

## LOCAL LITERACY PLAN: BIRTH THROUGH GRADE 12

The Ohio Department of Education requires all nonprofit early childhood education programs and LEAs **applying for the Comprehensive Literacy State Development Subgrant** complete a **local literacy plan**, as dictated by the age/grade ranges the organization serves. The plan must be submitted as part of the application process for the Comprehensive Literacy State Development Subgrant.

- Birth-Kindergarten Entry: A focus on emergent literacy based on *Ohio's Early Learning and Development Standards* (Birth to Kindergarten Entry) aligned to *Ohio's Learning Standards in English Language Arts* for Kindergarten-grade 12.
- K-12: A focus on achievement and alignment to *Ohio's Learning Standards for English Language Arts* grades K-12.

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**EARLY CHILDHOOD EDUCATION PROGRAM/LEA: NORTH UNION LOCAL SCHOOLS**

**IRN: 050336**

**ODE/ODJFS LICENSE NUMBER (IF APPLICABLE):**

**STEP UP TO QUALITY RATING (IF APPLICABLE):**

**ADDRESS: 12920 STATE ROUTE 739 RICHWOOD, OHIO 43344**

**LEAD CONTACT: DR. ERIKA BOWER, CHIEF ACADEMIC OFFICER**

**CEO/SUPERINTENDENT: RICHARD BAIRD**

**DATE: JUNE 8, 2020 (UPDATED OCTOBER 2020; JANUARY 2021; MARCH 2021, JUNE 2021, SEPTEMBER 2021)**

## SUMMARY AND ACKNOWLEDGEMENTS

*Insert a short narrative summarizing the components of the plan and acknowledging all sources that were utilized to develop the plan (funding, guidelines, leadership, stakeholders). This is to be written when the plan is **completed**.*

The North Union Local Schools administration and staff spent numerous hours analyzing data from various sources, learning about Ohio's Plan to Improve Literacy, and researching evidence-based strategies to create a well-rounded, collaborative literacy plan. The team reached out to surrounding districts to brainstorm and share ideas as well. The data used included Ohio State Testing, NWEA MAP, KRA, RIMPs, Lexia, and ACT.

The team followed ESSA guidelines to design a local literacy plan that includes strong, evidence-based supports, instructional strategies, and resources. A communication infrastructure will be created to provide collaboration opportunities and support through DLT, BLTs, and TBTs.

The team looked at the district's recent CCIP and One Plan goals and strategies and utilized the district's vision and mission to create a literacy vision. Our plan is founded on our literacy vision, which is based on the defined view of literacy shared by the International Literacy Association, is to **prepare** all students with the skills and knowledge necessary "to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context" (ILA) so they are **empowered** to make a difference in the world. We realize this can be a **challenge**; however, we believe our focus on a balanced literacy framework will support this vision.

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## SECTION 1: LEADERSHIP TEAM MEMBERSHIP, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION

### SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

*Insert a list of all leadership team members, roles and contact information. If you are an early childhood education program, the Department encourages you to include team members from the district(s) that children in your program feed into for kindergarten through grade 12. If you are a district, the Department encourages you to include team members of the early childhood program(s) and community that feed into your district. Additionally, your team membership should line up with the data needs outlined in Section 3 of this plan. Insert additional rows as needed.*

**\*Please note that this team never met all together at any given time. Instead, these are people who attended and participated in ELA professional development sessions throughout our after-school sessions. Their input over time was used initially. Since then, information is shared through the DLT-BLT-TBT process.**

#### (Initial) Leadership Team Membership

Name	Title/Role	Organization	Email
Dr. Erika Bower	Chief Academic Officer	District Office	Ebower@nu-district.org
Dar Allison	NUES Principal	Elementary	dallison@nu-district.org
Lou Ann Daum	Kindergarten Teacher	Elementary	ldaum@nu-district.org
David Hatfield	Kindergarten Teacher	Elementary	dhatfield@nu-district.org
Valorie Jolliff	1 <sup>st</sup> Grade Teacher	Elementary	vjolliff@nu-district.org
Emily Levings	2 <sup>nd</sup> Grade Teacher	Elementary	elevings@nu-district.org
Nicole Stotz	3 <sup>rd</sup> Grade Teacher	Elementary	nstotz@nu-district.org
Kathy Schrader	4 <sup>th</sup> Grade Teacher	Elementary	kschrader@nu-district.org
Brittany Kuess	5 <sup>th</sup> Grade Teacher	Elementary	bkuess@nu-district.org
Brooke Kever	5 <sup>th</sup> Grade Teacher	Elementary	bkeever@nu-district.org
Megan McCalf	Intervention Specialist	Elementary	mmccalf@nu-district.org
Halle Dumoulin	Guidance Counselor	Elementary	hdumoulin@nu-district.org
Tammy Borders	Guidance Counselor	Elementary	tborders@nu-district.org
Shelley Harrah	6 <sup>th</sup> Grade Teacher	Middle School	sharrah@nu-district.org
Melissa Nichols	7 <sup>th</sup> Grade Teacher	Middle School	mnichols@nu-district.org
Taylor Lawrence	8 <sup>th</sup> Grade Teacher	Middle School	tlawrence@nu-district.org
Josh Thompson	ELA Teacher	High School	jthompson@nu-district.org
Ashleigh Burleson	ELA Teacher	High School	aburleson@nu-district.org
Amy Hundley	ELA Teacher	High School	ahundley@nu-district.org

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE LOCAL LITERACY PLAN

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

North Union administration and staff have spent numerous hours digging into Ohio's Learning Standards in order to create a shared, deep knowledge of the standards at each grade level. We have started the process of analyzing the vertical alignment and organizing critical conversations about how to ensure collaboration within and between grade levels and buildings, especially in English Language Arts. Over the past two years, we have surveyed staff about the programs and curriculum we have and their needs for literacy instruction. We have also received feedback from quarterly K-12 English Language Arts professional development opportunities. Based on the feedback of our staff, we spent time providing professional development on Lexia as a tiered support system which has been in the district for multiple years, but has not been used with fidelity until this year. Additionally, we heard from staff the need for job embedded literacy professional development and coaching, so we enlisted the support of a consultant from the North Central Ohio Educational Service Center (NCOESC) to provide this support for about 20 days. Data from a variety of sources has been shared with teachers and analyzed to look at strengths and weaknesses. All of this data will be shared in Section 3: Why a Reading Achievement Plan Is Needed in Our District; however, taking a quick look at our district report card will show a need for a formal literacy plan. According to our 2018 Local Report Card, our Index Met rating was a rating of F. We earned seven out of the twenty-four indicators. Of those seven indicators, only one was earned in English Language Arts. That one indicator was earned in 5th grade. English Language Arts in 3rd (75.8%) and 4th (76.3%) are within 5% of earning the indicator. The other grade levels are as much as 21.6% away from earning the indicator as 6th grade earned 58.4%, 7th grade earned 70.2%, 8th earned 64.3%, ELA I earned 62.0%, and ELA II earned 70.9%. Our K-3 Literacy Grade improved from a D in 2017 to a C in 2018. This data shows we have created a strong literacy foundation on which we need to continue to build in order to increase the capacity of our teachers. After reflecting on all of our work thus far, it was decided a formal literacy plan needed to be developed by a team of stakeholders. This plan was created through a shared endeavor with a team of staff members and the feedback of all ELA staff members via surveys and vertical ELA meetings. During this process, the elementary principal and the Chief Academic Officer (CAO) served as co-facilitators with the CAO serving as the lead writer. The work was completed through a Google doc which will continue to be shared through the Curriculum and Instruction website for staff viewing and comment. This plan is fluid, flexible. It is meant to be used to drive literacy instruction; therefore, adjustments will be made based on progress monitoring that will be used. The dates on the initial page show the updates along the way.

## SECTION 2: ALIGNMENT BETWEEN THE LOCAL LITERACY PLAN AND OTHER IMPROVEMENT EFFORTS

*Describe how the local literacy plan aligns to other local or community improvement plans focused on literacy outcomes. If the early childhood program or LEA engages in the Ohio Improvement Process (OIP) or another improvement model comparable to OIP, the program or LEA should describe the use of the process and team structures in this section.*

*Districts and community schools that are required under state law or policy to develop improvement plans or implement improvement strategies must ensure that the local literacy plan is aligned with other improvement efforts.*

- *This can be done by describing how the district or community school continuous improvement plan incorporates the components required of the local literacy plan. Districts and community schools should describe the collaborative efforts that combine multiple strategies of their improvement plans to collectively impact improvement of system structure supports and leadership supports.*

North Union Local Schools is a small, rural district located in Union County, Ohio, which covers a 162 square mile boundary line. It is made up of multiple townships, including Claibourne, Dover, Jackson, Leesburg, Liberty, Taylor, Washington, and York in Union County along with Scioto and Thompson in Delaware County. Within these townships, there are several villages such as Magnetic Springs, Essex, Byhalia, and Richwood. The hub of the district, and the largest of these villages where the school buildings are located, is the village of Richwood. The current enrollment of North Union Local Schools in PK-12 is about 1,550 students across three buildings, including one elementary school, one middle school, and one high school. The district currently has 37.1% of the population identified as economically disadvantaged, which is slightly lower than the state average. The average adjusted gross income for the district is \$54,797. This ranks the district 275th out of 612 districts. The students with disabilities population is 15.5%. This number is the same as the state's average.

Through the Decision Framework on our District's Needs Assessment, there were concerns in English Language Arts. Specifically, the concerns include 3rd and 6th grade all students who are below proficient with an added focus on students with disabilities. In order to address these needs, the district has implemented the Comprehensive Continuous Improvement Plan (CCIP) which has focused on the following influences:

1. The curriculum is aligned to Ohio's learning standards.
2. Schools/districts/teachers understand and use data/evidence from summative assessment (including end of course/unit summative).
3. Evidence demonstrates that classroom environments are supportive of the learning for all students, especially students with disabilities.

Although we have moved to the One Plan since the initial writing of our literacy plan, our goals have remained the same. In conjunction with the CCIP and One Plan, North Union Local Schools created a new strategic plan to drive the work of the district. The core design team comprised 44 stakeholders, including board of education members, district and building administrators, teachers, students, parents, local business owners, and community members. Not only did this team meet for 15 hours over the course of four days in March-May 2019, they engaged the entire community by surveying families, students, community members, and local businesses to gather feedback on building and district communication and perceptions about the school facilities, academics, extracurricular opportunities, reputation, administrators, board

of education, staff, budgeting, and overall quality of education for all students. The National School Boards Association (2015) emphasizes the importance of a shared vision and core values stating, “This shared vision is the kernel of the mission and goals that direct board and staff actions and gains the entire community’s commitment to improving achievement for all students” (p. 5). Our design team agreed on a vision that consists of three powerful words, which we later realized is very similar to Ohio’s vision. Our vision is

**Prepare-Challenge-Empower.** The team wanted the vision to be easy to remember even though it packed a powerful message. The vision clearly connects to the mission as each of the three words from the vision are embedded into the mission. Our mission is as follows: Together with our community, **preparing** students for a changing world; **challenging** students to grow; **empowering** students to achieve with purpose. The words of the vision and mission were carefully and strategically chosen to flow from one phase to another. The discussion revolved around the fact that if the district prepared and challenged the students throughout their K-12 education, they would be empowered in order to be successful beyond K-12 education.

We created four cornerstones based on our vision and mission. They are as follows:

District Cornerstones	
Student Programming	North Union Local Schools prioritizes the education of the whole child by supporting rigorous, relevant, and diverse learning opportunities for all students.
Student Wellness	North Union Local Schools promotes an environment of safety and wellness across our district because success depends upon all students' ability to come to school physically, mentally, and emotionally prepared.
Community Engagement	North Union Local Schools welcomes the active participation of parents, businesses, community members, and students across all areas of governance, curricular, and extra-curricular programming.
Marketing	North Union Local Schools is known for who we are, what we are, and what we do through consistent, continuous, and diverse communications.

As cited in Ohio’s Plan to Raise Literacy Achievement (2020), “Reading difficulties are associated with higher risks of depression, higher rates of dropping out, decreased likelihoods of earning college degrees and lower income levels” (p. 18). Literacy and language are critical building blocks for success that permeate throughout all academic subject areas and extend beyond formal education creating individuals who are prepared, challenged, and empowered. It is clear that literacy is at the core of our vision as well as our cornerstones which are focused on the whole child, including their physical, mental, and emotional well-being. Utilizing our CCIP and strategic plan along with Ohio’s literacy plan, we will be able to strengthen the literacy and language of **all** learners.

In order to support our vision and improve literacy and language, we will set goals based on the following:

1. **Vertically align instruction with a focus on depth of knowledge**
2. **Progress monitoring of all students on a regular basis to ensure the strategies we utilize are effective and implemented with fidelity**
3. **Aligned, targeted intervention that is progress monitored to support readers who are not at grade level**
4. **Embedded, on-going professional development to understand and implement the Simple View of Reading along with the components of the language and literacy development continuum, including emergent, early, conventional, and adolescent literacy.**

Teacher Based Teams will analyze data and plan instruction. The District Leadership Team and the Building Leadership Teams have been created (starting in the 2021-22 school year). They will work with the Teacher Based Teams to monitor the implementation and progress of our Local Literacy Plan as well.

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### SECTION 3: COMPREHENSIVE NEEDS ASSESSMENT

*Describe why a local literacy plan is needed in your community.*

#### SECTION 3, PART A: ANALYSIS OF LEARNER PERFORMANCE DATA

*Insert an overall analysis of language and literacy performance data, based on the age/grade ranges served by the organization and age/grade ranges impacted by the plan. Data sources that the early childhood education program or LEA **may include**, but are not limited to include:*

- *Infant Risk Factors;*
- *Ohio's Early Learning Assessment (or other comprehensive preschool assessment used by the program);*
- *Kindergarten Readiness Assessment;*
- *Ohio's State Tests in English language arts (grades 3-8);*
- *Ohio's State Tests in other content areas (grades 3-8);*
- *Reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee);*
- *High School end-of-course tests;*
- *Ohio English Language Proficiency Assessment (English Learners);*
- *Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities; and*
- *Any other assessments, as applicable (curriculum-based measures)*

### **Section 3, Part A: Analysis of Relevant Learner Performance Data**

*Insert an analysis of relevant student performance data from sources that must include, but are not limited to, the English language arts assessment (grade 3-8), the Kindergarten Readiness Assessment, reading diagnostics (required for grades K-3 under TGRG), and benchmark assessments, as applicable.*

#### **District-Wide Data**

##### **Data Map Tool**

North Union Local Schools began using DataMap at the middle of the 2018-19 school year and continues to use it now. This system is part of the ProgressBook Suite. DataMap puts various data right at the teachers' fingertips and creates a roadmap of this data for each student. Data for North Union includes EVAAS, OST, DRA, KRA, NWEA MAP, RIMP, ACT/Pre-ACT, and attendance. Using this system, teachers are able to look at timely data and trend data of each student. We have seen an increase in teacher use and awareness of data by implementing the system. The data sources for each grade level are shown below:

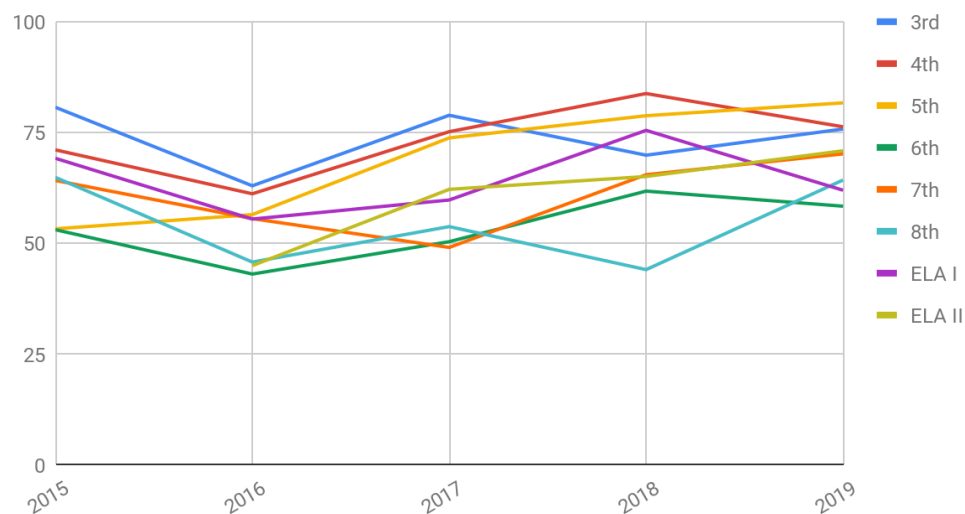
## Data Sources

<b>ACT/Pre- ACT</b>										✓	✓	✓	
<b>KRA</b>	✓												
<b>RIMPs</b>	✓	✓	✓	✓									
<b>Lexia</b>	✓	✓	✓	✓	✓	✓							
<b>Leveled Reading System</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓				
<b>NWEA</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓				
<b>OST/EOC</b>				✓	✓	✓	✓	✓	✓	✓	✓		
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>

The Leveled System refers to the systems we use for reading levels. At this time, we use the DRA2 kit in grades K-2 and primarily for students in grade 3. A leveled reading system from Scholastic is used with some students in 3rd grade and all students in 4th and 5th grade. The middle school uses a combination of the two systems depending on the students. Neither system is used with all students at the middle school. Currently, only students with disabilities are progress monitored with a formal leveling system. This will be discussed further under the analysis of factors in Section 3, Part B.

