

LOCAL LITERACY PLAN FOR READING IMPROVEMENT: PREK THROUGH GRADE 12

LEA: THREE RIVERS LOCAL SCHOOL DISTRICT

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SUMMARY AND PROCESS

The Three Rivers Literacy Team convened in the Spring of 2020 during quarantine via virtual meetings to begin the process of data analysis and root cause analysis using various data sources from K-12 ELA. In October 2020 these teams were reconvened to begin the work on the Goals, Strategies and Action Steps needed for the Local Literacy Plan to Improve Reading. Several sessions were held for the whole group and then once Goals were established, building teams worked independently to develop steps to achieve the goals within their buildings. The last session had each building sharing and aligning the work across both of the goals and major strategies.

Two SMART Goals were created by the team for the Literacy Plan. These goals were focused on student growth towards 80% proficiency on DIBELS and Ohio State Assessments in ELA during a three year period. Building teams worked on two major actions to achieve these goals: teaching, assessing, data analysis, and interventions based on the ELA standards and implementing building wide writing initiatives to strengthen those skills as measured by the state assessment.

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

Name	Title/Role	Email
Adam Biedenbach	TRES Principal	abiedenbach@trlsd.org
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Elizabeth Sillies	Title Coordinator	esillies@trlsd.org
Ashley Reed	1st Grade Teacher	areed@trlsd.org
Katie Conley	TRES Assistant Principal	kconley@trlsd.org
Jenny Haas	K Teacher	jhaas@trlsd.org
Marney Murphy	Library Media and Reading Specialist	mmurphy@trlsd.org
Holly Simms	TMS Principal	hsimms@trlsd.org
Kristen Kestner	6th Grade IVS	kkestner@trlsd.org
Kelsey Von Herstenberg	8th Grade ELA Teacher	kvonherstenberg@trlsd.org
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Amy Heffernan	5th Grade IVS	aheffernan@trlsd.org
Dawn Farris	TRES/TMS GIS	dfarris@trlsd.org
Mark Smiley	THS Principal	msmiley@trlsd.org
Dan Perlman	THS Assistant Principal	dperlman@trlsd.org
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SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE LOCAL LITERACY PLAN

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

Three Rivers Local School District spent part of the 2019-2020 school year finalizing a district Strategic Plan and beginning the work for the One Plan and the Local Literacy plan. All of this work continued into the 2020-21 school year with committees working to complete and be ready for a 2021 full implementation. The District Leadership Team (DLT) was involved in all three plans and updates were given whenever the work was performed outside the DLT designated meeting time. The goals developed in this plan were aligned to the Curriculum, Instruction, Assessment work within the One Plan and into the Successful Students Goal of the District Strategic Plan. The data analysis used for the Local Literacy Plan will inform both the One Needs Assessment work and the Action Step development for the strategic plan.

Each action step of the plan has a way of monitoring the step which is built into the systems in pace. For example, the use of the data from the MAP assessments given three times a year will look for progress towards Goal 2.

The communication of this plan will be done at the building level through the Building Leadership Team and through the Department and Grade Level Team meetings. The Local Literacy Plan encompasses work from all content areas and grade levels. The Director of Student Services will work with the preschool teachers to include them in the support of the plan. A presentation to the Three Rivers Board of Education will be given demonstrating the goals and actions of the Local Literacy Plan as well as how this work is integrated into the other plans which will also be presented to the Board of Education at a later date.

SECTION 3: COMPREHENSIVE NEEDS ASSESSMENT

SECTION 3, PART A: ANALYSIS OF LEARNER PERFORMANCE DATA

Measure and Grade Level	Conclusion
Kindergarten Readiness Assessment	The three year trend shows the students Not On Track increasing each year.
DIBELS (K-2)	Students meeting the End of Year Benchmark are not growing annually and are inconsistent.
ELA OST (3-8, 10)	Some grades are consistently higher but others show no pattern. SWD and ED students perform significantly below All group.
MAP (1-10)	Not seeing consistent growth from year to year
ACT (11)	Three year trend shows scores dropping each year.

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

Curriculum- lack of consistently developed and implemented standards-based curriculum maps and lack of consistent implementation of key district resources. Resources need to be implemented with fidelity and evaluated for effectiveness. Need for reading and writing instruction across all disciplines.

Instruction/Intervention- lack of research based (and evaluated) interventions used consistently across grades. Need for intervention time at high school level. (Fully Implemented MTSS needed K-12)

Assessment- continue building a system of common standards-based assessments with consistent accommodations and using the data to drive instruction and interventions.

