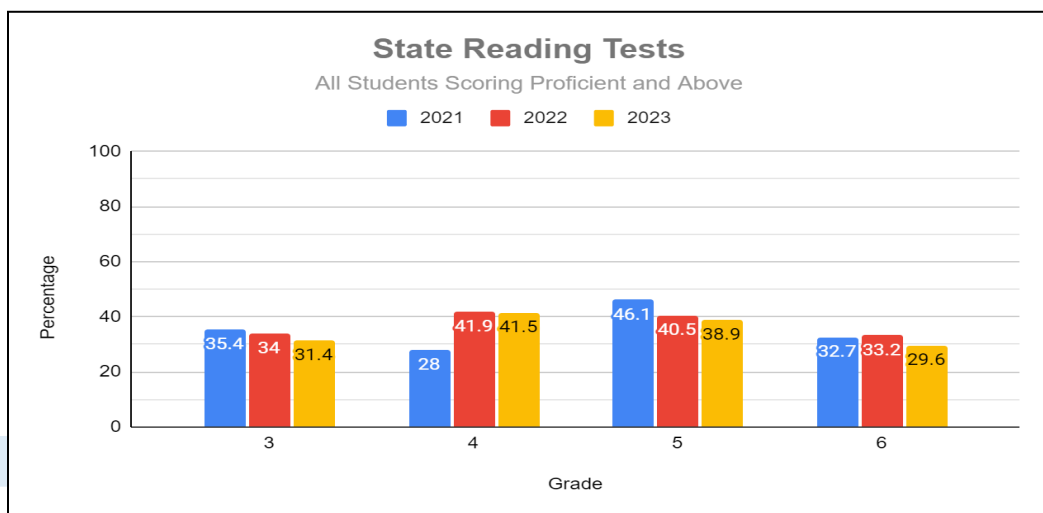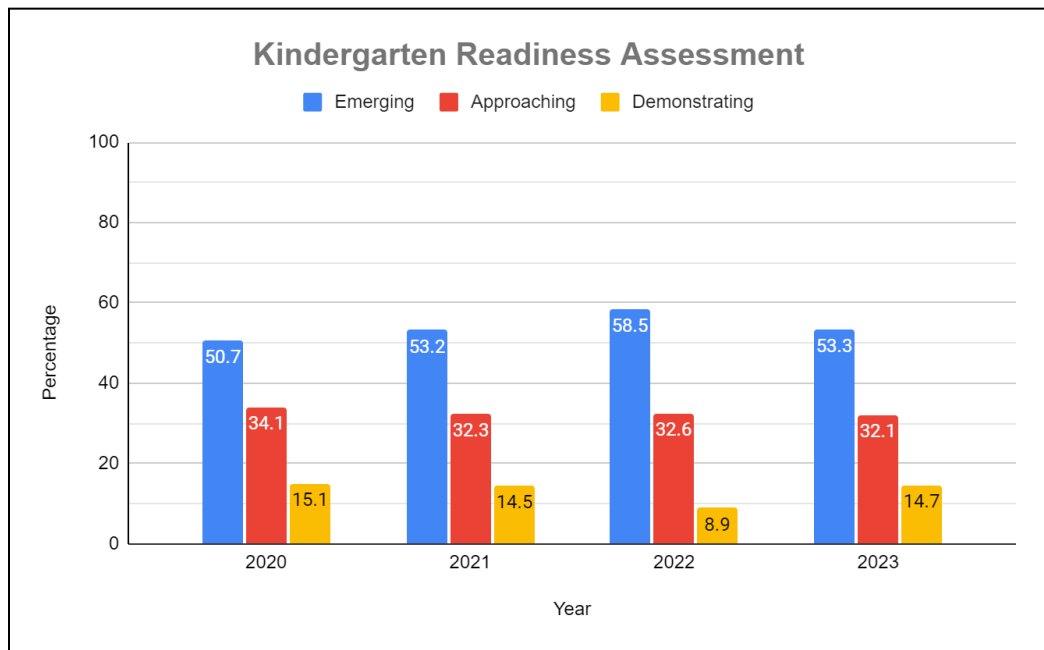
and TBTs, will accomplish this shared leadership. Both processes require shared accountability for data-driven strategic planning, implementation, feedback, and plan adjustment.

Our leadership structure is designed to support evidence-based instruction in language and literacy, aiming to improve student success. Ohio's Plan for Raising Literacy Achievement emphasizes shared leadership by providing training and coaching in evidence-based practices and systems to support literacy improvement. Winton Woods is committed to supporting educational leaders, such as administrators, principals, lead teachers, and instructional coaches, by offering targeted and ongoing training, resources, and collaborative opportunities to help them improve their language and literacy practices. Our leadership structure is designed to support evidence-based instruction in language and literacy, aiming to improve student success.
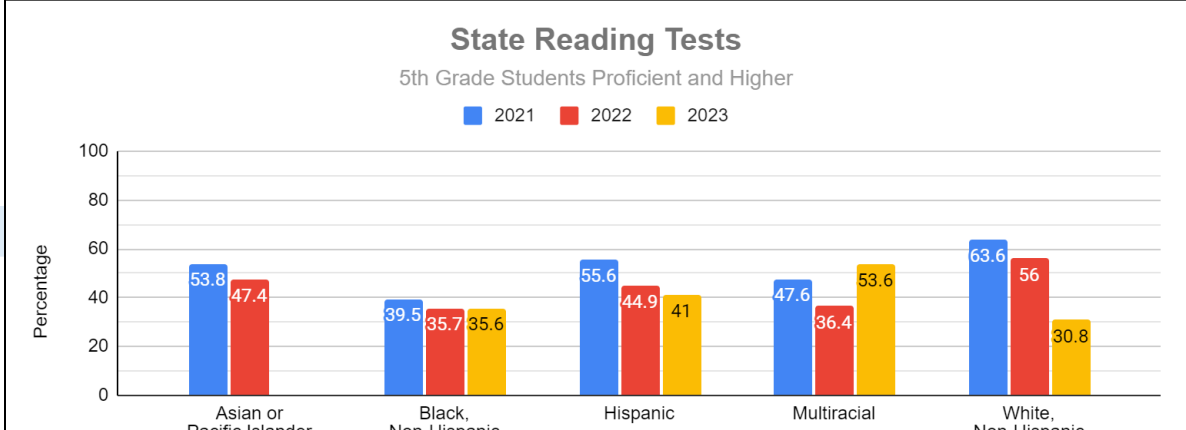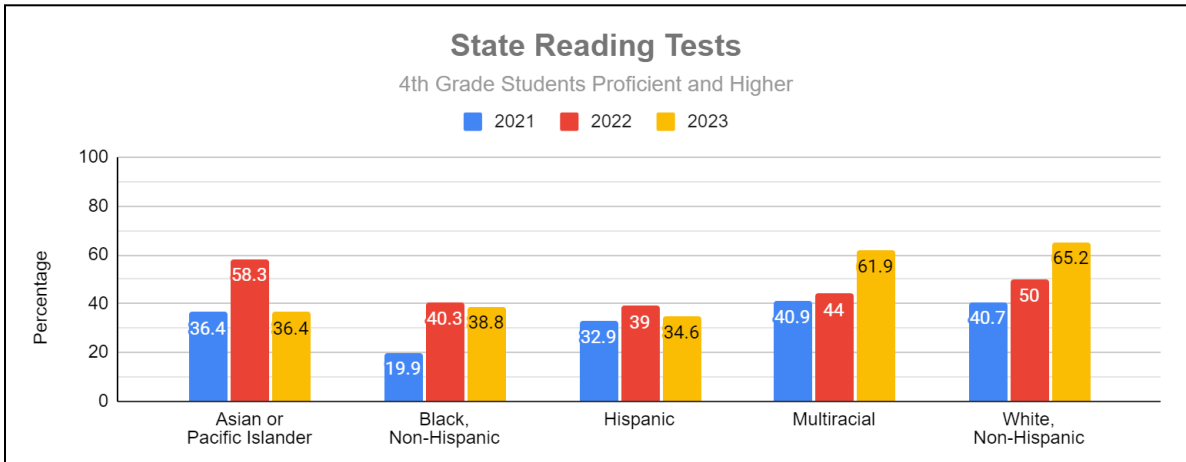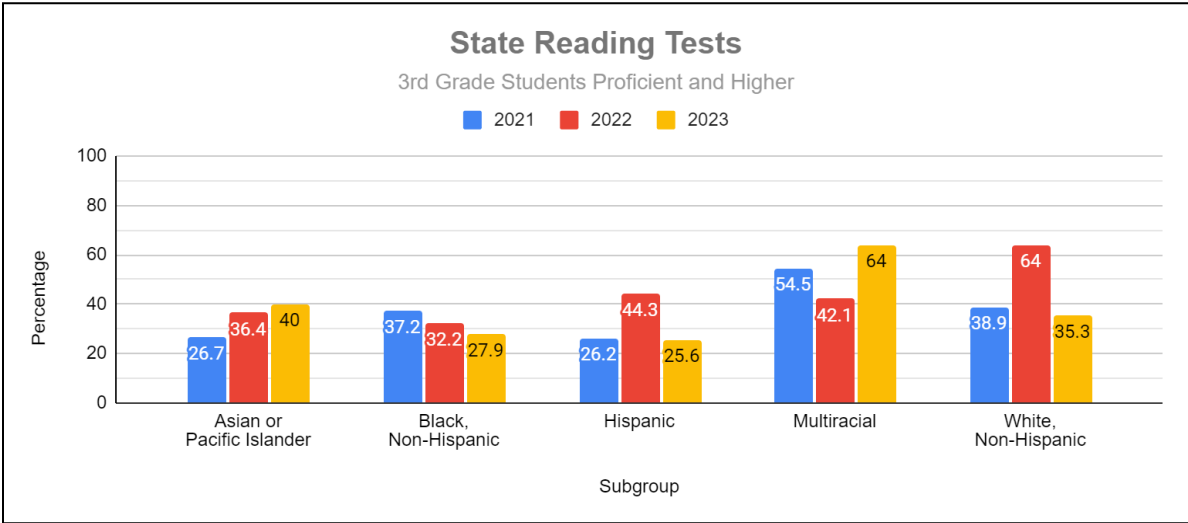
SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL*
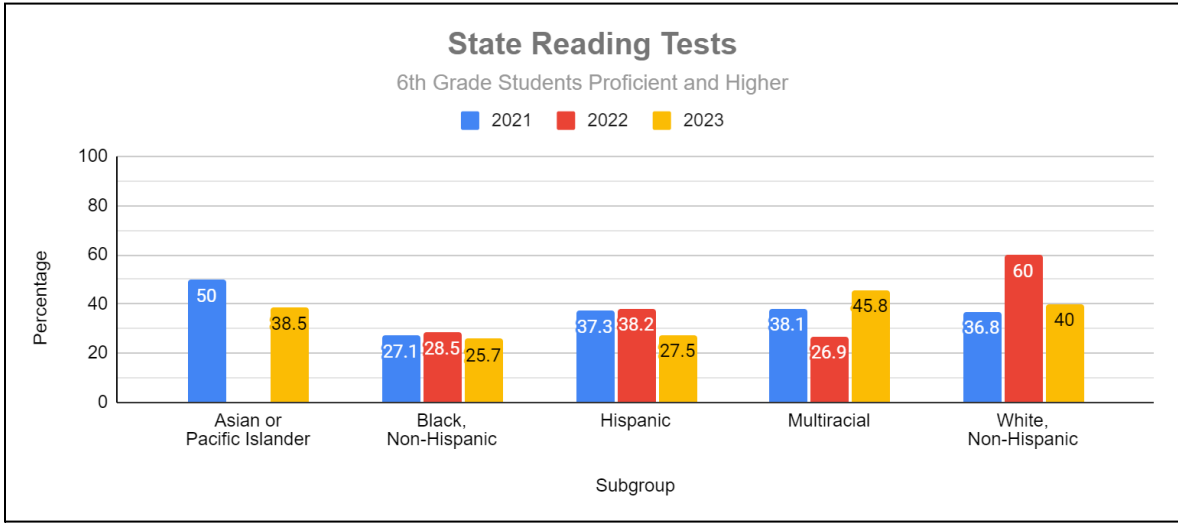
SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