## Ohio State Testing ELA Trend Data

ELA Trend Data 2015-19



## NWEA MAP Fall 2019-20 Projections to OST in Spring

Grade	Student Count	Limited		Basic		Proficient		Accelerated		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
K	108	4	3.7%	27	25.0%	42	38.9%	22	20.4%	13	12.0%
1	109	8	7.3%	15	13.8%	30	27.5%	21	19.3%	35	32.1%
2	112	22	19.6%	26	23.2%	29	25.9%	8	7.1%	27	24.1%
3	117	22	18.8%	20	17.1%	30	25.6%	22	18.8%	23	19.7%
4	125	17	13.6%	28	22.4%	34	27.2%	31	24.8%	15	12.0%
5	121	14	11.6%	27	22.3%	29	24.0%	18	14.9%	33	27.3%
6	117	17	14.5%	35	29.9%	36	30.8%	21	17.9%	8	6.8%
7	119	19	16.0%	39	32.8%	39	32.8%	18	15.1%	4	3.4%
8	115	30	26.1%	22	19.1%	37	32.2%	14	12.2%	12	10.4%
<b>Total</b>	<b>1043</b>	<b>153</b>	<b>14.7%</b>	<b>239</b>	<b>22.9%</b>	<b>306</b>	<b>29.3%</b>	<b>175</b>	<b>16.8%</b>	<b>170</b>	<b>16.3%</b>

When looking at the trend data for each grade, there is a significant drop from 2015 to 2016. We believe the primary reason for this was due to the transition from PARCC to OST assessments. As a whole, all grade levels tend to trend up; however, we are unable to consistently reach the indicator target set by the state, which is currently 80%. The MAP fall 2019-20 projections to OST predicted a decrease as compared to the previous year's OST scores. This was not a concern as our students historically outperform the MAP projections. As we drilled down into the OST data by utilizing the Secure Data Warehouse, the team found that Students with Disabilities are less likely to score proficient or above on the English Language Arts tests as shown below. While looking at this data, we also noticed that all students trended down in the accelerated and advanced performance levels.

### Students with Disabilities Performance Levels

	Limited		Basic		Proficient		Accelerated		Advanced	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
<b>SWD</b>										
<b>ELA (Grades 3-8)</b>	<b>29.3%</b>	4.4%	<b>30.3%</b>	19.4%	<b>23.2%</b>	28.6%	<b>13.1%</b>	23.5%	<b>4%</b>	24.1%
<b>ELA I (no longer required)</b>	<b>62.5%</b>	13.6%	<b>21.9%</b>	23.7%	<b>15.6%</b>	46.6%	<b>0%</b>	7.6%	<b>0%</b>	8.5%
<b>ELA II</b>	<b>65%</b>	9.1%	<b>15%</b>	18.2%	<b>5%</b>	41.8%	<b>5%</b>	20.9%	<b>10%</b>	10%

### Reading Year Over Year Comparison

We looked at the cohort data with all of our students. There is no clear, consistent pattern of trending down or trending up rather there is fluctuation between grade levels in each cohort as shown below.

North Union Local Schools - Year over Year Comparison														
Indicators:	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
3rd grade Reading	68.6	79.3	90.2	84.8	89.5	89.6	83.6	80.7	63.0	78.9	69.9	75.8	51	60
4th grade Reading	83.7	85.6	92.9	99.1	95.1	96.2	96.4	71.1	61.2	75.2	83.8	76.3		63
5th grade Reading	81.9	67.9	81.3	85.2	84.7	85.6	83.2	53.3	56.6	73.8	78.8	81.7		79
6th grade Reading	85.8	87.3	83.2	86.0	94.5	83.3	90.7	53.1	43.1	50.4	61.8	58.4		56
7th grade Reading	77.8	81.7	84.9	79.6	84.5	92.7	88.9	64.2	56.5	49.1	65.5	70.2		60
8th grade Reading	88.9	82.7	89.7	91.3	83.7	89.9	94.8	65.5	45.8	53.8	44.1	64.3		60
English I								69.0	55.5	59.8	75.5	62		0
English II									44.5	62.2	65.1	70.9		67

### Summary of Strengths and Needs

Data based on KRA, MAP, OST, ACT	Foundational Skills	Language & Writing	Literary and Info	Vocabulary	Info Text	Literary Text
K	Δ	Δ	+			
1	Δ	Δ	+	+		
2					Δ	+
3		Δ			Δ	+
4		+			Δ	+
5		+			Δ	+
Data based on KRA, MAP, OST, ACT	Foundational Skills	Language & Writing	Literary and Info	Vocabulary	Info Text	Literary Text
6		Δ		+		Δ
7		+				Δ
8		+				Δ
9		Δ				+
10		Δ			+	
11		+			Δ	Δ

Grade level data will be shared separately; however, it was compiled above for a quick view. There are pockets of strengths and needs in each area at various grade levels. This data shows the **need for consistency and collaboration** in the implementation of our literacy plan. For example, we have strengths in writing in grades 4-5 and grades 7-8 with writing needs in grades K-1, 3, 6, and 9-10. These same patterns can be found in informational text and literary text.

### RIMP Data

To determine “On/Off Track,” we have utilized NWEA MAP. By looking at historical RIMP data, we took note that we identified fewer students in kindergarten as off track while our numbers increased in second and third grade. We compared the number of students off track using KRA to those off track using NWEA MAP. A significantly larger number of students would be considered off track with KRA. After analyzing the specific data that both assessments provided to teachers, we felt the KRA more accurately depicted the strengths and needs of our students, so beginning in 2018-19, we utilized KRA for our kindergarten RIMPs. By doing this, we were able to establish focused plans to support more students who are at risk. Through the analyzation of our historical data, we also discovered that students who were not at the norm RIT score as determined by NWEA MAP were less likely to be proficient on the OST; therefore, we

decided to create RIMPs for any student who was not at the fall RIT norm. Again, this has allowed us to focus on detecting and proactively supporting more students who could be at risk. This data demonstrates our need to monitor progress all students, especially those on RIMPs, to ensure they are making adequate growth from year to year.

**RIMPs 2021-22: Will update**

#### RIMPs 2020-21

2020-21, according to Cut Scores given by MAP				
	Kindergarten Cut Score on KRA 263 (262 and below) 101 Students	1st Grade Cut Score 149 (148 and below) 103 Students	2nd Grade Cut score 164 (163 and below) 100 Students	3rd Grade Cut Score 178 (177 and below) 110 Students
# off track	61	25	39	22
	60.30%	24.20%	39%	20%
# on RIMPs based on Fall RIT Score Norms (50th percentile)	61	(Norm 155) 25+18=43	(Norm 172) 39+10=49	(Norm 186) 20+23=43
	60.30%	41.70%	49%	39%
*Note: K/1 MAP is read to the students while 2-8 MAP requires students to read all parts.				

#### RIMPs 2019-20

2019-20, according to Cut Scores given by MAP				
	Kindergarten Cut Score 263 (262 and below) 105 Students	1st Grade Cut Score 151 (150 and below) 109 Students	2nd Grade Cut score 170 (169 and below) 112 Students	3rd Grade Cut Score 181 (180 and below) 117 Students
# off track	49	5	40	25
	46.60%	4.50%	35.70%	21.30%
# on RIMPs based on Fall RIT Score Norms (50th percentile)	49	(Norm 161) 5+19=24	(Norm 175) 40+8=48	(Norm 189) 25+17=42
	46.60%	22%	42.80%	35.80%
*Note: K/1 MAP is read to the students while 2-8 MAP requires students to read all parts.				

**RIMPs 2018-19**

2018-19, according to Cut Scores given by KRA/MAP				
	Kindergarten Cut Score 261 and below	1st Grade Cut Score 150 and below (21st percentile)	2nd Grade Cut score 169 and below (33rd percentile)	3rd Grade Cut Score 180 and below (30th percentile)
# off track	40	29	50	54
# on RIMPs based on Fall RIT Score Norms (50th percentile)	40	(Norm 161) 29+25=54	(Norm 175) 50+14=64	(Norm 189) 54+28=82
*Note: K/1 MAP is read to the students while 2-8 MAP requires students to read all parts.				

**Kindergarten Data****Kindergarten KRA:**

According to Ohio's Plan to Raise to Raise Literacy Achievement (2020), 150,000 or 31.3% kindergarten through third grade students were not on track to be reading at grade level. Over 40,000 of these students were actually kindergarten students. This means students were "entering a foundational year of learning already behind in language and literacy skills" (p. 12). Unfortunately, the kindergarten students at North Union are no different. The Kindergarten Readiness Assessment measures the foundational skills and behaviors that prepare students for instruction based on kindergarten standards. KRA categorizes students' overall scores as follows:

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

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

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

**KRA 2021-22: Will update**

Our 2020-21 KRA scores show only 21.3% of our students in the demonstrating category while 60.2% were in the approaching category and 18.5% fell in the emerging category. Looking at the trend data over the past three years shows that, on average, 40% of our students entering kindergarten lack the foundational skills and behaviors necessary for instruction based upon kindergarten standards and are considered off-track based on the Third Grade Reading Guarantee requirements. This number is well above the state average described above and demonstrates the need for improvement in literacy.

KRA School Year 2020-21									
Percentage of Students					Average Scores				
Overall Score			Language & Literacy						
Demonstrating (270-298)	Approaching (258-269)	Emerging (202-257)	On-Track (263-298)	Not On-Track (202-262)	Overall Score	Language & Literacy	Math	Physical Well Being & Motor Dev.	Social Foundations
22.1%	53.8%	24%	41.3%	58.7%	261.8	261.1	263.3	267.7	262.2

KRA School Year 2019-20									
Percentage of Students					Average Scores				
Overall Score			Language & Literacy						
Demonstrating (270-298)	Approaching (258-269)	Emerging (202-257)	On-Track (263-298)	Not On-Track (202-262)	Overall Score	Language & Literacy	Math	Physical Well Being & Motor Dev.	Social Foundations
21.3%	60.2%	18.5%	59%	41%	264.4	263	267.2	268.4	266.6

KRA School Year 2018-19									
Percentage of Students					Average Scores				
Overall Score			Language & Literacy						
Demonstrating (270-298)	Approaching (258-269)	Emerging (202-257)	On-Track (263-298)	Not On-Track (202-262)	Overall Score	Language & Literacy	Math	Physical Well Being & Motor Dev.	Social Foundations
34.7%	45.5%	19.8%	60.4%	39.6%	266.3	265.9	267.7	268.3	271.4

KRA School Year 2017-18									
Percentage of Students					Average Scores				
Overall Score			Language & Literacy						
Demonstrating (270-298)	Approaching (258-269)	Emerging (202-257)	On-Track (263-298)	Not On-Track (202-262)	Overall Score	Language & Literacy	Math	Physical Well Being & Motor Dev.	Social Foundations
27.2%	45.6%	27.2%	55.3%	44.7%	264.3	264.3	265.2	266.3	265.9

### Kindergarten NWEA MAP

As we looked at trend data from NWEA MAP, we realized that the cut score used for RIMPs did not give us an accurate prediction of students' future performance for the Third Grade Reading Guarantee. Typically, we would have less than 10% of our students considered off-track based on kindergarten NWEA MAP scores. In order to get a more accurate projection, we started looking at how our students compared to the Norm Grade Level Mean RIT. When looking at 2019-20 in this manner, we found 34% of our students scored below the grade level mean. This gives us a similar projection to what the KRA data showed. We feel confident by using these two data points, we have a clear picture of each student's strengths and areas of need to guide our instruction and progress monitor along the way. Foundational skills were shown as one of the biggest areas of need in the fall as well as the winter. With the 2020-21 school year, the same pattern appears as Foundational Skills continues to be the lowest overall area.

**Fall 2021-22: Will update**

### Fall 2020-21

Summary	
Total Students With Valid Growth Test Scores	101
Mean RIT	139.8
Standard Deviation	9.4
District Grade Level Mean RIT	139.8
Students At or Above District Grade Level Mean RIT	46
Norm Grade Level Mean RIT	136.6
Students At or Above Norm Grade Level Mean RIT	71

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Reading K-2 OH 2017 / OH Learning Standards	6	6%	12	12%	37	37%	32	32%	14	14%	139-140-141	9.4
Language Arts: 2017												
Goal Area												
Language and Writing	5	5%	28	28%	30	30%	29	29%	9	9%	137-138-139	8.9
Literature and Informational	8	8%	12	12%	19	19%	37	37%	25	25%	141-142-144	12.3
Foundational Skills	13	13%	23	23%	27	27%	28	28%	10	10%	136-137-138	11.4
Vocabulary Use and Functions	6	6%	18	18%	29	29%	24	24%	24	24%	140-142-143	13.5

## Winter 2020-21

Summary	
Total Students With Valid Growth Test Scores	101
Mean RIT	149.8
Standard Deviation	10.1
District Grade Level Mean RIT	149.8
Students At or Above District Grade Level Mean RIT	49
Norm Grade Level Mean RIT	146.3
Students At or Above Norm Grade Level Mean RIT	61

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017	6	6%	27	27%	19	19%	23	23%	26	26%	149-160-151	10.1
<b>Goal Area</b>												
Language and Writing	10	10%	23	23%	25	25%	21	21%	22	22%	148-149-150	10.8
Literature and Informational	6	6%	16	16%	25	25%	29	29%	25	25%	150-161-152	10.7
Foundational Skills	17	17%	23	23%	13	13%	22	22%	26	26%	147-148-150	13.7
Vocabulary Use and Functions	13	13%	19	19%	14	14%	25	25%	30	30%	149-160-151	12.5

## Spring 2020-21

Summary	
Total Students With Valid Growth Test Scores	98
Mean RIT	158.4
Standard Deviation	11.8
District Grade Level Mean RIT	158.4
Students At or Above District Grade Level Mean RIT	46
Norm Grade Level Mean RIT	153.1
Students At or Above Norm Grade Level Mean RIT	62

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017	9	9%	17	17%	22	22%	22	22%	28	29%	157-158-160	11.8
<b>Goal Area</b>												
Language and Writing	10	10%	16	16%	24	24%	22	22%	26	27%	155-157-158	11
Literature and Informational	9	9%	12	12%	22	22%	30	31%	25	26%	158-159-160	13.1
Foundational Skills	11	11%	17	17%	21	21%	25	26%	24	24%	157-158-160	15.1
Vocabulary Use and Functions	15	15%	11	11%	16	16%	17	17%	39	40%	158-160-161	15.2

## Fall 2019-20

Summary	
Total Students With Valid Growth Test Scores	108
Mean RIT	145.4
Standard Deviation	8.8
District Grade Level Mean RIT	145.4
Students At or Above District Grade Level Mean RIT	44
Norm Grade Level Mean RIT	141
Students At or Above Norm Grade Level Mean RIT	71

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017	4	4%	4	4%	48	44%	34	31%	18	17%	145-145-146	8.6
<b>Goal Area</b>												
Language and Writing	8	7%	25	23%	34	31%	31	29%	10	9%	141-142-143	9.8
Literature and Informational	2	2%	13	12%	24	22%	29	27%	40	37%	148-149-151	10.7
Foundational Skills	11	10%	19	18%	26	24%	31	29%	21	19%	143-144-145	11.9
Vocabulary Use and Functions	8	7%	16	15%	34	31%	23	21%	27	25%	144-146-147	11.7

## Winter 2019-20

Summary	
Total Students With Valid Growth Test Scores	109
Mean RIT	155.4
Standard Deviation	12.4
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	151.3
Students At or Above Norm Grade Level Mean RIT	69

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017	10	9%	17	16%	26	24%	27	25%	29	27%	154-155-157	12.4
<b>Goal Area</b>												
Language and Writing	14	13%	20	18%	26	24%	24	22%	25	23%	152-154-155	13.1
Literature and Informational	9	8%	18	17%	23	21%	29	27%	30	28%	155-156-157	12.4
Foundational Skills	14	13%	15	14%	25	23%	23	21%	32	29%	154-155-157	15.1
Vocabulary Use and Functions	14	13%	18	17%	17	16%	24	22%	36	33%	155-156-158	15.4

## Kindergarten Lexia

Finally, we looked at Lexia data. Although Lexia has been purchased for about eight years for use in the district, there was not an expectation to use it. It was more of an option until this school year. Professional development was provided to assist staff in understanding the support Lexia can provide for foundational literacy skills. It became an expectation for teachers in grades kindergarten through third to use the program with fidelity. Tutors were utilized to support students as they struggled with specific skills along the way. Teachers pulled lessons and provided the materials for the tutors to pull students to work on their areas of need. We were able to see significant progress in kindergarten foundational literacy skills as shown below. Initially, 61% of the kindergarten students were working in below grade level material and none of them were working in above grade level material. By February, none of the students were working in below grade level material and 25% of the students were working in above grade level material.