Professional Learning- personalized learning opportunities for staff to increase proficiency in implementing strategies, programs, and interventions with fidelity to maximize student growth.

SECTION 4: MISSION AND VISION STATEMENT(S)

Mission: *Excellence, Innovation, and Inclusion: Everyone, Everywhere, Every Day*

Vision: *Grounded in tradition, we are a high performing district where students and staff are valued, empowered and prepared for success.*

Three Rivers Local Schools ensure students have the knowledge, skills, and dispositions that align with a pathway of interest, passion, purpose, and prosperity. This goal for student success is realized with this plan's focus on reading and writing in all classrooms.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Goal:1 (Pre-K-2) Increase the percentage of K-2 learners meeting or exceeding Benchmark to 80% by Spring of 2024, as measured by the EOY DIBELS 8 Measure.

Goal: 2 (Grades 3-8, 10) Increase the percentage of grade 3-8 and ELA II learners meeting or exceeding Benchmark to 80% by Spring of 2024, as measured by the end of year Ohio state assessments.

SECTION 6: ACTION PLAN MAP(S)

Action Plan for Three Rivers Elementary School

Goal:1 (Pre-K-2) Increase the percentage of K-2 learners meeting or exceeding Benchmark to 80% by Spring of 2024, as measured by the EOY DIBELS 8 Measure.

Action Step	Completion Date or Implementation Timeline	Progress Monitoring (include frequency)	Form of Communication	Responsible Person(s)	Professional Develop Needed (what, when, Outcome)
Implement daily practice of foundational reading skills for ALL students in ALL tiers of instruction	Fall 2021 through Spring 2024	<ul style="list-style-type: none"> ● Daily Lesson plan checks ● Yearly Pacing Guides/Curriculum Maps ● Classroom observations 	<ul style="list-style-type: none"> ● Team meetings/ TBTs ● Staff Meetings/ BLTs ● Multiple measures conversations ● RIMP documents ● Parent/ Teacher conferences 	Principal, BLT, Classroom teachers, Title Tutors, aides	Identify and implement evidence based effective strategies for Tier 1 Implement current tier 2 & 3 reading strategies and interventions with fidelity
Progress monitor all students consistently and frequently	Ongoing: Fall 2021 through Spring 2024	<ul style="list-style-type: none"> ● DIBELS progress monitoring At least 1 per month ● Classroom assessments ● ESGI for kdg. 	<ul style="list-style-type: none"> ● Team Meetings/ TBTs ● RIMP documents ● Parent Report sent home 2x per year ● Conferences ● Fluency Graphs for the students to build ownership of the goal 	Principal, BLT, Classroom teachers, Title Tutors, aides, Intervention Specialist	Create timeline and expectations of consistent progress measuring (schedule)

Goal:2 (Grades 3-8, 10) Increase the percentage of grade 3-8 and ELA II learners meeting or exceeding Benchmark to 80% by Spring of 2024, as measured by the end of year Ohio state assessments.

Action Step	Completion Date or Implementation Timeline	Progress Monitoring (include frequency)	Form of Communication	Responsible Person(s)	Professional Develop Needed (what, when, Outcome)
Fully Implement K-4 Writing Program	Implementation to begin Fall 2021	<ul style="list-style-type: none"> Spring 2021 - Pilot in grade(s) K-4 Summer 2021 - Training for K-4 teachers Fall 2021 - Implement daily writing lessons from program 	PD Agendas Lesson Plans	Principal, Classroom Teachers, Instructional Coach, Literacy Team, Specials	PD of new writing program Pilot program Reflect on program TBT PD for Specials as teachers of reading
Quarterly Writing Common Assessment using rubrics (including review of OST rubrics) K-4	Begin creating common writing assessments Spring 2021 Implementation Fall 2021	<ul style="list-style-type: none"> TBT notes from common writing assessments 1 per quarter Review data from assessments in BLT 	TBT/BLT meeting agendas and minutes	Principal, Classroom Teachers, Instructional Coach, Literacy Team	Create rubrics aligned horizontally and vertically

Taylor Middle School Action Plan

Goal 2:(Grades 3-8, 10) Increase the percentage of grade 3-8 and ELA II learners meeting or exceeding Benchmark to 80% by Spring of 2024, as measured by the end of year Ohio state assessments.