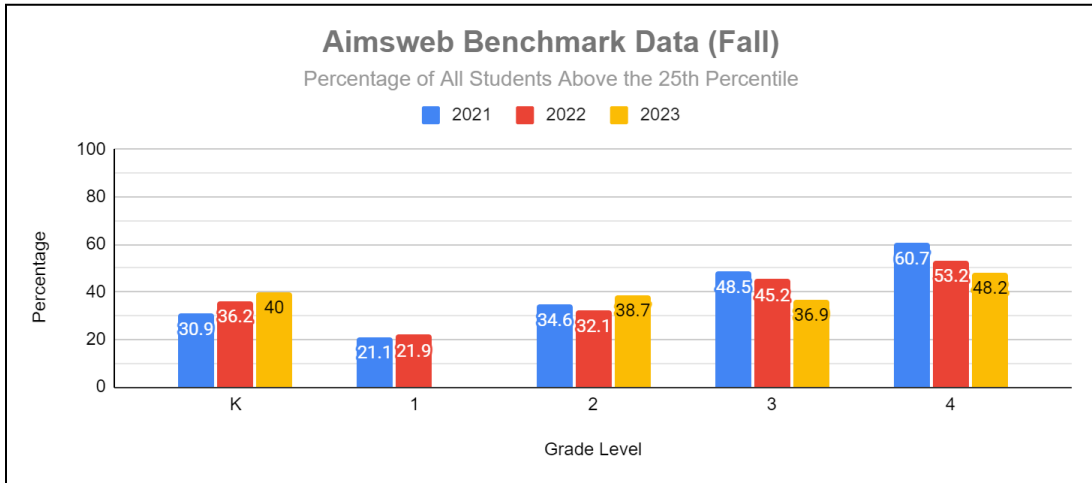- ***The Kindergarten Readiness Revised Assessment***

- *Ohio's State Test for **English language arts assessment for grades 3-6***

State Reading Tests

3rd Grade Students Proficient and Higher

2021 **2022** **2023**

Subgroup	2021	2022	2023
Asian or Pacific Islander	26.7	36.4	40
Black, Non-Hispanic	37.2	32.2	27.9
Hispanic	26.2	44.3	25.6
Multiracial	54.5	42.1	64
White, Non-Hispanic	38.9	64	35.3

State Reading Tests

4th Grade Students Proficient and Higher

2021 **2022** **2023**

Subgroup	2021	2022	2023
Asian or Pacific Islander	36.4	58.3	36.4
Black, Non-Hispanic	19.9	40.3	38.8
Hispanic	32.9	39	34.6
Multiracial	40.9	44	61.9
White, Non-Hispanic	40.7	50	65.2

State Reading Tests

5th Grade Students Proficient and Higher

2021 **2022** **2023**

Subgroup	2021	2022	2023
Asian or Pacific Islander	53.8	47.4	
Black, Non-Hispanic	39.5	35.7	35.6
Hispanic	55.6	44.9	41
Multiracial	47.6	36.4	53.6
White, Non-Hispanic	63.6	56	30.8

State Reading Tests

6th Grade Students Proficient and Higher

■ 2021 ■ 2022 ■ 2023

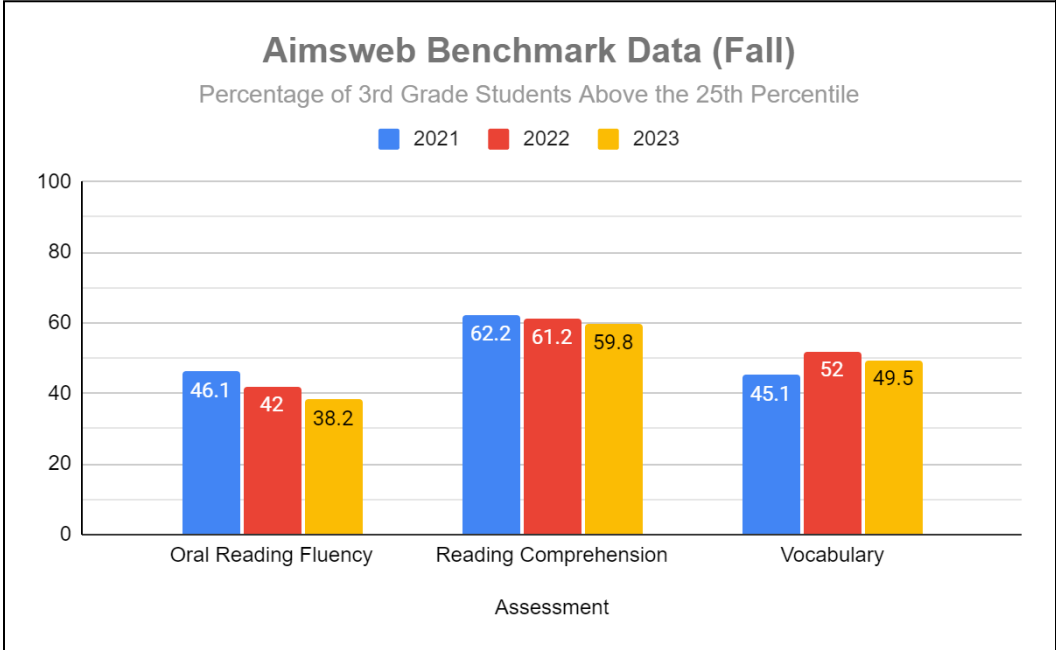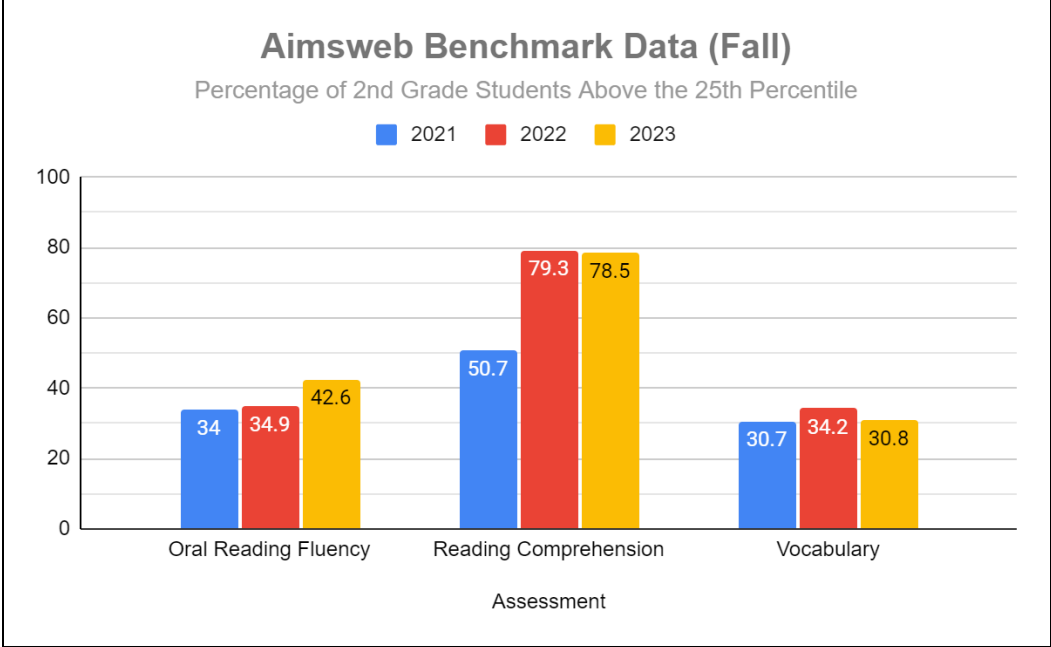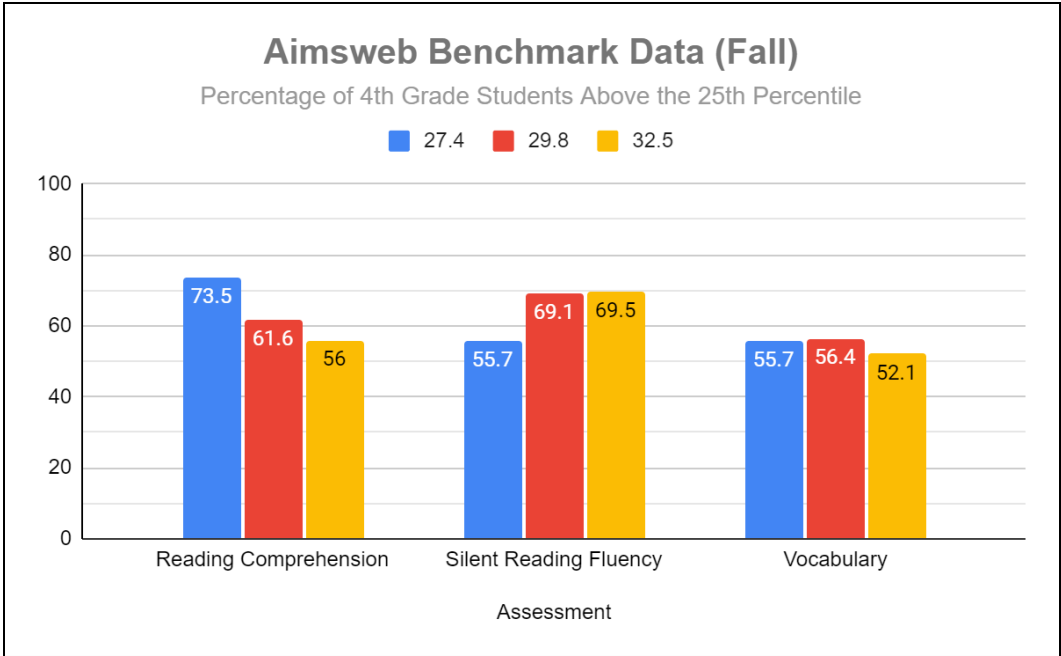| Subgroup	2021	2022	2023
Asian or Pacific Islander	50		38.5
Black, Non-Hispanic	27.1	28.5	25.7
Hispanic	37.3	38.2	27.5
Multiracial	38.1	26.9	45.8
White, Non-Hispanic	36.8	60	40