**Students working Below, In, or Above Grade Level of Material (GLM)**

	Below GLM	In GLM	Above GLM
September 2020	64%	36%	0%
October 2020	35%	65%	0%
January 2021	2%	89%	9%
March 2021	0%	62%	38%
June 2021	0%	35%	65%

	Below GLM	In GLM	Above GLM
September 2019	61%	39%	0%
February 2020	0%	74%	25%

**1st Grade Data****1st Grade NWEA MAP**

NWEA MAP data for 1st grade showed strengths in literary and informational writing and vocabulary with needs in foundational skills and language and writing. These were the same strengths and needs we found in kindergarten; however, we have noticed a significantly lower number of students in 1st grade who were considered “Off-Track” based on the NWEA MAP cut scores provided by ODE compared to students in 2nd grade. We believed one contributing factor to be that the MAP test was read to students in 1st grade. We also used (and continue to use) the 2-5 test for 2nd grade, which caused a large increase in RIMPs from 1st to 2nd grade. The “Off-Track” percentage from kindergarten to 1st was similar and lower when we used the NWEA MAP cut scores provided by ODE for kindergarten students. We believed this gave us a false positive about our students’ literacy skills. As mentioned above, to adjust for this, we continue to place all students who do not score at the Fall Norm RIT score on a RIMP. This process allows us to provide structured support and interventions to help ensure students are at grade level or above.

**Fall 2021-22: Will update****Fall 2020-21**

<b>Summary</b>	
Total Students With Valid Growth Test Scores	101
Mean RIT	157.1
Standard Deviation	12.4
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	155.9
Students At or Above Norm Grade Level Mean RIT	54

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017	16	16%	18	18%	28	28%	22	22%	17	17%	156-157-158	12.4
<b>Goal Area</b>												
Language and Writing	24	24%	19	19%	17	17%	24	24%	17	17%	154-156-157	13.3
Literature and Informational	13	13%	21	21%	19	19%	25	25%	23	23%	157-158-160	13.6
Foundational Skills	16	16%	23	23%	28	28%	19	19%	15	15%	155-156-158	14
Vocabulary Use and Functions	16	16%	17	17%	21	21%	22	22%	25	25%	157-159-160	15.6

**Winter 2020-21**

<b>Summary</b>	
Total Students With Valid Growth Test Scores	102
Mean RIT	167.1
Standard Deviation	12.4
District Grade Level Mean RIT	167.1
Students At or Above District Grade Level Mean RIT	48
Norm Grade Level Mean RIT	165.8
Students At or Above Norm Grade Level Mean RIT	57

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017	11	11%	22	22%	30	29%	21	21%	18	18%	166-167-168	12.4
<b>Goal Area</b>												
Language and Writing	20	20%	13	13%	28	27%	29	28%	12	12%	165-168-168	12.1
Literature and Informational	13	13%	25	25%	22	22%	23	23%	19	19%	166-167-168	14.2
Foundational Skills	21	21%	19	19%	28	27%	14	14%	20	20%	164-168-167	14.4
Vocabulary Use and Functions	11	11%	22	22%	25	25%	21	21%	23	23%	168-168-171	15.6

## Fall 2019-20

Summary	
Total Students With Valid Growth Test Scores	109
Mean RIT	168.5
Standard Deviation	11.6
District Grade Level Mean RIT	168.5
Students At or Above District Grade Level Mean RIT	49
Norm Grade Level Mean RIT	160.7
Students At or Above Norm Grade Level Mean RIT	86

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Reading K-2 OH 2017 / OH Learning Standards												
Language Arts: 2017	5	5%	14	13%	25	23%	27	25%	38	35%	167-168-170	11.6
<b>Goal Area</b>												
Language and Writing	9	8%	15	14%	19	17%	33	30%	33	30%	166-167-168	12.1
Literature and Informational	4	4%	16	15%	16	15%	34	31%	39	36%	168-169-170	12.5
Foundational Skills	6	6%	22	20%	24	22%	28	26%	29	27%	166-167-169	14.7
Vocabulary Use and Functions	6	6%	16	15%	16	15%	26	24%	45	41%	169-171-172	14.9

## Winter 2019-20

Summary	
Total Students With Valid Growth Test Scores	107
Mean RIT	176.3
Standard Deviation	12.7
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	171.5
Students At or Above Norm Grade Level Mean RIT	70

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Reading K-2 OH 2017 / OH Learning Standards												
Language Arts: 2017	16	15%	16	15%	19	18%	18	17%	38	36%	175-176-177	12.7
<b>Goal Area</b>												
Language and Writing	16	15%	17	16%	21	20%	24	22%	29	27%	173-175-176	12.5
Literature and Informational	12	11%	17	16%	25	23%	25	23%	28	26%	174-176-177	13.6
Foundational Skills	10	9%	28	26%	14	13%	13	12%	42	39%	176-178-179	16.9
Vocabulary Use and Functions	13	12%	18	17%	18	17%	24	22%	34	32%	175-177-178	14.8

## 1st Grade Lexia

Once again, we have noticed an increase in students working at grade level through the use of Lexia as a personalized, supportive system.

## Students working Below, In, or Above Grade Level of Material (GLM)

	Below GLM	In GLM	Above GLM
September 2020	66%	33%	1%
October 2020	65%	34%	1%
January 2021	47%	47%	6%

March 2021	22%	66%	12%
June 2021	6%	64%	30%

	Below GLM	In GLM	Above GLM
September 2019	57%	38%	6%
February 2020	17%	62%	21%

## 2nd Grade Data

### 2nd Grade NWEA MAP

As noted in the summary above, based on NWEA MAP data, 2nd grade demonstrated a strength in literary text and a need in informational text.

**Fall 2021-22: Will update**

### Fall 2020-21

Summary	
Total Students With Valid Growth Test Scores	99
Mean RIT	172
Standard Deviation	18.1
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	172.3
Students At or Above Norm Grade Level Mean RIT	49

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Reading 2-5 OH 2017 / OH Learning Standards												
Language Arts: 2017	28	28%	19	19%	11	11%	14	14%	27	27%	170-172-174	18.1
<b>Goal Area</b>												
Vocabulary: Acquisition and Use	26	26%	22	22%	12	12%	16	16%	23	23%	170-172-174	19.9
Informational Text: Language, Craft, and Structure	27	27%	17	17%	14	14%	16	16%	25	25%	170-172-174	19.5
Literary Text: Key Ideas and Details	25	25%	20	20%	16	16%	14	14%	24	24%	171-173-175	18.2
Informational Text: Key Ideas and Details	32	32%	19	19%	4	4%	18	18%	26	26%	168-170-172	21.7
Literary Text: Language, Craft, and Structure	20	20%	29	29%	10	10%	14	14%	26	26%	171-173-175	20.2

## Winter 2020-21

Summary	
Total Students With Valid Growth Test Scores	101
Mean RIT	182.6
Standard Deviation	16.2
District Grade Level Mean RIT	182.6
Students At or Above District Grade Level Mean RIT	58
Norm Grade Level Mean RIT	181.2
Students At or Above Norm Grade Level Mean RIT	59

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017	24	24%	13	13%	14	14%	25	25%	25	25%	181-183-184	16.2
<b>Goal Area</b>												
Vocabulary: Acquisition and Use	22	22%	15	15%	20	20%	22	22%	22	22%	181-183-185	17.6
Informational Text: Language, Craft, and Structure	27	27%	16	16%	12	12%	22	22%	24	24%	179-181-183	18.6
Literary Text: Key Ideas and Details	21	21%	15	15%	14	14%	22	22%	29	29%	182-184-186	17.5
Informational Text: Key Ideas and Details	24	24%	17	17%	14	14%	21	21%	25	25%	180-182-184	18.2
Literary Text: Language, Craft, and Structure	23	23%	15	15%	17	17%	21	21%	25	25%	181-183-185	18.6

## Fall 2019-20

Summary	
Total Students With Valid Growth Test Scores	112
Mean RIT	177.4
Standard Deviation	16.3
District Grade Level Mean RIT	177.4
Students At or Above District Grade Level Mean RIT	57
Norm Grade Level Mean RIT	174.7
Students At or Above Norm Grade Level Mean RIT	64

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017	20	18%	22	20%	16	14%	25	22%	29	26%	176-177-179	16.3
<b>Goal Area</b>												
Vocabulary: Acquisition and Use	21	19%	17	15%	22	20%	22	20%	30	27%	176-177-179	18.5
Informational Text: Language, Craft, and Structure	23	21%	26	23%	19	17%	20	18%	24	21%	174-176-178	17.6
Literary Text: Key Ideas and Details	18	16%	17	15%	19	17%	27	24%	31	28%	178-180-182	18.4
Informational Text: Key Ideas and Details	25	22%	20	18%	19	17%	23	21%	25	22%	175-176-178	17.9
Literary Text: Language, Craft, and Structure	17	15%	24	21%	21	19%	22	20%	28	25%	177-178-180	16.4

## Winter 2019-20

Summary	
Total Students With Valid Growth Test Scores	112
Mean RIT	184.8
Standard Deviation	17.2
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	184.2
Students At or Above Norm Grade Level Mean RIT	62

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017	23	21%	14	13%	29	26%	20	18%	26	23%	183-185-186	17.2
<b>Goal Area</b>												
Vocabulary: Acquisition and Use	22	20%	17	15%	22	20%	26	23%	25	22%	183-185-187	18.6
Informational Text: Language, Craft, and Structure	26	23%	20	18%	19	17%	15	13%	32	29%	182-184-186	19.8
Literary Text: Key Ideas and Details	24	21%	14	13%	26	23%	20	18%	28	25%	184-186-188	18.9
Informational Text: Key Ideas and Details	27	24%	19	17%	19	17%	20	18%	27	24%	182-184-186	19.5
Literary Text: Language, Craft, and Structure	26	23%	22	20%	16	14%	27	24%	21	19%	183-185-187	17.8

## 2nd Grade Lexia

Lexia continues to show progress in students' literacy skills with 2nd grade. As a reminder, students who are showing signs of struggling with literacy skills through Lexia are provided support through our Wildcat Readers.

## Students working Below, In, or Above Grade Level of Material (GLM)

	Below GLM	In GLM	Above GLM
September 2020	58%	42%	0%
October 2020	55%	44%	1%
January 2021	47%	37%	15%
March 2021	36%	35%	28%
June 2021	29%	33%	37%

	Below GLM	In GLM	Above GLM
September 2019	72%	17%	11%
February 2020	37%	37%	26%

### 3rd Grade Data

As we looked at both NWEA MAP and OST data, we noticed that, like 2nd grade, 3rd grade had strength in literary text and a need in informational text. They also show a need in writing.

**Fall 2021-22: Will update**

### 3rd Grade NWEA MAP

#### Fall 2020-21

Summary	
Total Students With Valid Growth Test Scores	110
Mean RIT	189.6
Standard Deviation	17.2
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	186.6
Students At or Above Norm Grade Level Mean RIT	63

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017	16	15%	22	20%	21	19%	21	19%	30	27%	188-190-191	17.2
<b>Goal Area</b>												
Vocabulary: Acquisition and Use	15	14%	16	15%	22	20%	32	29%	25	23%	187-189-191	18.5
Informational Text: Language, Craft, and Structure	19	17%	20	18%	15	14%	28	25%	28	25%	188-190-191	18.6
Literary Text: Key Ideas and Details	19	17%	17	15%	17	15%	23	21%	34	31%	189-191-193	20
Informational Text: Key Ideas and Details	19	17%	21	19%	24	22%	21	19%	25	23%	186-188-190	18.9
Literary Text: Language, Craft, and Structure	15	14%	28	25%	14	13%	24	22%	29	26%	188-190-192	18

#### Winter 2020-21

Summary	
Total Students With Valid Growth Test Scores	113
Mean RIT	195.5
Standard Deviation	16.2
District Grade Level Mean RIT	195.5
Students At or Above District Grade Level Mean RIT	60
Norm Grade Level Mean RIT	193.9
Students At or Above Norm Grade Level Mean RIT	64

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017	17	15%	25	22%	22	19%	27	24%	22	19%	194-196-197	16.2
<b>Goal Area</b>												
Vocabulary: Acquisition and Use	18	16%	23	20%	33	29%	20	18%	19	17%	192-193-195	17
Informational Text: Language, Craft, and Structure	16	14%	19	17%	23	20%	27	24%	28	25%	195-197-198	17.7
Literary Text: Key Ideas and Details	18	16%	22	19%	21	19%	23	20%	29	26%	195-197-199	17.4
Informational Text: Key Ideas and Details	21	19%	18	16%	24	21%	27	24%	23	20%	193-196-196	18.2
Literary Text: Language, Craft, and Structure	20	18%	19	17%	26	23%	22	19%	26	23%	194-196-197	19

## Fall 2019-20

Summary	
Total Students With Valid Growth Test Scores	117
Mean RIT	191.2
Standard Deviation	15.2
District Grade Level Mean RIT	191.2
Students At or Above District Grade Level Mean RIT	66
Norm Grade Level Mean RIT	188.3
Students At or Above Norm Grade Level Mean RIT	75

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017	19	16%	15	13%	18	15%	35	30%	30	26%	190-191-193	15.2
<b>Goal Area</b>												
Vocabulary: Acquisition and Use	14	12%	19	16%	27	23%	30	26%	27	23%	190-192-193	15.5
Informational Text: Language, Craft, and Structure	25	21%	14	12%	19	16%	35	30%	24	21%	187-189-191	17.8
Literary Text: Key Ideas and Details	17	15%	16	14%	19	16%	38	32%	27	23%	191-193-195	18.1
Informational Text: Key Ideas and Details	16	14%	21	18%	21	18%	32	27%	27	23%	188-190-192	17.3
Literary Text: Language, Craft, and Structure	20	17%	16	14%	16	14%	30	26%	35	30%	191-192-194	18.6

## Winter 2019-20

Summary	
Total Students With Valid Growth Test Scores	118
Mean RIT	196.7
Standard Deviation	13.6
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	195.6
Students At or Above Norm Grade Level Mean RIT	69

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017	17	15%	17	15%	31	27%	26	22%	25	22%	195-197-198	13.6
<b>Goal Area</b>												
Vocabulary: Acquisition and Use	15	13%	20	17%	25	22%	33	28%	23	20%	196-197-199	14.2
Informational Text: Language, Craft, and Structure	19	16%	20	17%	20	17%	28	24%	29	25%	196-198-199	16.4
Literary Text: Key Ideas and Details	25	22%	11	9%	26	22%	32	28%	22	19%	195-196-198	16.1
Informational Text: Key Ideas and Details	18	16%	21	18%	24	21%	33	28%	20	17%	195-197-198	15.4
Literary Text: Language, Craft, and Structure	20	17%	21	18%	30	26%	23	20%	22	19%	194-195-197	15.2

## 3rd Grade Fall/Spring OST Scores--Proficient and Above

Year	Fall	Spring
2020-2021	40%	60%
2019-20	51%	N/A
2018-19	46%	73%

<b>2017-18</b>	40%	68%
<b>2016-17</b>	43%	77%

### 3rd Grade Ohio State Testing Reporting Category Performance Level

	Reading Informational Text			Reading Literary Text			Writing		
Proficiency %	Below	Near	Above	Below	Near	Above	Below	Near	Above
Fall 2020-21	45%	32%	23%	44%	29%	27%	51%	39%	10%
Spring 2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Fall 2019-20	34%	47%	19%	26%	33%	41%	26%	62%	12%
Spring 2018-19	17%	47%	36%	17%	39%	44%	4%	59%	37%
Fall 2018-19	27%	46%	28%	31%	39%	31%	35%	60%	5%
Spring 2017-18	12%	40%	48%	21%	27%	51%	30%	33%	37%
Fall 2017-18	32%	35%	32%	33%	42%	25%	30%	49%	21%

### 3rd Grade Lexia

3rd grade does not show Lexia as having a significant impact; however, the team noticed that 3rd grade does not implement Lexia with consistency and fidelity.

