

Cuyahoga County's Literacy Dashboard 2022

Mr. Donald Jolly II , WHCSD Superintendent
December 2, 2022

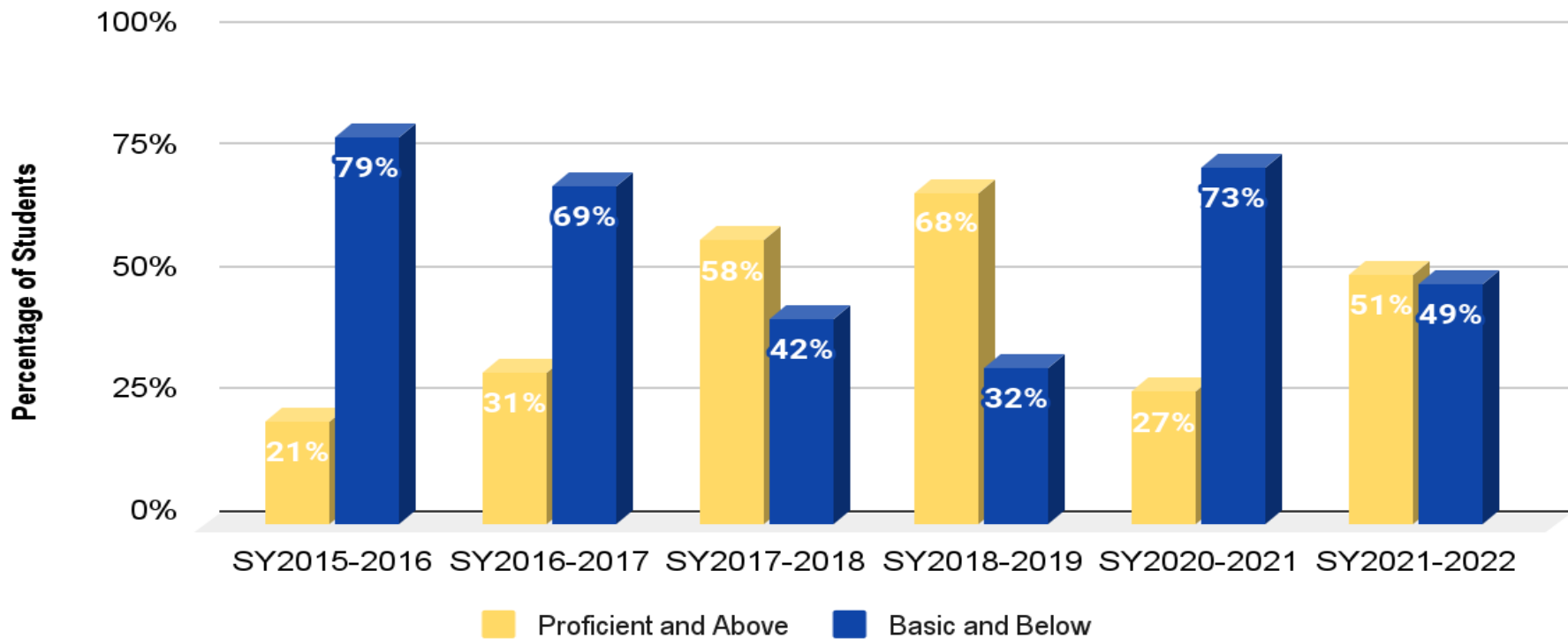


Our Story by the Numbers

At the end of the 2015-2016 SY EOY ELA Assessment, only 21% of 3rd grade students in WHCSD scored proficient or above...

Percentage of Students by Proficiency Status

Grade 3 EOY ELA Assessment



Where We Started

- 2018 Striving Readers Grant
- Developed District Local Literacy Plan
- Audit of Literacy Block & Curricular Resources

2018 Striving Readers Grant

- In 2018 as a consortium with the ESC and 9 other districts in the area, WHCSD applied for a grant to support K-5 Literacy Achievement
- Awarded \$49M over a 2-year period



K- 3 Literacy Block

Literacy Block Audit - Resources & Time Allotment

Reviewed our literacy block and the amount of time to teach literacy and ensured:

- 5 major components of reading in the block
- Allocated 120 minutes for literacy instruction in the schedule

District created local literacy plan to outline specific action steps to increase literacy achievement.

- Used the monies to provided Professional Development
- Curriculum resources that aligned to the goals of our Local Literacy Plan



Sample Literacy Block

120 minutes	Word Recognition: Phonological and Phonemic Awareness Blending, segmenting, rhyming Phoneme Analysis: adding, deleting, substituting, spelling, dictation sound identification Phonics Sounds/basic phonics, advanced phonics, multisyllabic, word study, decoding, writing letters, concepts of print - utilizing decodable text Fluency letters, words and connected text <i>(*Foundations is a Non-Negotiable for grades K-4)</i>	Reading Comprehension
	Language Comprehension: Vocabulary Explicit Vocabulary Instruction Comprehension Building background knowledge, language structure, literacy knowledge and verbal reasoning	
	Writing: Explicitly taught and embedded in all content areas. Writing Requirements by Grade Level	

Created District Goal



District Goal: Reading grade level proficiency will improve by **7% each year through 2026**, as measured by the Ohio State Tests and/or state approved vender assessment.