- *K-6 Reading diagnostics: Aimsweb Benchmark Data*

Aimsweb Benchmark Data (Fall)

Percentage of All Students Above the 25th Percentile

■ 2021 ■ 2022 ■ 2023

Grade Level	2021	2022	2023
K	30.9	36.2	40
1	21.1	21.9	
2	34.6	32.1	38.7
3	48.5	45.2	36.9
4	60.7	53.2	48.2

Aimsweb Benchmark Data (Fall)

Percentage of Kindergarten Students Above the 25th Percentile

Legend: 2021, 2022, 2023

Assessment	2021	2022	2023
Initial Sounds	18.6	24.2	33
Letter Word Sound Fluency	38.8	48.3	45.8
Letter Naming Fluency	26.9	32.6	39

Aimsweb Benchmark Data (Fall)

Percentage of 1st Grade Students Above the 25th Percentile

Legend: 2021, 2022, 2023

Assessment	2021	2022	2023
Oral Reading Fluency	21.1	21.9	
Phonemic Segmentation	53.1	56.6	71.6

Aimsweb Benchmark Data (Fall)

Percentage of 2nd Grade Students Above the 25th Percentile

2021 ■ 2022 ■ 2023

Assessment	2021	2022	2023
Oral Reading Fluency	34	34.9	42.6
Reading Comprehension	50.7	79.3	78.5
Vocabulary	30.7	34.2	30.8

Aimsweb Benchmark Data (Fall)

Percentage of 3rd Grade Students Above the 25th Percentile

2021 ■ 2022 ■ 2023

Assessment	2021	2022	2023
Oral Reading Fluency	46.1	42	38.2
Reading Comprehension	62.2	61.2	59.8
Vocabulary	45.1	52	49.5

Aimsweb Benchmark Data (Fall)
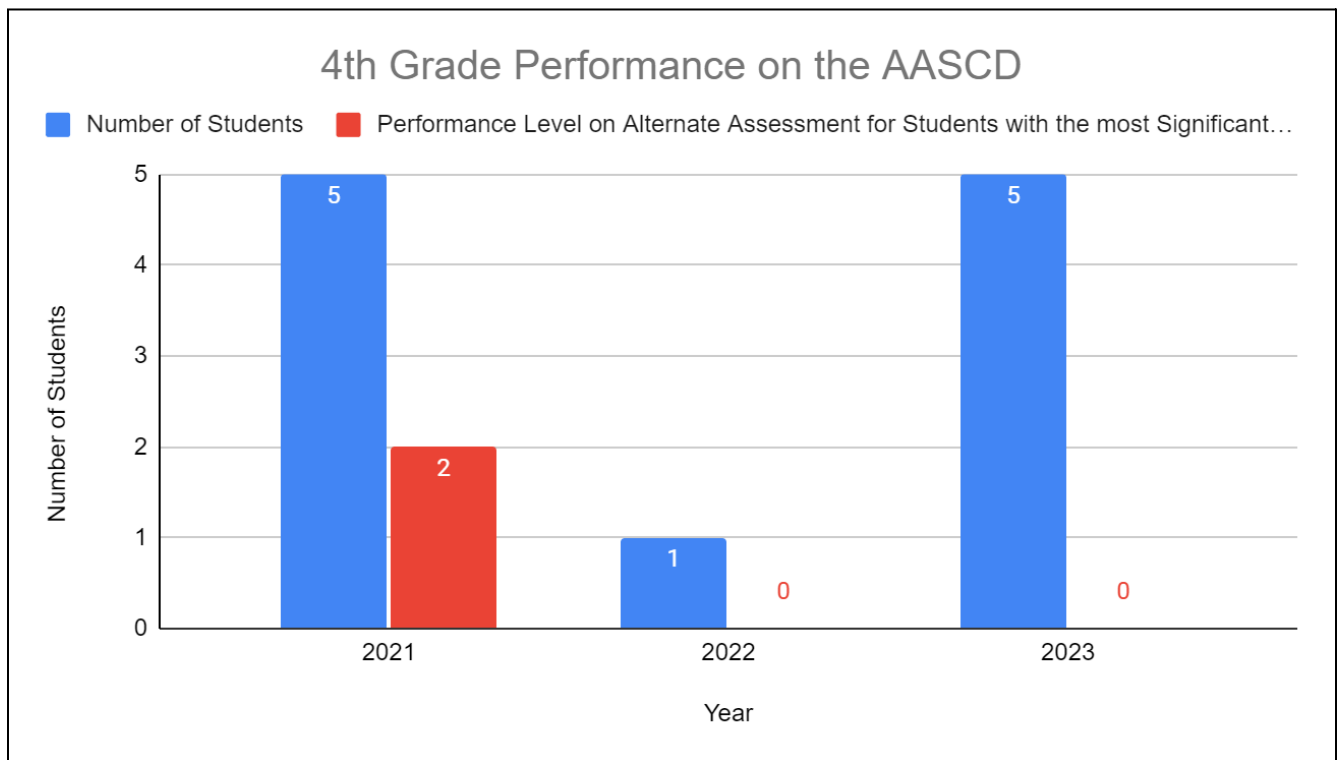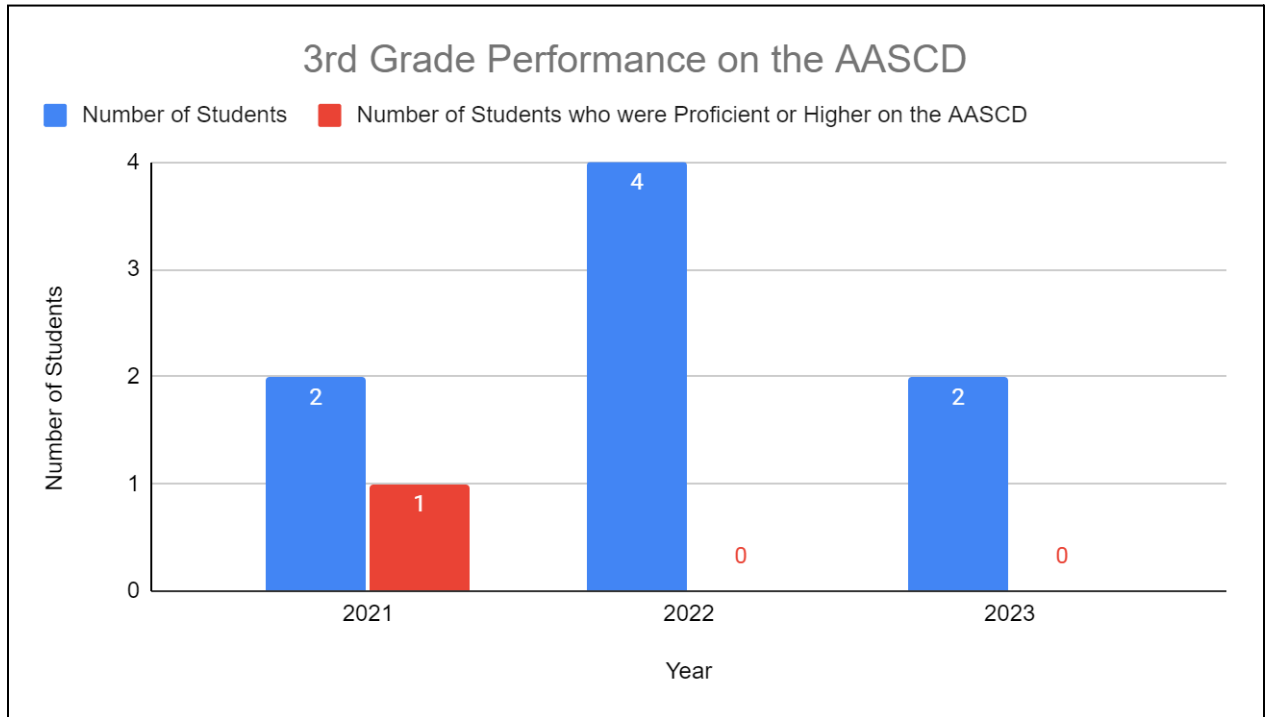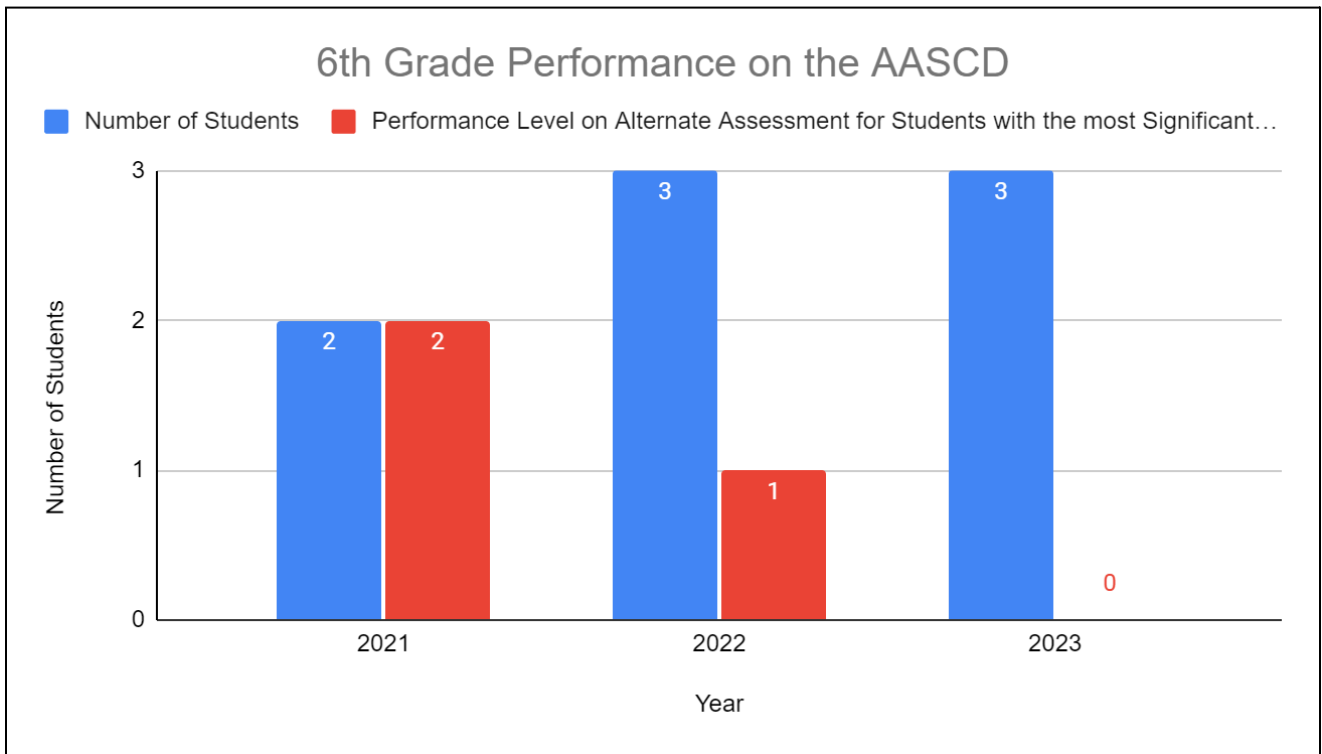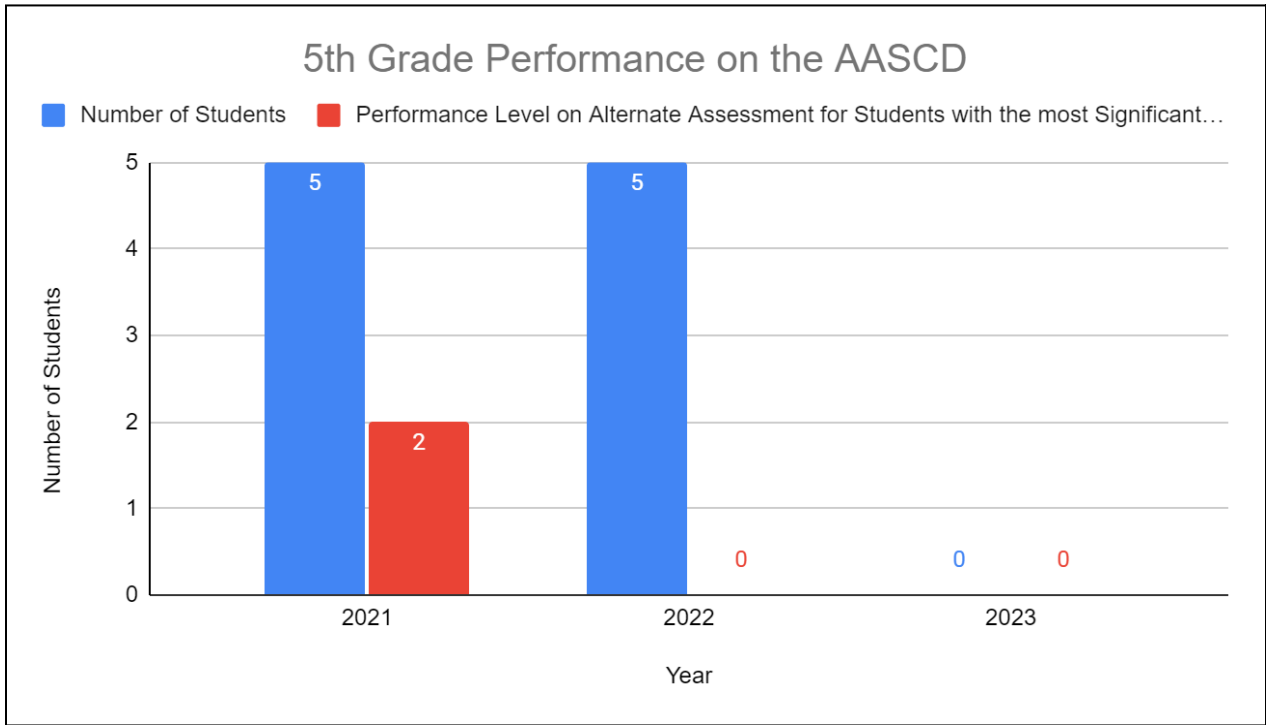Percentage of 4th Grade Students Above the 25th Percentile