Action Step	Completion Date or Implementation Timeline	Progress Monitoring (include frequency)	Form of Communication	Responsible Person(s)	Professional Develop Needed (what, when, Outcome)
Focus on deficit areas in Jacket Time as evidenced by the MAP test	Annually: January: Map (realignment based on scores) At end of third quarter (AIR	Screeners (every four weeks) Study Island: Used in grades 5,6,7 and 8 during Jacket	Content and grade-level TBT meetings and at BLT meetings	Content area teacher--may or may not be team leader--to BLT representative	None

	Review)	Time students			
Use state released (or AIR-style) questions within common assessments:	Given quarterly beginning Fall 2021	Data Analysis in TBT and BLT	Content and grade-level TBT meetings and at BLT meetings	Content area teacher--may or may not be team leader--to BLT representative	None
Vertically align academic vocabulary among grade-levels	By Fall of 2021	Documents shared	Content and grade-level TBT meetings and at BLT meetings	Principal, BLT	Time to research and develop documents
Create and pilot a system of Common Writing Assessments with Common Rubrics	Fall 2021	3x year	Content and grade-level TBT meetings and at BLT meetings	Principal, BLT	Time and assistance to write assessments and rubrics
Incorporate essay/response in all academic areas--solidify with rubric that addresses writing (can add content, but have focus on specific writing portions (or FCAs) (RACE/DEEEEP/CEER)	3x per year: Pilot Spring 2021 Implement Fall 2021	At least 2x per quarter (between major writing tasks)--FCAs would be your progress monitoring	Content and grade-level team meetings and at BLT	Content area teacher--may or may not be team leader--to BLT representative	Time to develop and review rubrics with all staff using them

Taylor High School Action Plan

Goal 2: Increase the percentage of ELA II learners meeting or exceeding Benchmark to 80% by Spring of 2024, as measured by the end of year Ohio state AIR Assessments

Action Step	Completion Date or Implementation Timeline	Progress Monitoring (include frequency)	Form of Communication	Responsible Person(s)	Professional Develop Needed (what, when, Outcome)
Create common assessments system and a timeline for implementation	Implementing Spring 2021	Quarterly or by Unit	Team Meetings/TBTs E-mail	Principal, Classroom Teachers/Dept. Chairs	Time to create system

Further review of released items to ensure understanding in the English department.	Spring 2021 Upon Release of New Items	Team meeting minutes	Team Meetings/TBTs E-mail	Principal, Dept. Chairs, Teachers	PD on the use of Benchmark Assessments (EOC)
Yearly review of achievement results and student projections.	June/November upon release each year	Dept Meetings - Following release of achievement (June) and growth (Nov) EOC data	Faculty Meeting Team Meetings Individual Meetings	Principal, Dept. Chairs, Teachers	PD review on Value Added data
Design and implement an academic portion of MTSS system	Fall 2021	Documents of procedures	Staff Meetings/BLT Team Meetings/TBT	Dept. Chairs, Teachers	PD on best practices in MTSS Collaborate with other area HS on what is working and their models
Create and pilot a system of Common Writing Assessment with Common Rubrics.	Fall 2021	3 times per year	Team Meetings with and between Departments	ELA/SS Teachers	-PD on understanding the EOC writing rubrics. -PD Led by English Dept. on the use of the rubric -PD to calibrate teacher scoring.
Writing across the content area	Fall 2021	3 times a year - Beginning, Middle, End	TBT meetings to review results TBT meetings to plan next steps	Principal ELA Dept. Dept. Chairs	ELA - Develop terms = 3 per quarters 1,2,3 Terms are most common for Test that can be incorporated into all subjects. ELA provide professional Learning on the 3 types of writing (in content areas) including common rubric (Argumentation -Informational/Explanatory - Creative)

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

The District Leadership Team will be the body which will quarterly monitor the progress of the Local Literacy Plan by working with the Building Leadership Teams and Teacher Based Teams to review progress toward the Goals. This will be accomplished by monitoring the measures determined in the Action Plans including but not limited to MAP data, OST data, Common Assessment data and DIBELS data.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND PROFESSIONALS

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

Three Rivers Local School District is committed to using evidence based practices to improve literacy development to support Core Literacy Instruction as well as evidenced based interventions. Instruction and Interventions will be based on data and will be targeted to meet student needs.

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

Three Rivers Local School District is committed to using Best Practices as required by this process including the practice of using an Reading Instructional Coach to support the work as described in this plan. The Reading Instructional Coach would support the adult learners in this plan and support the specific Adult Implementation steps.