### Students working Below, In, or Above Grade Level of Material (GLM)

	Below GLM	In GLM	Above GLM
September 2020	88%	9%	3%
October 2020	87%	9%	4%
January 2021	71%	21%	8%
March 2021	57%	33%	10%
June 2021	48%	37%	15%

	Below GLM	In GLM	Above GLM
September 2019	73%	16%	11%
February 2020	66%	16%	18%

## 4th Grade Data

According to NWEA MAP and OST data, 4th graders show strengths in literary text and writing. This increase in writing scores demonstrates the need for vertical alignment to support the writing need in 3rd grade. Informational text is a need in 4th grade. This is consistent with the need in grades 2 and 3 as well.

**Fall 2021-22: Will update**

### 4th Grade NWEA MAP

#### Fall 2020-21

Summary	
Total Students With Valid Growth Test Scores	115
Mean RIT	199.1
Standard Deviation	13.7
District Grade Level Mean RIT	199.1
Students At or Above District Grade Level Mean RIT	60
Norm Grade Level Mean RIT	196.7
Students At or Above Norm Grade Level Mean RIT	72

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017	15	13%	13	11%	37	32%	28	24%	22	19%	198-199-200	13.7
Goal Area												
Vocabulary: Acquisition and Use	21	18%	20	17%	27	23%	28	24%	19	17%	196-198-199	16.2
Informational Text: Language, Craft, and Structure	15	13%	13	11%	32	28%	26	23%	29	25%	198-200-201	16
Literary Text: Key Ideas and Details	20	17%	12	10%	26	23%	31	27%	26	23%	198-199-201	15.3
Informational Text: Key Ideas and Details	14	12%	22	19%	28	24%	30	26%	21	18%	197-198-200	15.3
Literary Text: Language, Craft, and Structure	13	11%	19	17%	20	17%	45	39%	18	16%	199-200-202	16

#### Winter 2020-21

Summary	
Total Students With Valid Growth Test Scores	117
Mean RIT	206
Standard Deviation	12.5
District Grade Level Mean RIT	206
Students At or Above District Grade Level Mean RIT	64
Norm Grade Level Mean RIT	202.5
Students At or Above Norm Grade Level Mean RIT	75

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017	9	8%	18	15%	30	26%	39	33%	21	18%	205-208-207	12.5
Goal Area												
Vocabulary: Acquisition and Use	15	13%	19	16%	22	19%	38	32%	23	20%	204-208-207	14
Informational Text: Language, Craft, and Structure	7	6%	32	27%	28	24%	29	25%	21	18%	203-206-206	14.3
Literary Text: Key Ideas and Details	13	11%	15	13%	29	25%	30	26%	30	26%	205-207-208	16.1
Informational Text: Key Ideas and Details	8	7%	21	18%	34	29%	35	30%	19	16%	204-208-207	13.9
Literary Text: Language, Craft, and Structure	10	9%	20	17%	25	22%	36	31%	25	21%	205-207-208	15

## Fall 2019-20

Summary	
Total Students With Valid Growth Test Scores	125
Mean RIT	201.2
Standard Deviation	13.4
District Grade Level Mean RIT	201.2
Students At or Above District Grade Level Mean RIT	87
Norm Grade Level Mean RIT	198.2
Students At or Above Norm Grade Level Mean RIT	79

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017	13	10%	23	18%	24	19%	36	29%	29	23%	200-201-202	13.4
Goal Area												
Vocabulary: Acquisition and Use	18	14%	19	15%	28	22%	36	29%	24	19%	198-200-201	15.2
Informational Text: Language, Craft, and Structure	16	13%	22	18%	23	18%	35	28%	29	23%	200-201-203	15.9
Literary Text: Key Ideas and Details	15	12%	18	14%	30	24%	34	27%	28	22%	201-202-204	15.9
Informational Text: Key Ideas and Details	16	13%	22	18%	28	22%	33	26%	26	21%	200-202-203	15.7
Literary Text: Language, Craft, and Structure	20	16%	19	15%	20	16%	41	33%	25	20%	200-201-202	15.4

## Winter 2019-20

Summary	
Total Students With Valid Growth Test Scores	123
Mean RIT	206.4
Standard Deviation	12.4
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	203.6
Students At or Above Norm Grade Level Mean RIT	72

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017	13	11%	21	17%	35	28%	29	24%	25	20%	205-206-207	12.4
Goal Area												
Vocabulary: Acquisition and Use	17	14%	28	23%	23	19%	31	25%	24	20%	204-205-207	14
Informational Text: Language, Craft, and Structure	15	12%	24	20%	28	23%	31	25%	25	20%	205-206-208	15.4
Literary Text: Key Ideas and Details	18	15%	17	14%	30	24%	34	28%	24	20%	205-207-208	14.4
Informational Text: Key Ideas and Details	13	11%	26	21%	28	23%	34	28%	22	18%	205-207-208	14.5
Literary Text: Language, Craft, and Structure	13	11%	23	19%	30	24%	31	25%	26	21%	206-207-208	14.6

## 4th Grade OST Scores--Proficient and Above

	2016-17	2017-18	2018-19	2020-21
4th ELA	75.2%	83.8%	76.3%	63%

**4th Grade Ohio State Testing Reporting Category Performance Level**

	Reading Informational Text			Reading Literary Text			Writing		
Proficiency %	Below	Near	Above	Below	Near	Above	Below	Near	Above
2020-21	15%	42%	42%	16%	38%	46%	32%	22%	46%
2018-19	8%	36%	55%	17%	35%	48%	8%	26%	65%
2017-18	5%	37%	58%	8%	50%	42%	3%	23%	73%
2016-17	12%	40%	48%	15%	39%	46%	19%	36%	46%

**4th Grade Lexia**

At the beginning of the 2019-20 school year, 4th grade teachers were not using Lexia consistently and with fidelity; however, as the year progressed, they started using it more. There is not the support of Wildcat Readers, so we do not see the same effect with Lexia in 4th grade that we see in K-2.

**Students working Below, In, or Above Grade Level of Material (GLM)**

	Below GLM	In GLM	Above GLM
September 2020	87%	13%	0%
October 2020	87%	13%	0%
January 2021	79%	20%	1%
March 2021	64%	30%	6%
June 2021	52%	25%	23%

	Below GLM	In GLM	Above GLM
September 2019	66%	34%	0%
February 2020	44%	22%	34%

## 5th Grade Data

Analyzing data from NWEA MAP and OST for 5th grade, shows the same strengths and weaknesses as 4th grade. Students do well in writing and literary text, yet struggle in informational text. When we looked at the middle school data, we noticed informational text is a strength. Again, this demonstrates the need for collaboration and vertical alignment among teachers.

**Fall 2021-22: Will update**

### 5th Grade NWEA MAP Fall 2020-21

Summary	
Total Students With Valid Growth Test Scores	121
Mean RIT	206.2
Standard Deviation	13.9
District Grade Level Mean RIT	206.2
Students At or Above District Grade Level Mean RIT	67
Norm Grade Level Mean RIT	204.5
Students At or Above Norm Grade Level Mean RIT	76

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017	15	12%	21	17%	29	24%	38	31%	18	15%	205-206-207	13.9
<b>Goal Area</b>												
Vocabulary: Acquisition and Use	20	17%	21	17%	25	21%	29	24%	26	21%	204-206-207	15.9
Informational Text: Language, Craft, and Structure	16	13%	22	18%	27	22%	31	26%	25	21%	205-207-209	16.6
Literary Text: Key Ideas and Details	20	17%	12	10%	33	27%	30	25%	26	21%	206-208-209	16.7
Informational Text: Key Ideas and Details	17	14%	27	22%	34	28%	26	21%	17	14%	203-205-206	14.6
Literary Text: Language, Craft, and Structure	14	12%	25	21%	29	24%	34	28%	19	16%	204-206-207	16.1

### Winter 2020-21

Summary	
Total Students With Valid Growth Test Scores	121
Mean RIT	211.6
Standard Deviation	12.7
District Grade Level Mean RIT	211.6
Students At or Above District Grade Level Mean RIT	66
Norm Grade Level Mean RIT	209.1
Students At or Above Norm Grade Level Mean RIT	72

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Reading 2-6 OH 2017 / OH Learning Standards Language Arts: 2017	12	10%	23	19%	32	26%	32	26%	22	18%	210-212-213	12.7
<b>Goal Area</b>												
Vocabulary: Acquisition and Use	13	11%	28	23%	20	17%	40	33%	20	17%	210-211-212	14
Informational Text: Language, Craft, and Structure	12	10%	20	17%	37	31%	32	26%	20	17%	209-211-212	14.6
Literary Text: Key Ideas and Details	14	12%	23	19%	28	23%	30	25%	26	21%	210-212-213	15.7
Informational Text: Key Ideas and Details	13	11%	27	22%	27	22%	31	26%	23	19%	211-212-213	14.9
Literary Text: Language, Craft, and Structure	15	12%	12	10%	32	26%	40	33%	22	18%	211-212-214	14.6

## Fall 2019-20

Summary	
Total Students With Valid Growth Test Scores	121
Mean RIT	208.5
Standard Deviation	16.3
District Grade Level Mean RIT	208.5
Students At or Above District Grade Level Mean RIT	64
Norm Grade Level Mean RIT	205.7
Students At or Above Norm Grade Level Mean RIT	71

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017	17	14%	19	16%	27	22%	24	20%	34	28%	207-209-210	16.3
<b>Goal Area</b>												
Vocabulary: Acquisition and Use	18	15%	21	17%	22	18%	26	21%	34	28%	207-209-210	16.9
Informational Text: Language, Craft, and Structure	15	12%	24	20%	29	24%	21	17%	32	26%	207-208-210	19
Literary Text: Key Ideas and Details	19	16%	18	15%	22	18%	26	21%	36	30%	207-209-211	19.2
Informational Text: Key Ideas and Details	19	16%	18	15%	26	21%	23	19%	35	29%	207-209-211	17.8
Literary Text: Language, Craft, and Structure	18	15%	19	16%	26	21%	22	18%	36	30%	206-208-210	17.5

## Winter 2019-20

Summary	
Total Students With Valid Growth Test Scores	121
Mean RIT	212.5
Standard Deviation	14.8
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	209.8
Students At or Above Norm Grade Level Mean RIT	72

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017	15	12%	25	21%	19	16%	28	23%	34	28%	211-212-214	14.8
<b>Goal Area</b>												
Vocabulary: Acquisition and Use	17	14%	20	17%	30	25%	20	17%	34	28%	211-213-214	15.4
Informational Text: Language, Craft, and Structure	18	15%	20	17%	26	21%	24	20%	33	27%	211-212-214	16.1
Literary Text: Key Ideas and Details	24	20%	18	15%	22	18%	23	19%	34	28%	210-211-213	19.8
Informational Text: Key Ideas and Details	18	15%	15	12%	26	21%	28	23%	34	28%	212-213-214	15.3
Literary Text: Language, Craft, and Structure	17	14%	18	15%	23	19%	31	26%	32	26%	212-213-215	16.9

## 5th Grade OST Scores--Proficient and Above

	2016-17	2017-18	2018-19	2020-21
5th ELA	73.8%	78.8%	81.7%	79%

**5th Grade Ohio State Testing Reporting Category Performance Level**

	Reading Informational Text			Reading Literary Text			Writing		
Proficiency %	Below	Near	Above	Below	Near	Above	Below	Near	Above
2020-21	8%	21%	71%	15%	41%	43%	12%	31%	57%
2018-19	12%	47%	41%	8%	25%	67%	7%	25%	67%
2017-18	9%	28%	63%	13%	43%	43%	15%	44%	41%
2016-17	13%	32%	55%	16%	31%	53%	22%	26%	52%

**5th Grade Lexia**

Like the other intermediate grades, 5th grade was not using Lexia with the same fidelity and consistency as the primary grades. It was difficult to get a true view of the effectiveness of this program as a result.

**Students working Below, In, or Above Grade Level of Material (GLM)**

	Below GLM	In GLM	Above GLM
September 2020	81%	19%	0%
October 2020	80%	20%	0%
January 2021	77%	17%	6%
March 2021	73%	17%	11%
June 2021	67%	13%	19%

	Below GLM	In GLM	Above GLM
September 2019	46%	54%	0%
February 2020	41%	23%	37%

## 6th Grade Data

Although the middle school data is separated out below, there were similar strengths and weaknesses based on the data. Grades 6-8 have a weakness in literary text. Grades 7-8 have a strength in writing while 6th grade has a weakness. The team felt this supported the importance of vertical alignment and collaboration.

**Fall 2021-22: Will update**

### 6th Grade NWEA MAP Fall 2020-21

Summary											
Total Students With Valid Growth Test Scores		110									
Mean RIT		213.3									
Standard Deviation		16.5									
District Grade Level Mean RIT		213.3									
Students At or Above District Grade Level Mean RIT		62									
Norm Grade Level Mean RIT		210.2									
Students At or Above Norm Grade Level Mean RIT		68									

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- 8mp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Reading 8+ OH 2017 / OH Learning Standards Language Arts: 2017	18	16%	17	15%	16	15%	25	23%	34	31%	212-218-215	16.5
<b>Goal Area</b>												
Vocabulary: Acquisition and Use	17	15%	14	13%	18	16%	27	25%	34	31%	214-216-217	18.9
Informational Text: Language, Craft, and Structure	20	18%	14	13%	20	18%	33	30%	23	21%	210-212-214	17.2
Literary Text: Key Ideas and Details	14	13%	19	17%	14	13%	32	29%	31	28%	212-214-215	16.7
Informational Text: Key Ideas and Details	23	21%	14	13%	14	13%	30	27%	29	26%	211-212-214	19.3
Literary Text: Language, Craft, and Structure	17	15%	13	12%	25	23%	24	22%	31	28%	211-218-215	19

### Winter 2020-21

Summary											
Total Students With Valid Growth Test Scores		105									
Mean RIT		214.8									
Standard Deviation		16									
District Grade Level Mean RIT		214.8									
Students At or Above District Grade Level Mean RIT		58									
Norm Grade Level Mean RIT		213.8									
Students At or Above Norm Grade Level Mean RIT		60									

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- 8mp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Reading 8+ OH 2017 / OH Learning Standards Language Arts: 2017	16	15%	18	17%	24	23%	21	20%	26	25%	213-216-216	16
<b>Goal Area</b>												
Vocabulary: Acquisition and Use	13	12%	20	19%	23	22%	24	23%	25	24%	214-216-218	17.6
Informational Text: Language, Craft, and Structure	18	17%	21	20%	19	18%	23	22%	24	23%	213-216-217	17.3
Literary Text: Key Ideas and Details	23	22%	11	10%	22	21%	27	26%	22	21%	213-214-216	17.2
Informational Text: Key Ideas and Details	22	21%	17	16%	22	21%	18	17%	26	25%	212-214-216	18.6
Literary Text: Language, Craft, and Structure	20	19%	15	14%	25	24%	22	21%	23	22%	213-216-217	17.7

## Fall 2019-20

Summary	
Total Students With Valid Growth Test Scores	117
Mean RIT	212.1
Standard Deviation	12.2
District Grade Level Mean RIT	212.1
Students At or Above District Grade Level Mean RIT	62
Norm Grade Level Mean RIT	211
Students At or Above Norm Grade Level Mean RIT	69

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Reading 6+ OH 2017 / OH Learning Standards Language Arts: 2017	13	11%	24	21%	28	24%	35	30%	17	15%	211-212-213	12.2
<b>Goal Area</b>												
Vocabulary: Acquisition and Use	13	11%	23	20%	29	25%	30	26%	22	19%	213-214-215	14.4
Informational Text: Language, Craft, and Structure	17	15%	27	23%	28	24%	21	18%	24	21%	211-212-213	15.2
Literary Text: Key Ideas and Details	17	15%	26	22%	24	21%	38	32%	12	10%	210-211-212	14.7
Informational Text: Key Ideas and Details	18	15%	28	24%	23	20%	30	26%	18	15%	210-212-213	14.4
Literary Text: Language, Craft, and Structure	17	15%	26	22%	28	24%	30	26%	16	14%	210-212-213	13.3

## Winter 2019-2020

Summary	
Total Students With Valid Growth Test Scores	116
Mean RIT	212.9
Standard Deviation	11.6
District Grade Level Mean RIT	212.9
Students At or Above District Grade Level Mean RIT	64
Norm Grade Level Mean RIT	214.2
Students At or Above Norm Grade Level Mean RIT	55