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

OELPA Results

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

3rd Grade Performance on the AASCD

Legend:
- ■ Number of Students (blue)
- ■ Number of Students who were Proficient or Higher on the AASCD (red)

Year	Number of Students	Number of Students who were Proficient or Higher on the AASCD
2021	2	1
2022	4	0
2023	2	0

Y-axis: Number of Students; X-axis: Year

4th Grade Performance on the AASCD

Legend:
- ■ Number of Students (blue)
- ■ Performance Level on Alternate Assessment for Students with the most Significant… (red)

Year	Number of Students	Performance Level on Alternate Assessment for Students with the most Significant…
2021	5	2
2022	1	0
2023	5	0

Y-axis: Number of Students; X-axis: Year

5th Grade Performance on the AASCD

6th Grade Performance on the AASCD

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

We as a district have determined a need for a district wide Multi Tiered System of Support (MTSS) plan and building plans. We currently participate in MTSS professional development and are working to revise recently created drafts. The district does not currently have a consistent Multi-Tiered System of Supports model. The primary grade levels have developed an academic model for grades K-2; however, other grade levels do not follow a written model and practices vary widely for how to identify students for intervention, group students, and assign interventions aligned with deficits.

Each Building Leadership Team completes an annual Reading Tiered Fidelity Inventory (R-TFI). Results indicate a need for structural changes within these teams to support reading achievement for all students. Current Tier 1 R-TFI v.2019 results indicate the need for improvement in the following areas to effectively support reading achievement in the district:

- R-TFI v2.2: (1.16): Principal (s) and teachers access ongoing professional learning related to reading science in an MTSS framework.
- R-TFI v2.2: (1.5): The School Leadership Team uses data to monitor the effectiveness of the Tier 1 reading components of an MTSS framework.

We also believe there are some external factors that have contributed to our low reading achievement. Our student population has increasingly become more mobile and has more diverse needs. Twenty five different languages are spoken by our students and nearly three quarters of our students are economically disadvantaged. We are working to increase language services, social services, and differentiated instruction.

SECTION 3 PART C: ROOT CAUSE ANALYSIS

Root Causes

Our students currently perform about 25 percentage points below state averages and nearly 20 percentage points below similar (comparable student and community demographics) district averages on all secondary ELA Ohio State Tests. Our ACT Reading and English scores are below state averages and have been fairly stagnant in the last three years.

Our root cause analyses determined:

1. Consistency is needed in implementing literacy components of the Simple View of Reading/ Scarborough's Reading Rope (Language Comprehension-background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge; Word Recognition- phonological awareness, decoding, sight recognition) within the curriculum framework. Professional development on the Science of Reading and literacy pedagogy addresses this concern.
2. The development of curriculum maps that outline the recommended scope, sequence, and pacing of instructional topics and teaching strategies would ensure curricular alignment, consistency, and rigor. These documents also provide the opportunity for accountability.
3. Teacher and building administrator professional development is needed to align staff skills and knowledge to district expectations.

4. Our MTSS/RTI intervention processes need to be recorded, reviewed, and routinely updated to systematically address students' needs.

Winton Woods City School District believes all children in the district must acquire the knowledge and skills to read at or above grade level. Thus, we have developed measurable student performance goals by grade level band, based on the Simple View of Reading and Scarborough's Reading Rope. The data below shows the deficit of specific skills in decoding, fluency, and reading comprehension which are all necessary to be a skilled reader.

To support the overall goal for two grade bands (K-3; 4-6), all schools **must**: implement all components of a School-Wide Reading Model; create and communicate an MTSS model for grades K-6, create, communicate guidelines for the implementation of the core reading program; and create and communicate a literacy coaching model. These action steps are the foundation for successfully achieving the student performance goals as identified below.

1. **Overall Student Performance Goal for Grades K-3:** Increase the percentage of students meeting or exceeding Ohio Third Grade proficiency standard will increase by 10 percentage points each year, as measured by the Ohio State Assessment in English Language Arts.
    a. **Decoding** (word level recognition):
        i. Increase the percentage of Grades K students meeting or exceeding the 25th percentile on benchmark assessments on aimswebPLUS will increase by 10 percentage points each year.
        ii. Increase the percentage of Grades 1-3 students meeting or exceeding the 25th percentile on benchmark assessments on aimswebPLUS will increase by 10 percentage points each year.

2. **Overall Student Performance Goal for Grades 4-6:** Increase the percentage of students meeting or exceeding Ohio Sixth Grade proficiency standard will increase by 10 percentage points each year, as measured by the Ohio State Assessment in English Language Arts.
    a. ***Fluency, Reading Comprehension, Vocabulary.**
        i. Increase the percentage of Grades 4-6 students meeting or exceeding the 25th percentile on benchmark assessments on aimswebPLUS will increase by 10 percentage points each year.

Note: averages may be missed in Grades 4-6 due to building requirements and inconsistent testing of students.