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Reading 6+ OH 2017 / OH Learning Standards Language Arts: 2017	19	16%	21	18%	41	35%	24	21%	11	9%	212-213-214	11.6
<b>Goal Area</b>												
Vocabulary: Acquisition and Use	16	14%	27	23%	20	17%	33	28%	20	17%	214-215-216	12.9
Informational Text: Language, Craft, and Structure	19	16%	25	22%	26	22%	28	24%	18	16%	212-214-215	13.8
Literary Text: Key Ideas and Details	23	20%	23	20%	34	29%	17	15%	19	16%	211-212-213	14.5
Informational Text: Key Ideas and Details	22	19%	29	25%	25	22%	26	22%	14	12%	210-212-213	14.2
Literary Text: Language, Craft, and Structure	17	15%	33	28%	32	28%	22	19%	12	10%	211-212-213	12.8

**6th Grade OST Scores--Proficient and Above**

	2016-17	2017-18	2018-19	2020-21
<b>6th ELA</b>	50.4%	61.8%	58.4%	56%

**6th Grade Ohio State Testing Reporting Category Performance Level**

	Reading Informational Text			Reading Literary Text			Writing		
Proficiency %	Below	Near	Above	Below	Near	Above	Below	Near	Above
2020-21	25%	36%	36%	19%	41%	39%	43%	19%	38%
2018-19	25%	25%	42%	17%	50%	32%	36%	46%	18%
2017-18	24%	35%	41%	25%	31%	44%	37%	39%	24%
2016-17	30%	38%	32%	26%	38%	35%	38%	25%	38%

**7th Grade Data****7th Grade NWEA MAP****Fall 2021-22: Will update****Fall 2020-21**

Summary	
Total Students With Valid Growth Test Scores	111
Mean RIT	216.1
Standard Deviation	13
District Grade Level Mean RIT	216.1
Students At or Above District Grade Level Mean RIT	57
Norm Grade Level Mean RIT	214.2
Students At or Above Norm Grade Level Mean RIT	63

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- 5mp Err)		Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%			
Growth: Reading 8+ OH 2017 / OH Learning Standards Language Arts: 2017	14	13%	16	14%	31	28%	33	30%	17	15%	215-218-217		13
Goal Area													
Vocabulary: Acquisition and Use	11	10%	22	20%	24	22%	37	33%	17	15%	216-217-219		14.6
Informational Text: Language, Craft, and Structure	14	13%	18	16%	29	26%	33	30%	17	15%	215-218-217		15.2
Literary Text: Key Ideas and Details	14	13%	22	20%	30	27%	31	28%	14	13%	214-216-216		14.4
Informational Text: Key Ideas and Details	17	15%	19	17%	21	19%	37	33%	17	15%	215-218-218		16.3
Literary Text: Language, Craft, and Structure	12	11%	21	19%	23	21%	42	38%	13	12%	215-218-218		13.6

## Winter 2020-21

Summary	
Total Students With Valid Growth Test Scores	110
Mean RIT	217.9
Standard Deviation	13
District Grade Level Mean RIT	217.9
Students At or Above District Grade Level Mean RIT	61
Norm Grade Level Mean RIT	217.1
Students At or Above Norm Grade Level Mean RIT	61

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 8+ OH 2017 / OH Learning Standards Language Arts: 2017	12	11%	23	21%	38	35%	24	22%	13	12%	217-218-219	13
<b>Goal Area</b>												
Vocabulary: Acquisition and Use	16	15%	19	17%	27	25%	28	25%	20	18%	217-218-220	14.4
Informational Text: Language, Craft, and Structure	13	12%	29	26%	23	21%	29	26%	16	15%	217-218-219	14.5
Literary Text: Key Ideas and Details	15	14%	13	12%	35	32%	36	33%	11	10%	216-218-219	14.7
Informational Text: Key Ideas and Details	13	12%	23	21%	37	34%	21	19%	16	15%	216-218-219	15.5
Literary Text: Language, Craft, and Structure	17	15%	17	15%	34	31%	31	28%	11	10%	216-217-219	15.7

## Fall 2019-20

Summary	
Total Students With Valid Growth Test Scores	119
Mean RIT	214.8
Standard Deviation	13.7
District Grade Level Mean RIT	214.8
Students At or Above District Grade Level Mean RIT	68
Norm Grade Level Mean RIT	214.4
Students At or Above Norm Grade Level Mean RIT	68

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 6+ OH 2017 / OH Learning Standards Language Arts: 2017	18	15%	19	16%	32	27%	32	27%	18	15%	214-215-216	13.7
<b>Goal Area</b>												
Vocabulary: Acquisition and Use	21	18%	21	18%	24	20%	31	26%	22	18%	214-215-217	15.3
Informational Text: Language, Craft, and Structure	22	18%	17	14%	24	20%	36	30%	20	17%	214-215-217	15.6
Literary Text: Key Ideas and Details	20	17%	17	14%	31	26%	31	26%	20	17%	213-215-216	15.3
Informational Text: Key Ideas and Details	23	19%	17	14%	29	24%	29	24%	21	18%	212-214-215	16.5
Literary Text: Language, Craft, and Structure	17	14%	25	21%	23	19%	29	24%	25	21%	214-215-217	15

## Winter 2019-20

Summary	
Total Students With Valid Growth Test Scores	118
Mean RIT	217.6
Standard Deviation	13.2
District Grade Level Mean RIT	217.6
Students At or Above District Grade Level Mean RIT	65
Norm Grade Level Mean RIT	216.9
Students At or Above Norm Grade Level Mean RIT	71

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 6+ OH 2017 / OH Learning Standards Language Arts: 2017	17	14%	25	21%	27	23%	27	23%	22	19%	216-218-219	13.2
Goal Area												
Vocabulary: Acquisition and Use	15	13%	20	17%	31	26%	28	24%	24	20%	218-219-221	14
Informational Text: Language, Craft, and Structure	21	18%	25	21%	24	20%	27	23%	21	18%	216-217-218	14.4
Literary Text: Key Ideas and Details	17	14%	26	22%	28	24%	28	24%	19	16%	216-217-219	16.6
Informational Text: Key Ideas and Details	22	19%	25	21%	22	19%	24	20%	25	21%	216-217-219	15.5
Literary Text: Language, Craft, and Structure	22	19%	21	18%	24	20%	31	26%	20	17%	216-217-219	14.3

## 7th Grade OST Scores--Proficient and Above

	2016-17	2017-18	2018-19	2020-21
7th ELA	49.1%	65.5%	70.2%	60%

## 7th Grade Ohio State Testing Reporting Category Performance Level

	Reading Informational Text			Reading Literary Text			Writing		
Proficiency %	Below	Near	Above	Below	Near	Above	Below	Near	Above
2020-21	24%	17%	59%	15%	36%	49%	17%	16%	68%
2018-19	24%	17%	59%	15%	36%	49%	17%	16%	68%
2017-18	19%	32%	49%	21%	49%	30%	27%	26%	47%
2016-17	32%	32%	36%	30%	37%	33%	37%	33%	30%

**8th Grade Data****8th Grade NWEA MAP****Fall 2021-22: Will update****Fall 2020-21**

<b>Summary</b>	
Total Students With Valid Growth Test Scores	115
Mean RIT	221
Standard Deviation	12.9
District Grade Level Mean RIT	221
Students At or Above District Grade Level Mean RIT	65
Norm Grade Level Mean RIT	218
Students At or Above Norm Grade Level Mean RIT	75

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- 5mp Err)	Std Dev
<b>Overall Performance</b>	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 8+ OH 2017 / OH Learning Standards Language Arts: 2017	10	9%	15	13%	39	34%	34	30%	17	15%	220-221-222	12.9
<b>Goal Area</b>												
Vocabulary: Acquisition and Use	8	7%	21	18%	25	22%	35	30%	26	23%	221-228-224	14.6
Informational Text: Language, Craft, and Structure	11	10%	20	17%	31	27%	31	27%	22	19%	219-220-222	15
Literary Text: Key Ideas and Details	12	10%	21	18%	38	33%	28	24%	16	14%	218-220-221	14.4
Informational Text: Key Ideas and Details	12	10%	16	14%	31	27%	38	33%	18	16%	220-221-222	14.1
Literary Text: Language, Craft, and Structure	12	10%	22	19%	20	17%	36	31%	25	22%	220-222-223	15.8

**Winter 2020-21**

Summary	
Total Students With Valid Growth Test Scores	111
Mean RIT	220.4
Standard Deviation	14.1
District Grade Level Mean RIT	220.4
Students At or Above District Grade Level Mean RIT	63
Norm Grade Level Mean RIT	220.5
Students At or Above Norm Grade Level Mean RIT	63

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 6+ OH 2017 / OH Learning Standards Language Arts: 2017	12	11%	22	20%	29	26%	37	33%	11	10%	219-220-222	14.1
<b>Goal Area</b>												
Vocabulary: Acquisition and Use	14	13%	11	10%	31	28%	34	31%	21	19%	222-224-225	15.3
Informational Text: Language, Craft, and Structure	18	16%	23	21%	25	23%	27	24%	18	16%	219-221-222	15.8
Literary Text: Key Ideas and Details	16	14%	26	23%	33	30%	23	21%	13	12%	217-218-220	16.5
Informational Text: Key Ideas and Details	18	16%	21	19%	37	33%	19	17%	16	14%	218-220-221	16.3
Literary Text: Language, Craft, and Structure	17	15%	27	24%	29	26%	26	23%	12	11%	217-219-220	16.3

## Fall 2019-20

Summary	
Total Students With Valid Growth Test Scores	115
Mean RIT	223.2
Standard Deviation	15.6
District Grade Level Mean RIT	223.2
Students At or Above District Grade Level Mean RIT	63
Norm Grade Level Mean RIT	217.2
Students At or Above Norm Grade Level Mean RIT	81

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 6+ OH 2017 / OH Learning Standards Language Arts: 2017	13	11%	16	14%	16	14%	30	26%	40	35%	222-223-225	15.6
<b>Goal Area</b>												
Vocabulary: Acquisition and Use	9	8%	21	18%	20	17%	30	26%	35	30%	223-224-226	16.8
Informational Text: Language, Craft, and Structure	15	13%	13	11%	15	13%	35	30%	37	32%	222-224-225	17.5
Literary Text: Key Ideas and Details	17	15%	15	13%	17	15%	36	31%	30	26%	220-222-223	17.9
Informational Text: Key Ideas and Details	15	13%	13	11%	22	19%	32	28%	33	29%	221-223-224	16.7
Literary Text: Language, Craft, and Structure	16	14%	15	13%	12	10%	34	30%	38	33%	222-224-225	17.8

## Winter 2019-20

Summary	
Total Students With Valid Growth Test Scores	116
Mean RIT	223.4
Standard Deviation	15.4
District Grade Level Mean RIT	223.4
Students At or Above District Grade Level Mean RIT	68
Norm Grade Level Mean RIT	219.1
Students At or Above Norm Grade Level Mean RIT	76

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)
Overall Performance	count	%	count	%	count	%	count	%	count	%	
Growth: Reading 6+ OH 2017 / OH Learning Standards Language Arts: 2017	17	15%	15	13%	16	14%	31	27%	37	32%	222-223-225
<b>Goal Area</b>											
Vocabulary: Acquisition and Use	13	11%	22	19%	14	12%	28	24%	39	34%	223-224-226
Informational Text: Language, Craft, and Structure	16	14%	20	17%	12	10%	34	29%	34	29%	223-224-226
Literary Text: Key Ideas and Details	18	16%	15	13%	22	19%	31	27%	30	26%	221-222-224
Informational Text: Key Ideas and Details	19	16%	19	16%	18	16%	34	29%	26	22%	220-222-223
Literary Text: Language, Craft, and Structure	17	15%	13	11%	20	17%	29	25%	37	32%	223-224-226

### 8th Grade OST Scores--Proficient and Above

	2016-17	2017-18	2018-19	2020-21
8th ELA	53.8%	44.1%	64.3%	60%

### 8th Grade Ohio State Testing Reporting Category Performance Level

	Reading Informational Text			Reading Literary Text			Writing		
Proficiency %	Below	Near	Above	Below	Near	Above	Below	Near	Above
2020-21	32%	37%	31%	23%	49%	28%	28%	21%	52%
2018-19	17%	17%	42%	27%	38%	35%	22%	17%	61%
2017-18	38%	35%	27%	39%	26%	35%	47%	27%	26%
2016-17	30%	34%	36%	27%	37%	36%	40%	41%	19%

### High School End of Course Data

The high school data from End of Course exams and ACT revealed differences depending on the grade levels. ELA I and ELA II have writing as a relative weakness while the ACT has writing as a strength. Anecdotal feedback from teachers showed that teachers were concerned about student vocabulary and grammar; however, the high stakes test data did not show this same picture. Instead, according to the

ACT, students have weaknesses in informational and literary text. This was contrary to the data from OST where literary and informational texts were shown as strengths. We feel we need to do some additional digging into this data.

### High School End of Course--Proficient and Above

	2016-17	2017-18	2018-19	2020-21
<b>ELA I</b>	59.8%	75.5%	62%	0% (6 students)
<b>ELA II</b>	62.2%	65.1%	70.9%	67%

### ELA I Ohio State Testing Reporting Category Performance Level (No longer required testing)

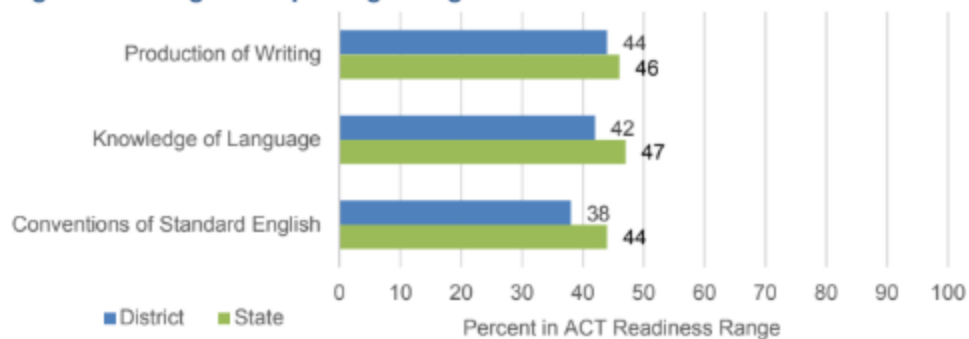
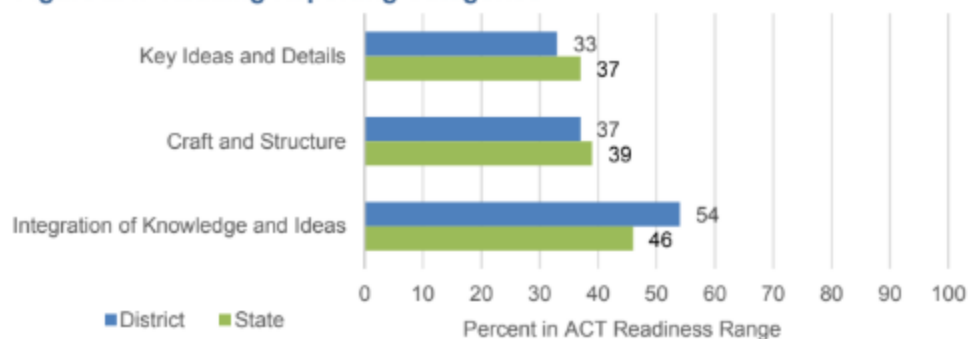
	Reading Informational Text			Reading Literary Text			Writing		
Proficiency %	Below	Near	Above	Below	Near	Above	Below	Near	Above
2020-21	17%	83%	0%	67%	17%	17%	100%	0%	0%
2018-19	26%	31%	44%	15%	39%	45%	43%	32%	26%
2017-18	13%	23%	63%	13%	32%	5%	28%	36%	37%
2016-17	21%	44%	34%	17%	42%	40%	30%	28%	42%

### ELA II Ohio State Testing Reporting Category Performance Level

	Reading Informational Text			Reading Literary Text			Writing		
Proficiency %	Below	Near	Above	Below	Near	Above	Below	Near	Above
2020-21	18%	45%	37%	22%	49%	38%	23%	23%	53%
2018-19	20%	33%	47%	25%	36%	39%	30%	31%	39%
2017-18	18%	32%	49%	25%	36%	39%	24%	23%	54%
2016-17	23%	32%	45%	21%	37%	42%	25%	27%	48%

### ACT Scores

The district's ACT scores were below the state average in all reporting categories in English and Reading except Integration of Knowledge and Ideas. This data supports the need for a focused literacy plan for all grade levels.

**Figure 2.2. English Reporting Categories****Figure 2.4. Reading Reporting Categories****Table 1.1. Five Year Trends—Percent of Students Who Met College Readiness Benchmarks**

Year	Number of Students Tested		Percent Who Met Benchmarks									
	District	State	English		Mathematics		Reading		Science		Met All Four	
			District	State	District	State	District	State	District	State	District	State
2015-2016	0	0	.	.	.	.	.	.	.	.	.	.
2016-2017	116	115,349	41	51	33	36	35	40	24	32	16	22
2017-2018	113	114,228	50	48	40	33	28	36	28	29	22	20
2018-2019	103	108,008	43	47	22	30	28	36	22	29	16	19
<b>2019-2020</b>	<b>106</b>	<b>104,338</b>	<b>41</b>	<b>47</b>	<b>33</b>	<b>31</b>	<b>33</b>	<b>38</b>	<b>25</b>	<b>28</b>	<b>18</b>	<b>19</b>

**Table 1.2. Five Year Trends—Average ACT Scores**

Year	Number of Students Tested		Average ACT Scores									
	District	State	English		Mathematics		Reading		Science		Composite	
			District	State	District	State	District	State	District	State	District	State
2015-2016	0	0	.	.	.	.	.	.	.	.	.	.
2016-2017	116	115,349	16.9	18.6	19.7	20.0	19.6	20.2	19.1	19.9	19.0	19.8
2017-2018	113	114,228	18.3	18.2	20.4	19.5	19.5	19.7	19.7	19.5	19.6	19.4
2018-2019	103	108,008	16.8	17.9	18.7	19.2	18.9	19.7	18.8	19.4	18.4	19.2
<b>2019-2020</b>	<b>106</b>	<b>104,338</b>	<b>17.0</b>	<b>18.0</b>	<b>19.7</b>	<b>19.3</b>	<b>19.3</b>	<b>19.7</b>	<b>19.0</b>	<b>19.5</b>	<b>18.9</b>	<b>19.2</b>

Group	Year	Composite		Math Mean Score	Science Mean Score	English Mean Score	Reading Mean Score
		Valid Number	Mean Score				
North Union High School	2020-2021	138	18.5	18.5	19	17.2	18.7
North Union High School	2019-2020	139	19.6	20.3	19.7	17.8	19.9
North Union High School	2018-2019	155	20.2	20.4	20.4	18.8	20.6
North Union High School	2017-2018	154	20.2	20.9	20.4	18.7	20.2
11th	2020-2021	105	17.8	17.8	18.4	16.5	17.8
11th	2019-2020	114	19.3	20.2	19.5	17.4	19.6
11th	2018-2019	117	19	19.3	19.3	17.4	19.4
11th	2017-2018	125	19.9	20.7	20.1	18.6	19.7
12th	2020-2021	31	20.9	21.1	21	19.4	21.4
12th	2019-2020	25	20.9	20.7	21	19.9	21.2
12th	2018-2019	32	23.9	23.6	24.2	23.1	24.3
12th	2017-2018	23	21.3	21.8	22.1	19.2	21.9
State Contract	2020-2021	131	18.2	18.3	18.8	16.9	18.3
State Contract	2019-2020	109	18.8	19.7	19	16.9	19.1
State Contract	2018-2019	106	18.4	18.6	18.8	17	18.9
State Contract	2017-2018	115	19.5	20.3	19.6	18.1	19.4
Non-Contract	2020-2021	7	23.9	22.4	22.7	23.6	26
Non-Contract	2019-2020	30	22.4	22.2	22.6	21.2	22.9
Non-Contract	2018-2019	49	23.9	24.3	24	22.7	24.2
Non-Contract	2017-2018	39	22.3	22.7	22.8	20.5	22.4

SECTION 3, PART B: ANALYSIS OF FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN LITERACY

*Insert an analysis of additional factors believed to contribute to underachievement in literacy in the community served.*

The North Union Local School District has significant strengths which have built a strong foundation for language and literacy. One of these strengths is the district and building cultures. Our staff truly believes that all students can learn. The special education teachers, general education teachers, and paraprofessionals have a strong rapport and work as a team, collaborating to support students. Each building has taken time to build meaningful educator and family partnerships. As a whole, our district provides families opportunities to actively support their children through conferences and family engagement nights. Families feel comfortable to reach out to teachers and administrators allowing for two-way communication.

As we looked through additional factors, we discovered several other factors that we believe are affecting our language and literacy progress.

- When we purchased a new literacy program (Journeys/Collections), staff received initial training; however, on-going professional development was not offered. Staff members were left to figure the programming out with no further support. Because staff members did not receive on-going training, they tend to reach out to other programs. This has resulted in program overload. Teachers have access to Pebble Go, Tumblebooks, Reading A-Z, RAZ Kids, Lexia, and Study Island as paid programs. At the end of the 2018-19 school year, a survey was sent out to gather information about how often each program was used and how it was used. During the 2019-20 school year, professional development was offered on each of these programs, and another survey was sent out. Another survey was recently sent out to make decisions on how we would narrow down these programs to ensure the curriculum is focused and aligned.
- Through the survey mentioned above, it was discovered that Lexia had been used for over 9 years, but no formal training was given on the product and how it could be used. We believe we have not been using the program with fidelity; therefore, we provided multiple professional development opportunities for all staff members, including our Wildcat Readers. Wildcat Readers are paid community members who work with struggling readers. In the past, these readers worked with students using Reading A-Z. After discussion with the Lexia trainers, we decided to have our Wildcat Readers work with students who flag as struggling on a specific skill through their work with Lexia. The readers meet with students based on the skill with which they need assistance. This modification to the use of our readers helped to align interventions for all students as the groups are fluid and flexible. The Lexia data shared above shows clear progress in reading skills for students. Unfortunately, we were not able to see how this work affected NWEA MAP and OST scores. We will continue this plan into the 2020-21 school year.
- Our data shows that students who start behind stay behind. We need to take more time analyzing our initial screening data and use the findings to drive our instruction. We have been giving NWEA MAP assessment for about 9 years, yet we do not spend time analyzing this data to drive instruction. Additionally, we need to monitor progress regularly to ensure that our instructional strategies are making an impact on students. The progress monitoring should be recorded in a centralized location such as DataMap to allow all stakeholders access to what has or has not worked for students. Kame'enui, Simmons, Coyne, & Harn (2003) suggest the following progress monitoring plan:
  - Students at low risk: Monitor progress three times a year
  - Students at some risk: Monitor progress every month
  - Students at high risk: Monitor progress every other week

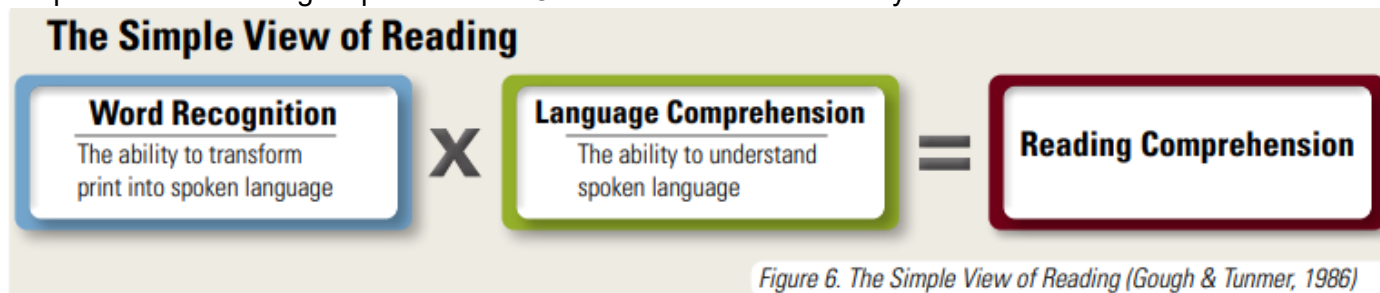
- Although we have pacing guides and curriculum maps in ELA for all grade levels, we need to spend time making sure our instruction matches the rigor of the standards. We have not been able to spend enough time collaborating to vertically align our work either. We need to provide specific, ongoing, embedded professional development to complete this work and provide all staff with a common understanding of the language and literacy continuum. During the 2019-20 school year, we enlisted the support of a literacy coach from the ESC. She was able to spend 16 days focusing on our K-2 teachers and provided some support to our 3-5 teachers. She also spent 4 days working with our middle school math, science, social studies, and intervention teachers to introduce the idea of disciplinary literacy. We know we have just touched the surface of this work. For the 2021-22 school year, we have contracted 45 days with an ESC consultant. She has started working with all staff on creating Professional Growth Plans for OTES 2.0 that are based on the Ohio Continuum for Teacher Development Standards and focus on what teachers can do to improve their practice. She will support the professional development and coaching based on the science of reading, the language and literacy development continuum, disciplinary literacy, and writing.
- Finally, we needed an infrastructure created to support and monitor our literacy plan. In the 2021-22 school year, we created a DLT-BLT-TBT infrastructure that meets to share and discuss growth and needs. Our administrators have many responsibilities, and it is easy for them, as well as all staff members, to feel the effects of initiative overload and fatigue. We can get lost in the whirlwind of the day-to-day if we do not have a system in place.

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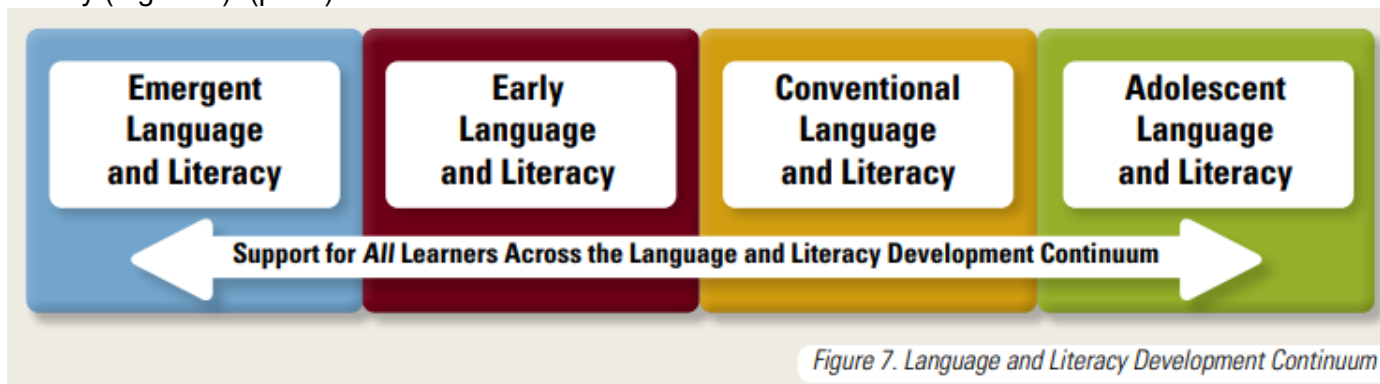
## SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

*Describe the literacy mission and/or vision of the organization. You may want to state how the literacy vision is aligned to Ohio's Vision for Literacy outlined in Ohio's Plan to Raise Literacy Achievement.*

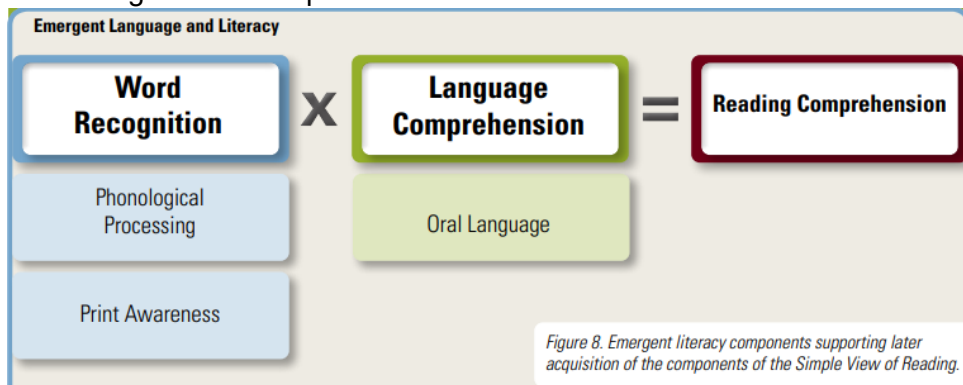
North Union Local Schools defines literacy as more than just being able to read. Our literacy vision, which is based on the defined view of literacy shared by the International Literacy Association, is to **prepare** all students with the skills and knowledge necessary “to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context” (ILA) so they are **empowered** to make a difference in the world. We realize this can be a **challenge**; however, we believe our focus on a balanced literacy framework will support this vision. We need to understand The Simple View of Reading as presented in Ohio's Plan to Raise Literacy and shown below:

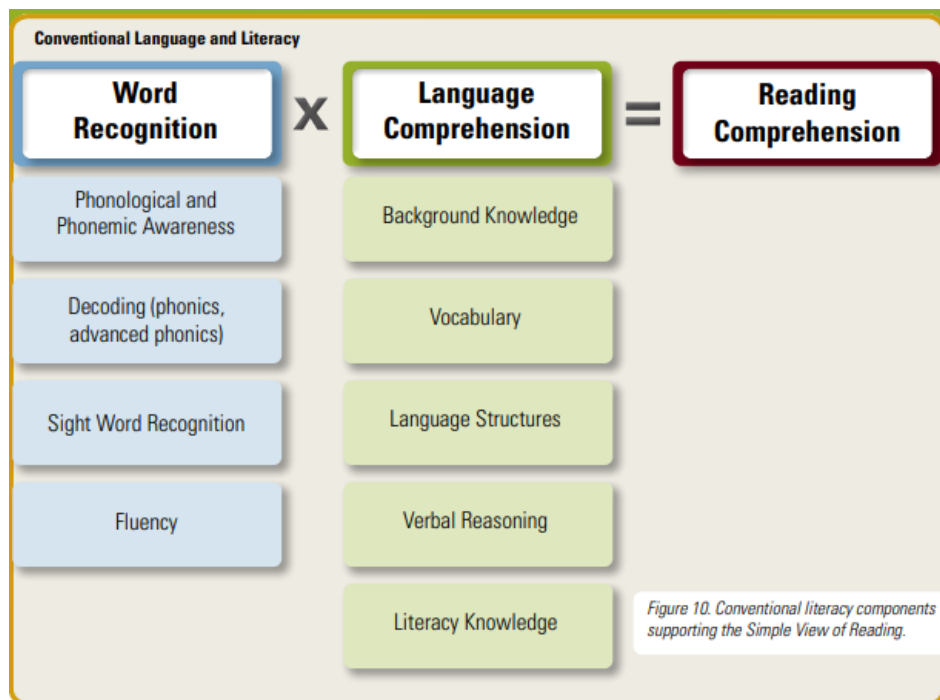
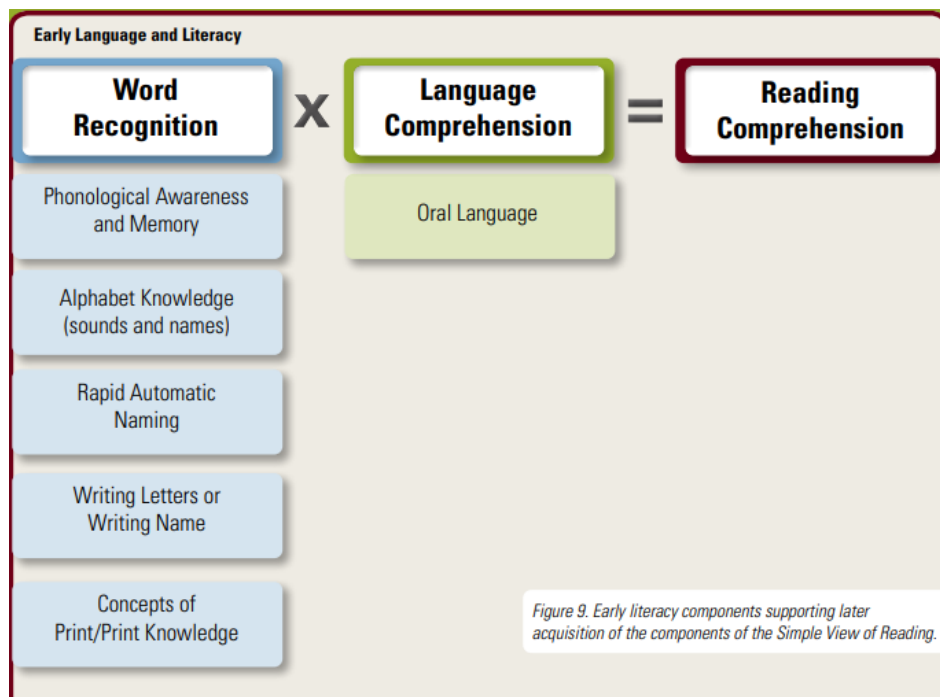