Goal # 1 Action Map

Goal Statement (Grades K-3):

By spring of 2026, Winton Woods City Schools will increase the percentage of students meeting or exceeding Ohio Third Grade proficiency standard by 10 percentage points, as measured by the Ohio State Assessment in English Language Arts.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	(K-3) Develop the reading components of the elementary framework aligned with the **multi-tiered systems of support (MTSS).** - Each grade level will create Intervention teams including but not limited to: School Psychologist, Title (math and reading), EL teachers, Speech Path, Instructional Coaches, Building Admin, General Education. Teachers, Intervention Specialists - Administrators will determine set meeting dates and times - Meetings should be done every 6 weeks to discuss progress monitoring - Determine testing schedule - Use reliable screening assessments (aimswebPLUS) to identify students with reading difficulties and follow up with formal and informal assess - Select an intervention/s that provides an explicit instructional focus to meet each student's identified learning needs. **Monitor progress through routine review of disaggregated student data (all, SWD, and EL)** - Provide interventions outside of core Instruction time, where intensiveness matches student needs; this provides support for students who have RIMPS.	The district will adopt **High Quality Instructional Materials (HQIM)** which include training and support, a coherent scope and sequence, and embedded formative assessments, and is aligned to the Science of Reading. - As required by Ohio's Department of Education and Workforce SY 24-25 and beyond, the primary instructional resource used in ELA courses must be from the DEW's approved list of Science of Reading aligned materials. - Develop a policy and create a vetting process for supplementary instructional materials (ex. books, online programs, Teacher-Pay-Teacher worksheets, movies, etc…) which ensures grade-level alignment and rigor.	All English Language Arts instruction will be aligned to the **Science of Reading** in SY 2024-25 and beyond. -Administrators will be trained in the **Science of Reading** (complete DEW Dyslexia Course) - Continue professional development in the Science of Reading for teachers and administrators.. - Continue job embedded coaching- feedback, modeling, co-planning, with instructional coaches- to support instruction rooted in the Science of Reading. - There will be an overview/ refresher of the Science of Reading in a beginning of year staff meeting for all teachers. Refresher mini lessons (5-10 minutes) throughout the year. Ex. Staff meetings, newsletter, videos sent to staff, etc… -Literacy fidelity walkthroughs are developed and used to routinely monitor implementation of the SoR and writing. Brief feedback is provided to teachers. - **ELA teachers and Intervention Specialists review the Instructional Framework, curriculum guidance documents, and any additional district expectations for teaching ELA in August and January of each school year.**
Timeline	-**BLT and DLT:** January 2024- schedule monthly meetings to develop the reading components of the elementary framework aligned with the **multi-tiered systems of support (MTSS)**	*The timeline of adopting a new curriculum is dependent on the DEW January 24 release of approved instructional materials.	- Winter 2023 Grades K-3, Cohorts 2 & 3

	Action Step 1	Action Step 2	Action Step 3
August 2024 **Building Leadership Teams** review this Reaching Achievement Plan document	**- BLT and DLT:** February- June 2024 monthly meetings of team leaders, coaches, administrators (district and building) to develop and refine the reading components of the elementary framework. -**BLT and DLT:** August (2024): Building admin will create an intervention team for each grade level/s; determine meeting dates/times throughout the year -**Tiered Delivery System/Data-based decision making***: September/December/March-May (2024) administer testing; determine set dates to look at and pull data -***Selection and implementation of instructional methods, interventions, and supports:*** September 2024*:* Teams will determine instructional methods, interventions, and supports based on student performance data (interventions will be aligned with the Simple View of Reading to address deficits) -***Comprehensive reading assessment system:*** By October 2024, all *gr*ade levels will begin intervention and progress monitoring students according to data. *Components are applied to critical word-reading and comprehension processes that are predictive of reading outcomes*	- Winter 2023 Introduction to HQIM for administrators and teacher leaders - Spring 2024 Instructional Resource Adoption - Summer 2024 Instructional Resource Training (outside vendor, instructional coaches, department leaders) - Fall 2024 Instructional Resource Training and **full implementation** (outside vendor, instructional coaches, department leaders); develop a district literacy fidelity walkthrough form - Winter 2024 Instructional Resource Training (outside vendor, instructional coaches, department leaders) - Spring 2025 Instructional Resource Training (outside vendor, instructional coaches, department leaders)	- Spring 2024 Grades K-3, Cohort 3 - Summer 2024 New teacher cohort - Fall 2024 New teacher cohort - Winter 2024 New teacher cohort - Spring 2025 Refresher courses for all teachers (led by coaches) **- ELA teachers and Intervention Specialists review the [Instructional Framework, curriculum guidance documents](#), this Reading Achievement Plan, and any additional district expectations for teaching ELA in August and January of each school year.**
Lead Person(s)	Dr. Adrienne Martin, Executive Director of Teacher and Learning (Prek-6) Jeremy Day School Psychologist	Dr. Adrienne Martin, Executive Director of Teacher and Learning (Prek-6) Doug Sanker Michele Plummer	Dr. Adrienne Martin, Executive Director of Teacher and Learning (Prek-6) Doug Sanker Nelson Homan

	Action Step 1	**Action Step 2**	**Action Step 3**
Resources Needed	Helpful links: Michigan MTSS Ohio Literacy Academy presentation 2023 Ohio Literacy Academy presentation (Turner) 2018 Florida MTSS MTSS Supports AIR School calendar Professional Development plan. See Section 7 Part C below. District Assessment calendar	Resources are dependent on the DEW release of approved curricula. Helpful links: DEW Materials Matter EdReports School calendar Professional Development plan. See Section 7 Part C below. District Assessment calendar Scope and sequence, curriculum map, PBL toolkits	DEW Dyslexia Course information HCESC- SST calendar of professional development Coaching resources as needed School calendar Professional Development plan. See Section 7 Part C below. Shifting to the Science of Reading: A Guide for School and District Teams District Assessment calendar
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	- Include refresher training on AimswebPLUS for all staff -Include progress monitoring refresher for all staff -Training for Staff around the process and components as well as accountability for adult implementation and discussion of the data through progress monitoring and fluidity of movement for students based on the data (MTSS/RTI Professional Development) -Continue DEW Dyslexia Modules with appropriate staff -Coaching around system structures, how to use data to determine interventions, best practices.	- Professional Development Plan for support of new curricula. See Section 7 Part C below.	- Professional Development as outlined in the timeline above. - Continuing job-embedded coaching to support new learning of Science of Reading and Structured Literacy.
Measure of Success	Completed reading components for MTSS framework. Consistency with MTSS structures and teams across grades K-3. We will monitor progress through the disaggregation of sub-group data- EL and SWD- in comparison to all students.	Fidelity data (conducted through literacy walk-throughs) Consistency of materials being used across grade levels. Score on R-TFI v2.2: (1.16) indicator: *Principal (s) and teachers access ongoing professional*	June of 2024, all teachers of grades K-3 who provide literacy instruction will be certified in reading instruction or complete 18 instructional hours of professional development related to dyslexia. Score of on R-TFI v2.2: (1.16) indicator: *Principal (s) and teachers access ongoing professional*

	Score on R-TFI v2.2: (1.5) indicator: *The School Leadership Team uses data to monitor the effectiveness of the Tier 1 reading components of an MTSS framework.*	*learning related to reading science in an MTSS framework.*	*learning related to reading science in an MTSS framework.*
	To ensure the success of the Reading Achievement Plan, Winton Woods City Schools will rely on various funding sources to meet the specific needs of every student. By leveraging these resources, the school can provide targeted interventions and personalized support to help students improve their reading skills. Winton Woods City Schools is committed to providing the highest quality education to all students.		

Goal # 2 Action Map

Goal Statement (Grades 4-6):

By spring 2026, Winton Woods City Schools will **i**ncrease the percentage of students meeting or exceeding Ohio Sixth Grade proficiency standards by 10 percentage points each year, as measured by the Ohio State Assessment in English Language Arts.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3

Implementation Component	(Grades 4-6) Review and revise the district's **multi-tiered systems of support (MTSS)** framework which supports instruction for a full range of learners aligned across all grade levels. - Use reliable screening assessments to identify students with reading difficulties and follow up with formal and informal assessments to pinpoint each student's instructional needs. -Select an intervention that provides an explicit instructional focus to meet each student's identified learning needs. - Provide interventions where intensiveness matches student needs: the greater the instructional need, the more intensive the intervention. Assuming a high level of instructional quality, the intensity of interventions is related most directly to the size of instructional groups and amount of instructional time. - Select an intervention/s that provides an explicit instructional focus to meet each student's identified learning needs. **Monitor progress through routine review of disaggregated student data (all, SWD, and EL)**	The district will adopt **High Quality Instructional Materials (HQIM)** which include training and support, a coherent scope and sequence, and embedded formative assessments, and is aligned to the Science of Reading. -As required by Ohio's Department of Education and Workforce SY 24-25 and beyond, the primary instructional resource used in ELA courses must be from the DEW's approved list of Science of Reading aligned materials. -Develop a policy and create a vetting process for supplementary instructional materials (ex. books, online programs, Teacher-Pay-Teacher worksheets, movies, etc…) which ensures grade-level alignment and rigor.	All English Language Arts instruction will be aligned to the **Science of Reading** in SY 2024-25 and beyond. -Administrators will be trained in the **Science of Reading** (complete DEW Dyslexia Course) -Continued professional development in the Science of Reading with staff who have been previously trained. -Begin professional development in the Science of Reading (complete DEW Introduction to Dyslexia Course, Grades 4-12) for Intervention Specialists, grades 4-12. -Job embedded coaching- feedback, modeling, co-planning, with instructional coaches- to support instruction rooted in the Science of Reading. -There will be an introduction to the Science of Reading in a beginning of year staff meeting for all teachers. Refresher mini lessons (5-10 minutes) throughout the year. Ex. Staff meetings, newsletter, videos sent to staff, etc… -Literacy fidelity walkthroughs are developed and used to routinely monitor implementation of the SoR and writing. Brief feedback is provided to teachers. **- ELA teachers and Intervention Specialists review the Instructional Framework, curriculum guidance documents, and any additional district expectations for teaching ELA in August and January of each school year.**