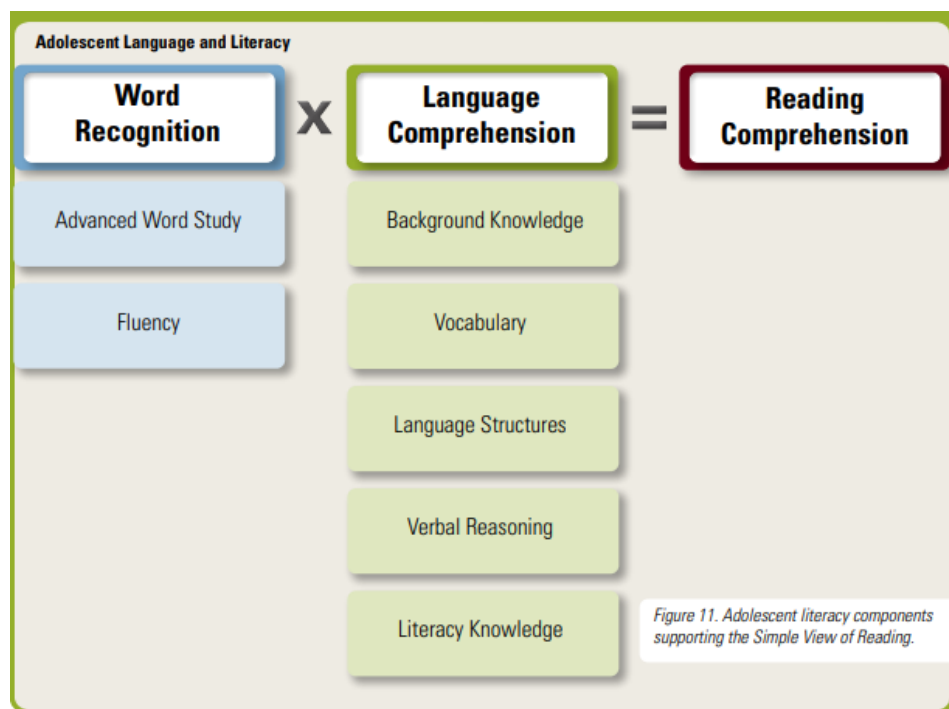
Ohio's Plan further describes the development of language and literacy as a continuum where “children develop skills and move through and between the phases of emergent, early, conventional and adolescent literacy (Figure 7)” (p. 21) and shown here:



The language and literacy continuum in Ohio's Plan to Raise Literacy adds components to the Simple View of Reading. These components are shown below:



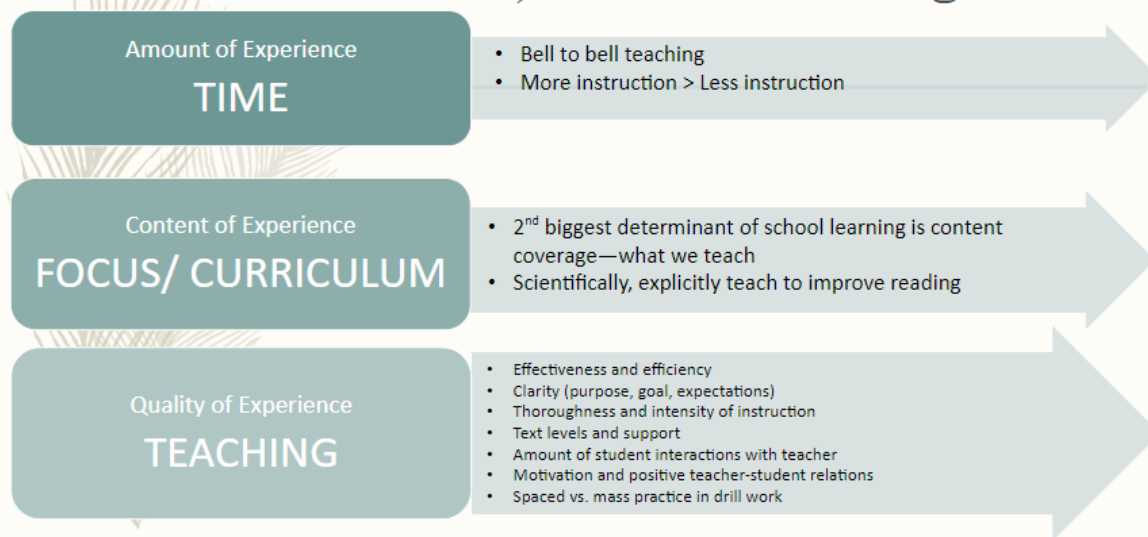




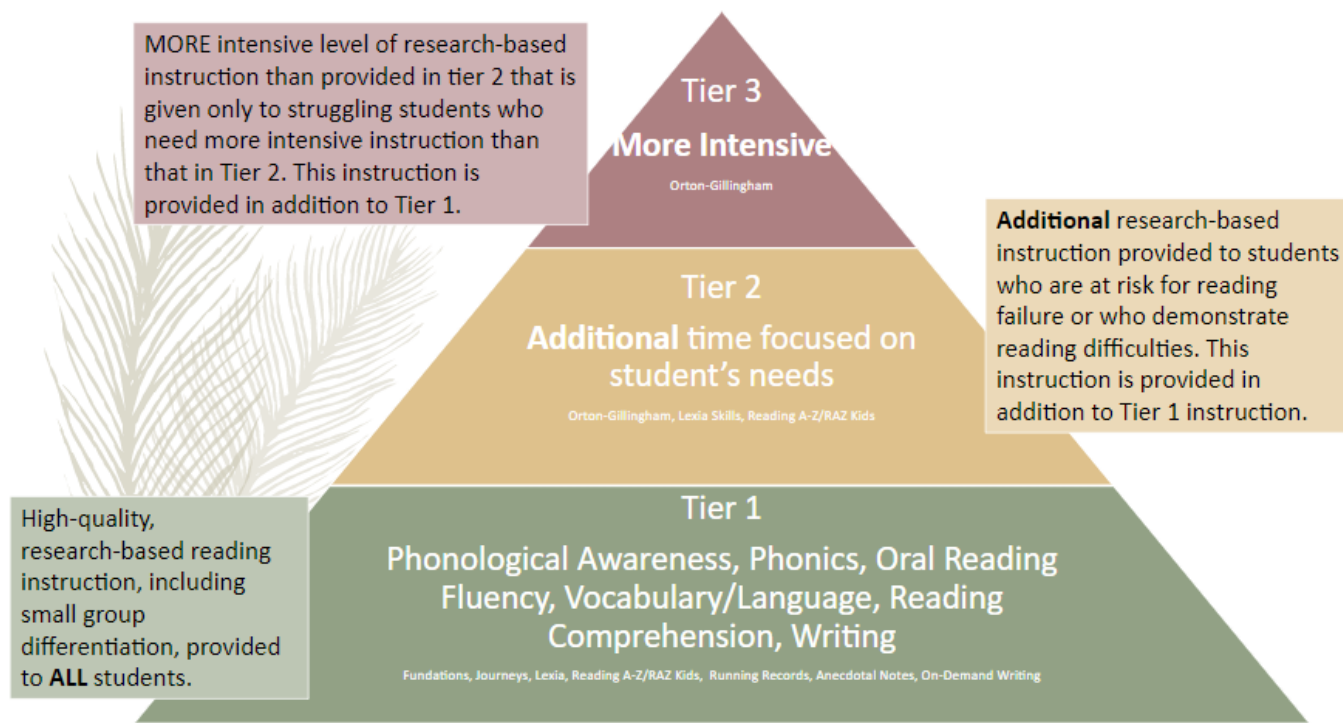
Hattie's work (2018) shows the impact of teachers believing they cause student learning and working together toward a common goal. Collective teacher efficacy is now ranked as the top influence on student achievement. We want to build collective teacher efficacy about language and literacy; therefore, the team will spend time to build an understanding of the components of each phase of the literacy continuum, which can be found in [Ohio's Plan to Raise Literacy Achievement](#).

The Chief Academic Officer had the opportunity to attend training with Dr. Timothy Shanahan in the 2018-19 school year. At this professional development, Dr. Shanahan shared his view on the 3 Aspects of Experience and how you can increase these to increase reading. The CAO shared this information as part of our guiding principles and vision displayed in the graphic below:

### 3 Aspects of Experience: Increase These, Increase Reading



Time was spent to create an RTI graphic to provide staff with a common understanding about the tiered instruction and the programming we currently have to support these tiers. This has provided a foundation for work we will continue. This RTI graphic is found below:



As mentioned in Ohio's plan, we believe "all learners, no matter the complexity of their disabilities, have the potential to grow their skills and knowledge in language and literacy" (p. 21). Furthermore, we believe "[a]ll learners have the right to actively participate and engage in high-quality instruction and assessment" (p.21). In order to meet the needs of all of our students, we are committed to the following that are outlined in Ohio's plan:

- Believing all student can learn to read at or above grade level;
- Implementing scientifically proven instructional and diagnostic practices that meet the diverse needs of learners;
- Providing integrated supports and services for students with disabilities, along with practices supported by science; and
- Prioritizing learner needs and scientifically proven methods over default practices or long-held personal beliefs about what strategies work for learners. Choices educators make for learners must be driven by research and data (Kilpatrick, 2015 as cited in Ohio's Plan to Raise Literacy Achievement, p. 21)

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## SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

*Describe the measurable performance goals addressing learners' needs (Section 3) that the local literacy plan is designed to support progress toward. The plan may have an overarching goal, as well as subgoals. See the guidance document for the definition of SMART goals.*

### **Overarching Goal**

By Spring 2024, North Union Local School District will improve the percentage of ELA proficiency for all students in grades 3-8 and ELA II to 80% or higher as measured by the OST.

- We will improve the percentage of ELA proficiency for all 3rd grade students from 75.8% to 80% or higher by Spring 2024 as measured by the OST.
- We will improve the percentage of ELA proficiency for all 4th grade students from 76.3% to 80% or higher by Spring 2024 as measured by the OST.
- We will improve the percentage of ELA proficiency for all 5th grade students from 81.7% to 85% or higher by Spring 2024 as measured by the OST.
- We will improve the percentage of ELA proficiency for all 6th grade students from 58.4% to 80% or higher by Spring 2024 as measured by the OST.
- We will improve the percentage of ELA proficiency for all 7th grade students from 70.2% to 80% or higher by Spring 2024 as measured by the OST.
- We will improve the percentage of ELA proficiency for all 8th grade students from 64.3% to 80% or higher by Spring 2024 as measured by the OST.
- We will improve the percentage of ELA proficiency for all ELA II students from 70.9% to 80% or higher by Spring 2024 as measured by the OST.

### **Sub-Goals**

- By Spring 2024, we will increase the overall number of students with disabilities who are proficient or above to 55% (13% in 2018; 25% in 2019) as measured by the OST.
- By Spring 2024, we will increase the overall number of all students who are accelerated or advanced to 40% (30% in 2018; 28% in 2019) as measured by the OST.
- By Spring 2024, we will increase the number of K-3 students who move from off-track to on-track to 65% (41% in 2019) as measured by the KRA and NWEA MAP and reported on the Local Report Card.

Two main action plans were created to support these goals. One action plan will focus on on-going, job embedded professional development while the other plan will focus on aligned instruction with progress monitoring. Based on our needs assessment and current initiatives, these plans will include the following focus areas:

<b>Writing</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Disciplinary Literacy</b>							✓	✓	✓	✓	✓	✓	✓
<b>Guided Reading/ Literature Circles</b>	✓	✓	✓	✓	✓	✓							
<b>Vocabulary</b>					✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Phonics/Phonemic Awareness</b>	✓	✓	✓	✓									
<b>Grade Level</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>

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**SECTION 6: ACTION PLAN MAP(S)**

*Each action plan map describes how implementation of the local literacy plan will take place for each specific literacy goal that the plan is designed to address. Each plan must include at least one specific literacy goal. Add as many action map goals as necessary.*

<b>Goal #1 Action Plan: Embedded, On-Going PD</b>			
Goal Statement: By Spring 2024, North Union Local School District will improve the percentage of ELA proficiency for all students in grades 3-8 and ELA II to 80% or higher as measured by the OST.			
Evidence-Based Strategy or Strategies: Job-embedded, on-going professional development with support through coaching, modeling, practice, and feedback and monitoring through walk-throughs and informal observations.			
	Action Step 1	Action Step 2	Action Step 3
Implementation Component	K-5 teachers, 6-12 ELA teachers, intervention specialists, and literacy support staff will be offered high-quality professional development based on the language and literacy continuum provided in Ohio's Plan to Raise Literacy.	All K-12 teachers, intervention specialists, and reading support staff will participate in teacher-based team meetings to analyze student data, collaborate on instructional strategies, adjust instruction based on student need, and monitor adult implementation of strategies.	4-12 teachers will be offered and encouraged to participate in high-quality professional development based on disciplinary literacy to increase academic language and understand how experts in various disciplines convey knowledge.
Timeline	Fall 2021-Spring 2024	Fall 2021-Spring 2024	Fall 2021-Spring 2024
Lead Person(s)	Instructional Coaches Chief Academic Officer Building Principals Teachers	Instructional Coaches Chief Academic Officer Building Principals Teachers	Instructional Coaches Chief Academic Officer Building Principals Teachers
Resources Needed	Language and literacy continuum Evidence based strategies	Assessment data Evidence based strategies	Assessment data Evidence based strategies

	<p>Instructional coach for implementation and support</p> <p>TBT time</p> <p>NUniversity face-to-face PD sessions and/or PD on the Go modules</p>	<p>Monitoring tool for adult implementation and data</p> <p>Ohio Improvement Process to support implementation and reflection of evidence based strategies</p> <p>TBT time</p> <p>NUniversity face-to-face PD sessions and/or PD on the Go modules</p>	<p>Monitoring tool for adult implementation and data</p> <p>TBT time</p> <p>NUniversity face-to-face PD sessions and/or PD on the Go modules</p>
Specifics of Implementation	<p>Coach will have an understanding of the language and literacy continuum</p> <p>Coach will provide on-going, job-embedded PD, including modeling, practicing, and feedback</p> <p>Lesson plans will reflect components of the language and literacy continuum</p> <p>Peer observations will be encouraged and supported</p>	<p>Teacher teams (with guidance of building principal) will learn about the OIP process, including DLT-BLT-TBT</p> <p>Teacher teams will analyze data to identify critical needs</p> <p>Teams will select, plan, implement, and monitor evidence based strategies</p> <p>Teams will reflect and adjust based on formative and summative assessments</p>	<p>Coach will have an understanding of disciplinary literacy</p> <p>Coach will provide on-going, job-embedded PD, including modeling, practicing, and feedback</p> <p>Lesson plans will reflect connection to disciplinary literacy</p> <p>Peer observations will be encouraged and supported</p>
Measures of Success	<p>Teacher self-assessment</p> <p>Coach feedback</p> <p>Formative and summative assessments</p> <p>Walk-throughs, evaluations, and professional conversations</p>	<p>Formative and summative assessments</p>	<p>Formative and summative assessments</p> <p>Coach feedback</p> <p>Walk-throughs, evaluations, and professional conversations</p>

Check-in/ Review Date	Begin in Fall 2021 and on-going through Spring 2024	Begin in Fall 2021 and on-going through Spring 2024	Begin in Fall 2021 and on-going through Spring 2024
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<b>Goal #2 Action Plan Map: Instruction and Progress Monitoring</b>			
Goal Statement: By Spring 2024, North Union Local School District will improve the percentage of ELA proficiency for all students in grades 3-8 and ELA II to 80% or higher as measured by the OST.			
Evidence-Based Strategy or Strategies: evidence based literacy instruction, effective feedback, formative assessments			
	Action Step 1	Action Step 2	Action Step 3
Implementation Component	K-5 teachers, 6-12 ELA teachers, intervention specialists, and literacy support teachers will review grade level curriculum maps to ensure they demonstrate a deep knowledge of Ohio's Learning Standards and the Learning and Literacy Continuum. They will incorporate evidence based strategies to support all learners.	K-5 teachers, 6-12 ELA teachers, intervention specialists, and literacy support teachers will collaborate to vertically align curriculum maps and instructional practices focusing needs assessment including vocabulary, writing, and foundational reading skills such as phonemic awareness and phonics.	K-5 teachers, 6-12 ELA teachers, intervention specialists, and literacy support teachers will collaborate to create a progress monitoring plan which will include guided reading/literature circles and Lexia in grades K-5. Additionally, K-5 will begin using the Sonday System E as tier 1 instruction on the Big 5. Title teachers will be used in grade K-5 to provide tier 2 instruction with the Sonday System Let's Play Learn, SS1, and SS2. Progress monitoring will be tracked in DataMap. Data will be analyzed to support flexible delivery models.
Timeline	Fall 2021-Spring 2022; revisit every Spring	Fall 2021-Spring 2022; revisit every Spring	Fall 2021-Spring 2022; revisit every Spring
Lead Person(s)	Instructional Coaches  Chief Academic Officer  Building Principals	Instructional Coaches  Chief Academic Officer  Building Principals	Instructional Coaches  Chief Academic Officer  Building Principals

	Teachers	Teachers	Teachers
Resources Needed	<p>Ohio's Learning Standards</p> <p>District curriculum maps</p> <p>Evidence based strategies</p> <p>Time for collaboration</p> <p>Instructional coaches</p>	<p>Ohio's Learning Standards</p> <p>District curriculum maps</p> <p>Evidence based strategies</p> <p>Time for collaboration</p> <p>Instructional coaches</p>	<p>Professional development time</p> <p>DataMap training</p> <p>Assessment plan</p>
Specifics of Implementation	<p>Review current curriculum maps and Ohio's Learning Standards</p> <p>Focus on verbs to ensure depth of knowledge necessary for each standard</p> <p>Scaffold learning to provide support for all learners</p> <p>Include enrichment opportunities for students</p>	<p>Teachers will analyze district data (provided in literacy plan) to determine strengths and needs</p> <p>Teachers will share strategies used for strengths and weaknesses</p> <p>Modify curriculum maps based on strengths and weaknesses</p> <p>Utilize curriculum maps</p>	<p>Teachers will receive training on DataMap.</p> <p>Teachers will use formative and summative assessments to create flexible skill groups</p> <p>Student progress and instructional strategies used will be tracked in DataMap</p> <p>If progress is not made, teachers will seek assistance of RTI team</p>
Measure of Success	<p>Curriculum maps</p> <p>Formative and summative assessments</p> <p>Lesson plans</p>	<p>Curriculum maps</p> <p>Formative and summative assessments</p> <p>Lesson plans</p>	<p>Formative and summative assessments</p> <p>DataMap</p> <p>Lesson plans</p>
Check-in/ Review Date	Spring 2021; revisit every Spring	Fall 2021; revisit every Spring	Begin in Fall 2020 and on-going through Spring 2024

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## SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL

*Describe how progress toward each learner performance goal will be monitored, measured and reported, consistent with all applicable privacy requirements.*

To address the need to improve foundational skills, informational text, and writing, North Union Local Schools created the overarching goal: **By Spring 2024, North Union Local School District will improve the percentage of ELA proficiency for all students in grades 3-8 and ELA II to 80% or higher as measured by the OST.**

This goal was broken down by grade level to demonstrate the need at each of those levels. In addition, sub-goals were created to focus on our students with disabilities, our students scoring above proficient, and our students on RIMPs. Although these goals are lofty, we believe we can attain them through job-embedded/on-going professional development, coaching support, the language and literacy continuum, disciplinary literacy, aligned curriculum maps, and progress monitoring.

A variety of progress monitoring tools will be used to ensure growth of all students. These tools include, but are not limited to, KRA, NWEA MAP, OST, reading benchmark assessments, the Sonday System, and locally created formative/summative assessments. As mentioned above, all students will be monitored three times a year. Students who are at some risk (Tier 2, including students on RIMPs) will be monitored monthly. High risk (Tier 3, including students with disabilities) will be monitored every other week. All students will receive high-quality, researched-based instruction that will include small group differentiation as needed. Tier 2 students will receive additional research-based instruction based on their needs. This instruction will be in addition to the Tier 1 instruction, not in place of it. Finally, Tier 3 students will receive more intensive instruction with additional time spent. Students will be adjusted in and out of the tiered system based on the progress monitoring used.

A communication infrastructure will be developed to ensure that all stakeholders are provided timely, appropriate feedback. Teacher based teams will meet regularly to discuss students' needs and progress. Teachers will seek assistance from literacy support teachers and intervention specialists as necessary. They will share data with the building level team who will, in turn, share the data with the district level team. Families will also receive regular feedback about their child's progress throughout the year.

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## SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND PROFESSIONALS

### SECTION 8, PART A: EVIDENCE-BASED PRACTICES AND INTERVENTIONS TO SUPPORT LEARNERS

1. *Describe the specific evidence-based practices and interventions that will be used to improve language and literacy development. This description should include evidence-based practices supporting core literacy instruction, as well as evidence-based interventions.*
2. *For each evidence-based practice and intervention, identify the ESSA tier of evidence associated with that practice or intervention, and describe how the leadership team made that determination;*
3. *Describe how the proposed evidence-based practices and interventions support specific learner needs, as identified in Section 3; and*
4. *Describe how the evidence-based practices and interventions support children with developmental delays, disabilities, English learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans).*

Using the *What Works Clearinghouse* as a resource, North Union Local Schools selected practices and interventions aligned to our goals and identified as having strong evidence by the WWC. In K-5, the Sonday System will be used to help support this process.

1. Develop awareness of the segments of sound in speech and how they link to letters focusing on:
  - a. Phonological awareness and phonemes
  - b. Phonics

*\*This strategy will support learners on RIMPs as foundational skills were found to be a weakness based on our KRA and NWEA MAP data.*
2. Teach students to decode words, analyze word parts, and write and recognize words by providing instruction on the following:
  - a. Blending/chunking
  - b. Common sound-spelling patterns
  - c. Common word parts, including prefixes, suffixes, and roots
  - d. Decodable words in isolation and in text
  - e. High-frequency words
  - f. Introduce non-decodable/irregular words important to text

*\*This strategy will support learners on RIMPs as foundational skills were found to be a weakness based on our KRA and NWEA MAP data.*
3. Provide explicit vocabulary instruction by incorporating the following suggestions:
  - a. Dedicated, focused time to vocabulary instruction
  - b. Repeated exposure to new word in various formats (written and oral)
  - c. Opportunities to use vocabulary in a variety of contexts, such as discussion, writing, and reading
  - d. Instruction on common word parts, including prefixes, suffixes, and roots

*\*This strategy will support learners on RIMPs as foundational skills were found to be a weakness based on our KRA and NWEA MAP data.*
4. Provide direct and explicit research-based reading comprehension strategies through a gradual release model with multiple opportunities to practice the strategies on appropriate text, focusing on the following strategies:
  - a. Activating prior knowledge/predicting
  - b. Questioning
  - c. Visualizing
  - d. Monitoring, clarifying, and fix up

- e. Drawing inferences
  - f. Summarizing/retelling
- \*This strategy will support learners on RIMPs as comprehension skills were found to be a weakness based on our NWEA MAP data.
5. Explicitly teach appropriate writing strategies for a variety of purposes using a Model-Practice-Reflect instructional cycle which includes:
- a. Teaching strategies for planning and goal setting, drafting, evaluating, revising, and editing
  - b. Modeling strategies
  - c. Providing time to apply and practice specific techniques for a variety of writing purposes and audiences (see sample purposes and techniques in the following table)

Purpose	Specific Technique	How Students Can Use the Technique
<b>Describe</b>	Sensory details	<ul style="list-style-type: none"> <li>Use their five senses, as applicable:               <ul style="list-style-type: none"> <li>What did you <i>see</i>? How did it <i>look</i>?</li> <li>What sounds did you <i>hear</i>?</li> <li>What did you <i>touch</i>? How did it <i>feel</i>?</li> <li>What could you <i>smell</i>?</li> <li>What did you <i>taste</i>?</li> </ul> </li> </ul>
<b>Narrate</b>	Story grammar	<ul style="list-style-type: none"> <li>Consider the following questions when developing their story:               <ul style="list-style-type: none"> <li>Who are the main characters?</li> <li>When does the story take place?</li> <li>Where does the story take place?</li> <li>What do the main characters want to do?</li> <li>What happens when the main characters try to do it?</li> <li>How does the story end?</li> <li>How does the main character feel?</li> </ul> </li> <li>In older grades, expand the strategy in the following ways:               <ul style="list-style-type: none"> <li>Tell the story from the point of view of a character other than the main character.</li> <li>Add an interesting or surprising twist to the story.</li> </ul> </li> </ul>
<b>Inform</b>	Report writing	<ul style="list-style-type: none"> <li>Complete a K-W-L chart:               <ul style="list-style-type: none"> <li>What I <b>K</b>now</li> <li>What I <b>W</b>ant to know</li> <li>What I <b>L</b>earned</li> </ul> </li> <li>In the K-W-L chart, gather appropriate information:               <ul style="list-style-type: none"> <li>Brainstorm. (What do I know about the topic?)</li> <li>Extend brainstorming. (What do I want to know about the topic? What other information would be helpful to learn about the topic?)</li> <li>Gather additional information and add to the chart. (What have I learned? Did I list anything during brainstorming that was inaccurate and needs to be crossed off the chart?)</li> </ul> </li> <li>Review the K-W-L chart and circle the most important ideas to include in the report.</li> <li>Develop an outline, showing which ideas will be included in the report and the order in which they will be presented.</li> <li>Continue planning while writing, gathering new information, and adding to the outline as needed.</li> <li>Be sure to implement each aspect of the plan as they write.</li> </ul>
<b>Persuade/analyze</b>	STOP  DARE <sup>53</sup>  TREE	<ul style="list-style-type: none"> <li>Before they write, STOP and:               <ul style="list-style-type: none"> <li>Suspend judgment.</li> <li>Take sides.</li> <li>Organize ideas.</li> <li>Plan to adjust as they write.</li> </ul> </li> <li>DARE to check their paper to be sure they have:               <ul style="list-style-type: none"> <li>Developed their thesis.</li> <li>Added ideas to support their ideas.</li> <li>Rejected arguments on the other side.</li> <li>Ended with a strong conclusion.</li> </ul> </li> <li>As they write:               <ul style="list-style-type: none"> <li>Tell what they believe. (State a topic sentence.)</li> <li>Provide three or more <b>R</b>easons. (Why do I believe this?)</li> <li>End it. (Wrap it up right.)</li> <li><b>E</b>xamine. (Do I have all my parts?)</li> </ul> </li> <li>In older grades, expand the strategy as follows:               <ul style="list-style-type: none"> <li>Replace the <b>E</b>xamine step with <b>E</b>xplain reasons. (Say more about each reason.)</li> </ul> </li> </ul>

- d. Engaging students in evaluating and reflecting on their own writing as well as their peers'
- e. Screening all students for potential reading problems three times a year to create flexible groups to support students who score below the benchmark score in order to provide intensive, systematic instruction on identified learning needs by trained specialists

\*This strategy will support learners on RIMPs as comprehension skills were found to be a weakness based on our NWEA MAP data.

SECTION 8, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

1. *Describe how the leadership team will offer/provide support for implementation of the identified evidence-based practices and interventions (professional learning, coaching, etc.).*
2. *Describe how the early childhood program or LEA will ensure proposed evidence-based strategies in Section 8, Part A will be effective, show progress and **improve upon strategies utilized during the two prior consecutive years** (fidelity of adult implementation).*

North Union Local Schools is committed to ensuring that evidence-based strategies are implemented and supported. The effectiveness of these strategies will be monitored through evidence of adult implementation. We will use the components below to monitor this work.

1. Professional development will be designed based on the following:
  - a. Analyzing data and identifying strengths and needs
  - b. Understanding the depth and rigor of Ohio's Learning Standards and the Language and Literacy Continuum
  - c. Explicit instruction on evidence-based literacy strategies aligned to Ohio's Learning Standards and the Language and Literacy Continuum
  - d. Formative assessment support and monitoring
2. Updated curriculum maps (aligned to and built on the district's vision and mission, Ohio's Learning Standards, the Language and Literacy Continuum, and evidence-based literacy strategies) that are implemented as evidenced in lesson plans, walk-throughs, and observations
3. Communication and collaboration infrastructure, including teacher based teams, building teams, and a district team, which functions to:
  - a. Improve instruction
  - b. Promote professional growth
  - c. Build collaboration between educators
  - d. Communicate needs
  - e. Monitor adult implementation
4. The addition of instructional coach(es) with a strong understanding of literacy, including disciplinary literacy, in order to:
  - a. Train teachers
  - b. Model strategies
  - c. Provide feedback
  - d. Research strategies
  - e. Support adult implementation
5. Progress monitoring of all students, especially for students on Reading Improvement and Monitoring Plans (RIMPs) and referred to the RTI process
  - a. Assessments and strategies will be tracked and updated regularly in DataMap
  - b. Coaches and building leaders will provide guidance and support
  - c. Regular communication with parents will take place

## SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

*Insert a professional development **plan** that supports the evidence-based strategies proposed in the local literacy plan and clearly identifies the staff involved in the professional development. Refer to the definition of professional development in the guidance document. The early childhood program or LEA is encouraged to use the professional development plan template on the department's [website](#). This will help to ensure alignment between the local literacy plan and Comprehensive Literacy State Development subgrant application, as well as aid the Department's technical review team when reviewing local literacy plans.*

**Overarching Goal:**

By Spring 2024, North Union Local School District will improve the percentage of ELA proficiency for all students in grades 3-8 and ELA II to 80% or higher as measured by the OST.

**Sub-goals:**

- By Spring 2024, we will increase the overall number of students with disabilities who are proficient or above to 55% (13% in 2018; 25% in 2019) as measured by the OST.
- By Spring 2024, we will increase the overall number of all students who are accelerated or advanced to 40% (30% in 2018; 28% in 2019) as measured by the OST.
- By Spring 2024, we will increase the number of K-3 students who move from off-track to on-track to 65% (41% in 2019) as measured by the KRA and NWEA MAP and reported on the Local Report Card.

**Evidence-Based Practices or Interventions:** Job-embedded, on-going professional development with support through coaching, modeling, practice, and feedback and monitoring through walk-throughs and informal observations; evidence based literacy instruction; effective feedback; formative assessments

PD Description	Begin/ End Date	Sustained	Intensive	Collaborative	Job Embedded	Data Driven	Classroom Focused
1. Ohio's Learning Standards and the Language and Literacy Continuum	Fall 2021 and on-going	✓		✓	✓	✓	✓
2. Curriculum Mapping Alignment	Fall 2021 and on-going	✓		✓		✓	✓
3. Evidence-based literacy strategies	Fall 2021 and	✓	✓	✓	✓	✓	✓

	on-going						
4. Instructional Coaching	Fall 2020 and on-going	✓	✓	✓	✓	✓	✓
5. Training on programs such as NWEA MAP for K-8, Lexia training K-5, Sonday System K-5, and DataMap K-12	Fall 2020 and on-going	✓	✓	✓	✓	✓	✓
6. OIP and TBTs, BLTs, and DLTs	Fall 2021 and on-going	✓	✓	✓	✓	✓	✓
7. Local formative assessments and progress monitoring tools	Fall 2021 and on-going	✓	✓	✓	✓	✓	✓
Resources Needed		Outcomes / Evaluations					
1. Ohio's Learning Standards, the Language and Learning Continuum, embedded time for professional development through district PD days or through substitute teachers		100% ELA teachers (including intervention specialists and literacy support teachers) will review and understand the depth and complexity of the standards and the components of the Language and Literacy Continuum.					
2. Ohio's Learning Standards, the Language and Learning Continuum, current curriculum maps, training as needed, embedded time for professional development through district PD days or through substitute teachers		100% ELA teachers (including intervention specialists and literacy support teachers) will revise and vertically align their curriculum maps to use a guide for instruction.					
3. Training on evidence based literacy strategies, embedded time for professional development through district PD days or through substitute teachers		100% ELA teachers (including intervention specialists and literacy support teachers) will utilize evidence-based literacy strategies as observed through lesson plans, walk-throughs, and observations.					

4. Instructional coach, training and support for coach through CAO and ESC, embedded professional development	At least 75% of ELA teachers will receive systematic, evidence based instructional coaching in ELA.
5. Training materials, instructional coach, embedded time for professional development through district PD days or through substitute teachers	100% of ELA teachers (including intervention specialists and literacy support teachers) will receive training on the programs the district provides for literacy support and progress monitoring and implement these programs with fidelity.
6. OIP training materials, instructional coach, building administrators, district administrators, embedded time for professional development through district PD days or through substitute teachers	100% of ELA teachers (including intervention specialists and literacy support teachers) will receive training on OIP and use the process to support literacy instruction and reflection.
7. Data (including OST, KRA, NWEA MAP, ACT, Pre-ACT), embedded time to analyze data and collaborate to create formative assessments and progress monitoring tools through district PD days or through substitute teachers	100% of ELA teachers (including intervention specialists and literacy support teachers) will utilize formative assessments to monitor student progress.

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## APPENDICES

*You might include a glossary of terms, data summary, key messages, description of program elements, or any other information as needed.*

**Glossary of Terms**

Classroom-Focused	Related to the practices taking place in the learning environment during the teaching process
Collaborative	Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding
Data-Driven	Based upon and responsive to real-time information about the needs of participants and their students
Intensive	Focused on a discreet concept, practice or program
Job-Embedded	A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment
Sustained	Taking place over an extended period; longer than one day or a one-time workshop

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