	Action Step 1	Action Step 2	Action Step 3
Timeline August 2024 **Building Leadership Teams** review this Reaching Achievement Plan document	-**BLT and DLT:** January 2024- schedule monthly meetings to develop the reading components of the elementary framework aligned with the **multi-tiered systems of support (MTSS)** - **BLT and DLT:** February- June 2024 monthly meetings of team leaders, coaches, administrators (district and building) to develop and refine the reading components of the elementary framework. -**BLT and DLT:** August (2024): Building admin will create an intervention team for each grade level/s; determine meeting dates/times throughout the year -**Tiered Delivery System/Data-based decision making**: September/December/March-May (2024) administer testing; determine set dates to look at and pull data -*Selection and implementation of instructional methods, interventions, and supports:* September 2024: Teams will determine instructional methods, interventions, and supports based on student performance data (interventions will be aligned with the Simple View of Reading to address deficits) -*Comprehensive reading assessment system:* By October 2024, all *gr*ade levels will begin intervention and progress monitoring students according to data.	*The timeline of adopting a new curriculum is dependent on the DEW January 24 release of approved instructional materials. - Winter 2023 Introduction to HQIM for administrators and teacher leaders - Spring 2024 Instructional Resource Adoption - Summer 2024 Instructional Resource Training (outside vendor, instructional coaches, department leaders) - Fall 2024 Instructional Resource Training and **full implementation** (outside vendor, instructional coaches, department leaders); develop a district literacy fidelity walkthrough form - Winter 2024 Instructional Resource Training (outside vendor, instructional coaches, department leaders) - Spring 2025 Instructional Resource Training (outside vendor, instructional coaches, department leaders)	- Winter 2023 Grades K-3 Cohorts 2-3 - Spring 2024 Grades K-3 Cohort 3 - Summer 2024 New teacher cohort - Fall 2024 New teacher cohort - Winter 2024 New teacher cohort - Spring 2025 Refresher courses for all teachers (led by coaches) - **ELA teachers and Intervention Specialists review the [Instructional Framework, curriculum guidance documents](), this Reading Achievement Plan, and any additional district expectations for teaching ELA in August and January of each school year.**
Lead Person(s)	Dr. Adrienne Martin, Executive Director of Teacher and Learning (Prek-6)	Dr. Adrienne Martin, Executive Director of Teacher and Learning (Prek-6)	Dr. Adrienne Martin, Executive Director of Teacher and Learning (Prek-6)

	Action Step 1	Action Step 2	Action Step 3
	Elizabeth Styles School Psychologist	Michele Plummer	Nelson Homan
Resources Needed	Helpful links: Michigan MTSS Ohio Literacy Academy presentation 2023 Ohio Literacy Academy presentation (Turner) 2018 Florida MTSS MTSS Supports AIR School calendar Professional Development plan District Assessment calendar	Resources are dependent on the DEW release of approved curricula. Helpful links: DEW Materials Matter EdReports School calendar Professional Development plan District Assessment calendar Scope and sequence, curriculum map, PBL toolkits	DEW Introduction to Dyslexia Course, Grades 4-12 HCESC- SST calendar of professional development Coaching resources as needed School calendar Professional Development plan District Assessment calendar
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	- Include refresher training on AimswebPLUS for all staff -Include progress monitoring refresher for all staff -Training for Staff around the process and components as well as accountability for adult implementation and discussion of the data through progress monitoring and fluidity of movement for students based on the data (MTSS/RTI Professional Development) -Continue DEW Dyslexia Modules with appropriate staff -Coaching around system structures, how to use data to determine interventions, best practices	- Professional Development plan. See Section 7 Part C below.	- Professional Development plan. See Section 7 Part C below. - Continued job-embedded coaching to support new learning of Science of Reading and Structured Literacy.
Measure of Success	Completed and revised reading components aligned to MTSS framework. Consistency with MTSS structures and teams across grades 4-6. We will monitor progress through the disaggregation of sub-group data- EL and SWD- in comparison to all students.	Fidelity data (conducted through literacy walk-throughs) Consistency of materials being used across grade levels. Score on R-TFI v2.2: (1.16) indicator: *Principal (s) and teachers access ongoing professional learning related to*	June of 2024, all teachers of grades K-3 who provide literacy instruction will be certified in reading instruction or complete 18 instructional hours of professional development related to dyslexia. Score on R-TFI v2.2: (1.16) indicator: *Principal (s) and teachers access ongoing professional learning related to*

	Action Step 1	Action Step 2	Action Step 3
	Score on R-TFI v2.2: (1.5) indicator: *The School Leadership Team uses data to monitor the effectiveness of the Tier 1 reading components of an MTSS framework.*	*reading science in an MTSS framework.*	*reading science in an MTSS framework.*
Description of Funding	To ensure the success of the Reading Achievement Plan, Winton Woods City Schools will rely on various funding sources to meet the specific needs of every student. By leveraging these resources, the school can provide targeted interventions and personalized support to help students improve their reading skills. Winton Woods City Schools is committed to providing the highest quality education to all students.		
Check-in/Review Date	Monthly beginning August 2024- June 2025	N/A	End of the year review.

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

Progress Monitoring Assessment System

The tracking and monitoring of student progress in reading achievement will be done through the use of the district's universal screener and progress monitoring system. The district uses a comprehensive universal screener and progress monitoring system (aimswebPLUS). The district also tracks and monitors student progress based upon data from the administration of NWEA's MAP (three times a year) at Grades K-6, and annual Ohio state assessments in English Language Arts at Grades 3-6. These data are analyzed at the building level (BLT monthly and TBT monthly), as well as at the district level through the regular DLT meetings (five times per year).

Reporting of student progress will be done through the systems identified above (aimswebPLUS and MAP), and examined at the grade level, class, and student level, at the DLT, BLT, and TBT meetings. These data will also be translated into a readable format for sharing with additional stakeholders (e.g. the Board of Education; parents and community members).

Ensuring Learner Progress Toward Performance Goals: Progress Monitoring and Multi-Tiered System of Support

Attention to data analysis will support the Literacy Leadership Team in crafting a solid multi-tiered system of support for students (MTSS). As noted, the performance of all students overall in the district is so low compared to state and national levels, it is hard to ascertain the accuracy of the gaps in performance of students in our subgroups. In other words, because the current implementation of our Tier 1 reading instructional program is neither consistent nor well-aligned to evidence-based practices, it is hard to say whether student performance gaps indicate true literacy deficiencies or are simply the result of an ineffective Tier 1 instructional program. For this reason, the Reading Achievement plan is dedicated to improving Tier 1, with requirements and refinements made to Tiers 2 and 3.

Benchmark Assessments and Cut Points for Tiered System of Support

Regular examination of the following specific data points related to student reading performance allows us to strengthen our Tier 1 core instructional literacy program, monitor our progress, and develop a fully functioning multi-tiered system of support to serve our most challenged learners. Cut points for determining the tier of support are listed in the table below.

Instructional Area	Universal Screener Benchmark	Universal Screener Progress Monitoring	Criteria for Tiered System of Support
Decoding	*aimswebPLUS*	*aimswebPLUS*	Tier 2: ≤26th %ile Tier 3: ≤11th %ile
Oral Reading Fluency	*aimswebPLUS*	*aimswebPLUS*	Tier 2: ≤26th %ile Tier 3: ≤11th %ile
Language Comprehension	MAP: Vocabulary	NA	Tier 2: ≤40th %ile Tier 3: ≤15th %ile
Reading Comprehension	MAP: Literature and Informational Text	*aimswebPLUS*	Tier 2: ≤40th %ile Tier 3: ≤15th %ile

Protocols for Tiered System of Support Placement

1. Tier 1 - If a student's score meets the cut point for Tier 1 at benchmark assessment points, and barring evidence to the contrary (other classroom-based assessment data), the student will continue with Tier 1 instruction only.
   a. Progress monitoring for Tier 1 will occur at least 3 times per year using universal screener benchmark assessments (see table).
2. Tier 2 - If a student's score falls between the cut points for Tier 1 and Tier 3, and barring evidence to the contrary (other classroom-based assessment data), the student will receive 30 minutes of Tier 2 instruction in addition to the core reading instructional block.
   a. Progress monitoring for Tier 2 will occur at least monthly using progress monitoring assessments (see table).
   b. Criteria for intensification - If four or more progress monitoring scores or if the next benchmark assessment score do not indicate adequate progress toward the aim line, the intervention will be modified or intensified.
   c. Exit criteria - If the student's score meets the cut point for Tier 1 at the next benchmark assessment point, and barring evidence to the contrary (progress monitoring and other classroom-based assessment data), the student will move to Tier 1 instruction only.
3. Tier 3 - If a student's score falls below the cut point for Tier 3, and barring evidence to the contrary (other classroom-based assessment data), the student will receive more than 30 minutes of Tier 3 instruction in addition to the core reading instructional block.
   a. Progress monitoring for Tier 3 will occur at least weekly using progress monitoring assessments (see table).

b. Exit criteria - If the student's score meets the cut point for Tier 2 at the next benchmark assessment points, and barring evidence to the contrary (progress monitoring and other classroom-based assessment data), the student will continue with Tier 1 and Tier 2 instruction only.

MTSS System Level Progress Monitoring

Our progress toward creating and maintaining the infrastructure necessary to support a strong reading instructional program is assessed yearly through the administration of the R-TFI. This tool helps us to identify our fidelity to our reading program. The R-TFI also allows us to track our systems progress as well as track the creation of multi-tiered systems of support.

Winton Woods City Schools [Instructional Minutes Framework](link) (live link), Grades K-6 (120 minutes)

(snapshot)

Systematic, Explicit Instructional Areas	Grades K-1	Grades 2-3	Grades 4-6	Grouping	Content	Best Practices
	Approx. Minutes					
Learning to Read Instruction	30-40 minutes	10-20 minutes	20-25 minutes (Advanced Word Study and Vocabulary Instruction)	Whole Group (Try to avoid pull-out instruction)	**Word Work** • Phonological awareness • Phonics • Word reading • Decodable text **Advanced Word Study** • Morphemic awareness routines • Latin roots and Greek combining forms	• Teach sound-symbol correspondence, syllable patterns, and morphology. • Use multi-sensory strategies. • What is advanced word study? • Advanced Word Study: Incorping Word Recognition decode multisyllabic words with varied syllable types and morphology
	10-15 minutes	20 minutes			**Vocabulary** • **Explicit** vocabulary instruction • High-yield vocabulary instruction • LETRS Vocabulary Instructional Routines	• Introduce new words using a direct, explicit routine (sound-symbol correspondence, heart words). • Focus on 3-5 words at a time.

Systematic, Explicit Instructional Areas	Grades K-1	Grades 2-3	Grades 4-6	Grouping	Content	Best Practices
	Approx. Minutes					
Reading to Learn Instruction	10-15 minutes	20 minutes	20-25 minutes	Whole Group	**Comprehension** • Core texts • Knowledge building • Vocabulary	• Utilize a variety of strategies including read aloud, close reading, partner or choral reading, etc. • Discuss the text and ask higher-order thinking questions
	30 minutes	30 minutes	30 minutes	Whole Group	**Writing** • Grammar, usage, and mechanics • Vocabulary • Spelling (learned phonics skills)	• Choose writing prompts that connect to the text • Focus mini lessons on writing components and language development.
Intervention and Extension	30 minutes	30 minutes	30 minutes	Small Group	**Flexible Groups** • Phonological awareness • Decoding • Fluency • Vocabulary • Comprehension Independent reading or writing • Technology-based literacy activities **Evidence-Based Practices**	• Develop flexible groups based on student data. • Focus on specific skills that need additional instruction and support. • Provide challenging, content-based activities to enhance and extend learning for students on or above benchmark reading levels.

*Instructional minutes can be converted to percentages to fulfill the requirements in a 90 minute block as needed.

SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

In the spring of 2024, the district will begin the adoption of a new reading curriculum, approved by DEW, using processes from Ohio Materials Matter. The adoption of high-quality instructional materials will be standards-aligned, provide a coherent scope and sequence, use evidence-based instructional strategies, contain embedded formative assessments, and provide implementation support for educators. This will ensure that all students' needs are met and that they acquire the knowledge and skills to increase learning.

Improving one's reading skills involves a combination of strategies tailored to individual needs and preferences. Crafting a Reading Improvement Plan (RIMP) with consistent progress monitoring may significantly enhance word recognition and language comprehension to support students who are below grade level. Students on Reading Improvement and Monitoring Plans will be provided with a menu of individualized instruction based on their needs and monitored according to the interventions provided. The following areas, in alignment with Simple View of Reading (SVR), are available to all students.

WORD RECOGNITION
Phonemic Awareness

<u>What Are Teachers Doing?</u>
Teachers are modeling and providing opportunities to practice phonemic awareness through meaningful classroom experiences, included in whole group, small group guided reading, and independent practice. Teachers (K-3) are using the *Heggerty Phonemic Awareness* Curriculum by Literacy Resources, LLC daily to enhance phonemic awareness skills. The following skills are outlined in the CCSS (presented here in order of increasing level of difficulty):

- syllable counting, blending, and segmenting
- isolating sounds (Ex. What is the first sound in sun? /s/)
- identifying and producing rhymes
- segmenting sounds (Ex. Tell me the sounds in "*sun*" /s/ /u/ /n/.)
- blending sounds (Ex. What word is this? /s/ /u/ /n/=sun)
- deleting sounds (Ex. What is sun without the first sound? /un/)
- substituting/manipulating sounds (Ex. Change the first sound in sun to a /b/=bun.)

<u>What Are Students Doing?</u>
Students are listening to and practicing these skills in whole group, small group, and/or individually by:
- clapping and counting syllables in words
- listening to poems, nursery rhymes, songs and identifying rhymes
- producing rhymes
- sorting pictures (by rhymes, syllables, sounds)
- using manipulatives to segment sounds (Elkonin boxes, bingo chips, sound beads, etc.)
- orally demonstrating proficiency in the isolation, substitution, deletion, and manipulation of sounds, rhyming, and syllables

Current Instructional Resources
- *Heggerty Phonemic Awareness Curriculum* by Literacy Resources, LLC
- Developmental Spelling Analysis (DSA)
- Core Phonics Screener
- *Recipe for Reading* phonics lessons
- *Improving Morphemic Awareness* (S. Donah)
- *Words Their Way* (Bear, Invernizzi, Templeton & Johnston)
- *ReadyGen* (Pearson, 2016)

Assessments
- aimsweb PLUS initial sound and phoneme segmentation assessments (IS, PS)
- Heggerty Phonological Awareness Assessment (given on individual basis)
- PAST assessments (given on individual basis)

Phonics & Decoding

What Are Teachers Doing?

Phonics skills follow a developmental progression. Teachers differentiate phonics instruction based on data from DSA, phonics screeners and ongoing informal assessments. Within Winton Woods, our teachers instruct phonics and decoding skills based on Common Core Standards and the progression of phonics concepts as presented in the Winton Woods DSA, phonics screener and aligned with *Recipe for Reading* (K-3). Teachers in K-3 instruct phonics skills using *Recipe for Reading* and materials from *The Phonics Dance* (Dowd). Teachers in grades 3-6 instruct students using district approved phonics and word analysis resources.

Phonics instruction is delivered, reinforced, and mastered through a variety of instructional practices:

- Direct/Explicit Instruction: Teachers will deliver direct instruction (or model) to a whole group, small group or individual student in order to teach a phonics pattern.
- Guided Instruction: In small group word work and in guided reading of connected text, teachers use cues, prompts, strategic scaffolding, and questions to provide opportunities for students to apply phonics skills to read and write real words (not nonsense words). These lessons often include manipulatives, multisensory tools and interactive materials. More importantly, throughout the lesson, teachers are able to assess students' abilities as they monitor their work and provide feedback to individuals or groups.
- Word Work Activities: Students engage in meaningful opportunities to practice, reinforce, and strengthen their skills. These opportunities can occur with partners/small groups or independently, based on the needs of the students. A variety of activities could be used, such as: word sorts, use of manipulatives, making words and multisensory activities.

Throughout all of these instructional strategies, teachers are able to informally assess student learning in order to determine the ideal instructional plan for their students.

What Are Students Doing?

Students work with words at their developmental level and at their grade level, progressing from the simplest to the most complex spelling patterns—beginning with representation of consonant and short vowel sounds and

working through knowledge of affixes, root words and derivations, and word etymology (history). Students apply this knowledge to reading words in texts and spelling words in writing.

<u>Instructional Resources</u>

- Foundational Skills Scope and Sequence (Gr. K-2)
- *Recipe for Reading* (Gr. K-2) (Bloom & Traub)
- *The Phonics Dance* (Dowd)
- Making Words Lists
- Teacher created classroom word wall/sound wall in grades K-3 (displayed or portable; HFWs displayed in conjunction with words from phonics-based word lists for use as a spelling resource)
- Decodable Readers (Reading A-Z, Lexia)
- Lexia Core 5 and PowerUp (Gr. 1-6)

<u>Assessments</u>

- Developmental Spelling Assessment (DSA)
- Phonics and Word Analysis Screeners
- aimswebPLUS Oral Reading Fluency (ORF)
- aimswebPLUS Nonsense Word Fluency Assessment (NWF)

Advanced Decoding

<u>What Are Teachers Doing?</u>

In grades 3 and above, students are applying early phonics skills automatically and fluently to read grade level text. Teachers in these grade levels instruct students using district approved Phonics and Word Analysis resources. Teachers use *Improving Morphemic Awareness* (Donah), for morphology practice. *Words Their Way* (Bear, Invernizzi, Templeton & Johnston) is used for explicit instruction and practice in word work. Advanced phonics instruction is delivered, reinforced, and mastered through a variety of instructional practices:

- Direct/Explicit Instruction: Teachers will deliver direct instruction (or model) to a whole group, small group or individual student in order to teach advanced phonics patterns.
- Guided Instruction: In small group word work and in guided reading of connected text, teachers use cues, prompts, strategic scaffolding, and questions to provide opportunities for students to apply phonics skills to read and write real words (not nonsense words). These lessons often include manipulatives, multisensory tools and interactive materials. More importantly, throughout the lesson, teachers are able to assess students' abilities as they monitor their work and provide feedback to individuals or groups.
- Word Work Activities: Students engage in meaningful opportunities to practice, reinforce, and strengthen their skills. These opportunities can occur with partners/small groups or independently, based on the needs of the students. A variety of activities could be used, such as: word sorts, use of manipulatives, making words and multisensory activities.

Throughout all of these instructional strategies, teachers are able to informally assess student learning in order to determine the ideal instructional plan for their students.

<u>What Are Students Doing?</u>

Students primarily work with words at their developmental level. Students apply advanced decoding skills to reading words in texts and spelling words in writing.

Instructional Resources

- Developmental Spelling Analysis (DSA)
- Core Phonics Screener
- *Recipe for Reading* phonics lessons
- *Improving Morphemic Awareness* (S. Donah)
- *Words Their Way* (Bear, Invernizzi, Templeton & Johnston)

Assessments

- Developmental Spelling Assessment (DSA)
- Phonics Screener and Word Analysis
- MAP/MPG
- aimswebPLUS oral reading fluency assessment

Word Recognition & High Frequency Words (HFW)

What Are Teachers Doing?

Teachers differentiate instruction in high-frequency words (HFWs) using the Winton Woods High Frequency Word Lists. The Winton Woods HFW Lists have been carefully ordered to reflect both the frequency of the words in print and the developmental progression of spelling patterns featured in words (where applicable). Teachers model reading and writing HFWs, guide student practice of reading and spelling HFWs in guided reading and writing, provide opportunities for independent practice (e.g., during centers, homework), and teach students how to use the classroom word wall as a resource for reading and writing HFWs.

What Are Students Doing?

Students read and write HFWs in guided reading, independent reading, centers-based activities, and writing instruction. Students consistently use the classroom sound wall and heart word wall as a resource for reading and writing HFWs.

Instructional Resources

- [Winton Woods High Frequency Word Lists](#)
- Teacher created classroom word wall/sound walls in grades K-3 (displayed or portable; HFWs displayed in conjunction with words from phonics-based word lists for use as a spelling resource)
    - Heart Words are included with Sound Walls
    - [Heart Word Routines](#)

Assessments

- Winton Woods High Frequency Assessment Forms
- aimswebPLUS Word Reading Fluency assessment (WRF)

Important Instructional Considerations
Students above grade 3 who have not mastered the high frequency word lists will need additional support within the classroom and intervention.

Fluency

<u>What Are Teachers Doing?</u>

- Modeling fluent reading through shared reading, interactive read-alouds, and guided reading (with explicit instruction on the use of punctuation, phrasing, intonation, and other print conventions that promote fluency).
- Directing Repeated Readings (multiple readings of the same or several passages, poems, or books on the same reading level).
- Directing Paired Readings (partners reading to one another). Typically a more fluent student would be paired with a less fluent student.
- Audio recording students reading and providing feedback.
- Monitoring the amount of daily reading.

<u>What Are Students Doing?</u>

- Engaging in daily, independent reading activities multiple times a day.
- Listening to modeled reading by teacher, peer, or audio/video.
- Recording their reading and listening for improvement.
- Participating in directed repeated readings of varied, familiar reading materials (including timed readings).
- Increasing the amount of text read.
- Engaging in paired reading activities on their independent or instructional reading level.
- Tracking amount of reading (e.g., books, pages, minutes)
- Reading poetry and songs, Reader's Theatre, Choral readings

<u>Instructional Resources</u>
- Fluency repeated reading passages
- Selected fluency passages (grades 4-6)

<u>Assessments</u>
- aimswebPLUS oral reading fluency assessment (ORF)

LANGUAGE COMPREHENSION

Vocabulary

<u>What Are Teachers Doing?</u>

All teachers (language arts, content area, and specialists) have a shared responsibility in broadening students' acquisition of vocabulary.

Explicit instruction in the area of vocabulary is essential and includes explanation, modeling, and opportunities for practice. Effective vocabulary instruction involves *Marzano's Six Steps to Effective Vocabulary Instruction*:

- teacher introduction of word with personal reference
- students restate understanding in own words
- students create nonlinguistic representations
- students engage in activities to deepen understanding
- students discuss/use words with peers
- students play games to review

All teachers teach words in context, i.e., through word associations/word relationships:

- antonyms
- synonyms
- analogies
- root analysis, suffixes and prefixes
- metaphors
- figurative language, word nuances, denotation, connotation

Three Tiers of Words must be taken into consideration when planning. Tiered words are vocabulary words which will be identified by the teacher depending on what is being taught. For more information on how to select tiered words.

Tier One Words: High Frequency Words, the words of everyday speech
Tier Two Words: Academic Vocabulary is far more likely to appear in written texts, across many types of texts and content. They are highly generalizable.
Tier Three Words: Domain Specific Words are specific to a domain or content area and key to understanding a new concept within a text.

What Are Students Doing?

Students purposefully interact with the vocabulary through a variety of methods:

- Creating non-linguistic representations—drawing and acting out words
- Utilizing a vocabulary notebook, key ring, journal, etc.
- Language Games (synonyms/antonyms/analogies) and Word sorts
- Enactive learning (Pantomime, "motion-vocab")
- Developing habits of checking environmental references (ex: word wall, thesaurus)
- Structured usage—deliberately targeting a word in spoken language (e.g., retelling a story), concept mapping (e.g., Frayer Model, semantic map), using new vocabulary in their writing
- Exploring multiple meanings
- Using the word in other contexts

Instructional Resources

- District approved curriculum: selected vocabulary

- Domain-specific vocabulary instruction in content areas
- Teacher and student created classroom word wall (displayed or portable) - Word walls focused on vocabulary represent word relationships (e.g., by concept, parts of speech, synonyms, root word and derivations, word meanings)

Assessments
- District approved curriculum Unit Assessments
- Teacher-created vocabulary assessments
- aimswebPLUS Vocabulary Benchmark Assessment

Reading Comprehension

What Are Teachers Doing?

- Modeling - Through Think Alouds/Read Alouds, verbalizing comprehension strategy use while reading a selection orally to demonstrate how skilled readers construct meaning from complex texts.
- Engaging students - Activating prior knowledge and prompting students to make connections
- Questioning - Using questioning techniques to guide students to actively think about Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas
- Discussing - Engaging students in planned and purposeful discussions
- Creating visuals - Creating visuals of "thinking" or "learning" (i.e., Anchor Charts) and to remind students of prior knowledge. This tangible document can be referred to as a reference and synthesize ideas that have been taught.

What Are Students Doing?

- Actively engaging - Reading and thinking deeply about texts (relying on comprehension strategies) and discussing interpretations of texts with peers and teachers; annotating texts to demonstrate active thinking while reading.
- Discussing - Engaging in meaningful collaborative conversations with peers whereby they make connections with their text, analyze characters, analyze plot, ask questions, make predictions, draw inferences, and further develop their thinking. E.g.:
  - Text-Based Conversation
  - Think-Pair-Share
  - Socratic Circles
  - Literature Circles/Book Club/Text Club

- Creating visuals - Creating visual representations that allow students to keep track of their thinking and new learning. These will look different depending upon the topic, the teacher, and the grade level. Students will often participate in the creation of the charts, and utilize the charts to assist them throughout the learning.
- Responding to reading - Formulating opinions, inferring, drawing conclusions, evaluating text, connecting, and recalling. These responses can be shared with others in the classroom, or a global community to further develop their thinking. This can take place in traditional notebook form, online blogging, letters to teachers/peers, essays, short answer responses, and visual representations.

Instructional Resources

- District approved curriculum reading materials

Assessments
- MAP
- District Curriculum Unit Assessments
- Ongoing informal records of students' oral and written responses to reading (not providing a specific level)
- aimswebPLUS (Reading Comprehension)
- Lexia Learning (Grades 1-6)

Speaking & Listening

What Are Teachers Doing?

WWCS teachers will naturally embed and model the following speaking and listening instructional practices:

- Ways to gather and articulate one's thoughts
- How to actively listen to speakers
- Methods for giving constructive feedback
- How to support an argument with logical reasoning
- Ways to ask open-ended questions and questions for a specific purpose
- Ways to correctly engage in an exchange of ideas, opinions and information

A suggested mnemonic for teaching the mechanics of good speaking skills is P.V. LEGS:

> **P**oise: Appear calm and confident.
> **V**oice: Make every word heard.
> **L**ife: Put passion into your voice.
> **E**ye contact: Visually engage each listener.
> **G**estures: Make motions match your words.
> **S**peed: Adjust your pace for a powerful performance. (Palmer, 2011)

What Are Students Doing?

Students are engaging in the learning process through multiple experiences that require speaking and listening skills. Students' will apply these skills in a variety of settings including whole group, small group, partners, and individuals. Students will:

- Discern between contextually different types of speaking and adjust according to audience and purpose
- Practice and master the cultural semantics of English spoken language to prepare them for success in the workplace and social domain
- Prepare for presentations and present information to an audience
- Present ideas both orally and visually
- Respond to oral presentations with thoughtful questions and/or appropriate feedback

- Demonstrate active listening skills

Instructional Resources
- Cooperative Learning Routines (turn & talk, think/pair/share, timed pair share)

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

In order for teachers, staff, coaches and administration to be effective, show progress and support the evidence-based strategies listed in Section 5, the following will occur:

- Teachers, admin, and coaches will complete scheduled fidelity walkthroughs throughout the school year. From the walkthrough, data will be collected and observations will be shared with teachers and data teams.
- Coaching support will be provided to all grade levels and administrators. Coaches will provide modeling, facilitate training as needed, and offer support with new curriculum adoption and implementation.
- Administration will lead staff through the reading achievement plan and MTSS framework at scheduled staff meetings throughout the school year.
- Teaching and Learning will provide curriculum updates, training materials, schedule of training, communicate clear expectations for instruction (RAP, Instructional Minutes Framework, Scope and Sequence of curriculum)

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

Many teachers grades K-6 who provide literacy instruction have completed LETRS training. For teachers who have not, the district's professional development plan around structured literacy is as follows:

- By June of 2024, any teacher of grades K-3 who provides literacy instruction will be certified in reading instruction.
- By June of 2024, all teachers who provide literacy instruction in grades K-3 will complete 18 instructional hours of professional development related to dyslexia.

- By June of 2025, all special education teachers of grades 4-12 will complete 18 instructional hours of professional development related to dyslexia.

District Professional Development Plan

Priority Focus Areas:
- Science of Reading, Structured Literacy
- New curriculum program- Reading

When	PD Focus	Led by	Audience	Support/ Follow up

Winter '24	Science of Reading- Ohio's Introduction to Dyslexia Course, Gr.K-3	Instructional Coaches	Teachers K-3 *Cohort 2- assessment *Cohort 3- complete modules, assessment	Ongoing facilitation through post assessment
	Curriculum Adoption- Introduction to HQIM	HCESC HQIM Specialists	District and building administrators, teacher leaders	Ongoing adoption process with committee through completion of adoption
Spring '24	Science of Reading and Structured Literacy Instruction for Administrators (HCESC- SST 13 offering) and/ or Ohio's Introduction to Dyslexia Course, Gr.4-12 (not yet released)	State Support Team 13 DEW- LMS with facilitation by Instructional Coaches	Administrators (K-6) and Teacher Leaders (Gr. 4-6) Administrators and Intervention Specialists (Gr. 4-12) *Suggested that all ELA teachers, Gr. 4-12 complete this course	Coaching Facilitation of the course, coaching
	Curriculum Adoption	HCESC HQIM Specialists	District and building administrators, teacher leaders	Facilitation by HQIM specialist, coaching
Summer '24 (Aug.)	Ohio's Introduction to Dyslexia Course, Gr.4-12 (continued from spring)	DEW- LMS with facilitation by Instructional Coaches	Administrators and Intervention Specialists (Gr. 4-12) *Suggested that all ELA teachers, Gr. 4-12 complete this course	Facilitation of the course, coaching
	Science of Reading- Ohio's Introduction to Dyslexia Course, Gr.K-3	Instructional Coaches	NEW teachers (Gr. K-3) who have not completed this course	Facilitation of the course, coaching

	Curriculum training	Outside vendor	ELA teachers, Gr. K-6 (depends on who is adopting new ELA curriculum)	Coaching
Fall '24	Curriculum training Ohio's Introduction to Dyslexia Course, Gr.4-12 (continued from summer)	Outside vendor	ELA teachers, Gr. K-6 (depends on who is adopting new ELA curriculum) Administrators and Intervention Specialists (Gr. 4-12) *Suggested that all ELA teachers, Gr. 4-12 complete this course	Coaching Facilitation of the course, coaching
Winter '24	Curriculum training	Outside vendor	ELA teachers, Gr. K-6 (depends on who is adopting new ELA curriculum)	Coaching
Spring '25	Curriculum training	Outside vendor	ELA teachers, Gr. K-6 (depends on who is adopting new ELA curriculum)	Coaching