District Improvement Plan



District Goal

Math and Reading grade level proficiency will improve by 7% each year through 2026 as measured by state and district adopted assessments.

Improvement Strategies

Strategy 1

Implement a multi-tiered system of support for all scholars.

Strategy 2

Implement Explicit Instruction practices throughout the district to increase student achievement.

Improvement Strategy 1

Strategy 1 MTSS

Adult Implementation Indicator:

Monitor the administration universal screeners, diagnostic, progress monitoring, and common assessments.

Analyze assessment data and monitor progress towards individual goals.

Student Performance Indicator:

- Acadience Proficiency Scores
- STAR Proficiency Scores
- Ohio State Tests
- iReady

Action Steps:

- Administer universal screeners 3x/ year
- Administer diagnostics for Tier II/ III
- Identify and Implement Tier II/ III Interventions
- Progress Monitor and Make Instructional Shifts
- Create and Administer common assessments

Math and Reading grade level proficiency will improve by 7% each year through 2026 as measured by state and district adopted assessments.



Improvement Strategy 2

Strategy 2 Explicit Instruction

Adult Implementation Indicator:

- Instructional Walkthroughs and Observational Data

Student Performance Indicator:

- Acadience Proficiency Scores
- STAR Proficiency Scores
- Ohio State Tests
- iReady

Action Steps:

- Provide PD on Explicit Instruction
- Establish clear expectations for and implementation of EI strategies
- Align walkthrough feedback, lesson plan template, and TBT forms to EI expectations
- Analyze instructional observation data and determine EI focus area

Math and Reading grade level proficiency will improve by 7% each year through 2026 as measured by state and district adopted assessments.



OUR RESPONSE TO THE PANDEMIC



**WARRENSVILLE
HEIGHTS**
City School District

One Team, One Vision, One Goal

OPERATION CATCH UP

GOAL: To provide intensive intervention to ensure our scholars have the skills needed to compete in a global society after the pandemic

- All schools created an **intervention plan** for the 4th quarter
- Data from **universal screeners** determined what standards would be reviewed and **flexible grouping** of scholars
- Schools were given the autonomy to **adjust schedule** to meet the needs of the scholars

- Hired 11 **additional support teachers** for SY21-22
- Purchased new **Data Tracking System**
- Hired **Director of Scholar Intervention and Data & Reading and Math Instructional Coaches**
- Reassigned staff to provide Reading and Math Intervention in

Middle/ High School

Operation Catch Up

Intervention Plans

Warrensville Heights Elementary School

Kindergarten – First Grade Intervention Plan

Reading Intervention for Kindergarteners

Action/Strategies	Timeline		Fiscal/Human Resources	Person Responsible	Evaluation
	Begin	End			
Alphabetic Principles Small Groups	4/6/21	6/2021	Teacher, Assistant, material bags (pencils, dry erase markers)	Classroom Teachers and Assistants	Thompson, Clotman and Ervin
Phonemic Awareness Small Groups	4/6/21	6/2021	Teacher, Assistant, material bags (pencils, dry erase markers)	Classroom Teachers and Assistants	Thompson, Clotman and Ervin
Phonics	4/6/21	6/2021	Teacher, Assistant, material bags	Classroom Teachers and Assistants	Thompson, Clotman, Ervin
Writing	4/6/21	6/2021	Teacher, Writing materials	Classroom Teacher	Thompson, Clotman, Ervin
Online Sight words & Alphabetic Principle Phonemic Awareness & Phonics	4/6/21	6/2021	Online Google Slides, Pear Deck	Mr. Perry-Sight word & Alphabetic Principle Mrs. Chisholm - Phonemic Awareness & Phonics	Thompson, Clotman, Ervin

Sixth Grade Math Interventions

Standards	Timeline		Resources	Person Responsible	Evaluation
	Begin	End			
5.NT.7 Decimal Operations	4/6/21		Ready Math Toolkit, Ready Math 5th grade book pgs 84-91	6th Grade Math Teachers Glover, Schied, Komora 8/9 GT	Google forms/ Illuminate/Goal Book
6.RP.2.A 6.RP.3.B 6.RP.3.C Unit Rate and Proportions	4/12/21		Ready Math Toolkit, Ready Math book pgs 10-37	6th Grade Math Teachers Glover, Schied, Komora 8/9 GT	Google forms/ Illuminate/Goal Book
5.OA.1.A 6.EE.2.A Order of Operations	4/19/21		Ready Math Toolkit, Ready Math book pgs 118-127	6th Grade Math Teachers 8/9 GT	Google forms/ Illuminate/Goal Book
5.G.1.A 5.G.2.A 6.NS.6.C Coordinate Plane	4/26/21		Ready Math Toolkit, Ready Math book pgs 128-139	6th Grade Math Teachers 8/9 GT	Google forms/ Illuminate/Goal Book
6.EE.1.A 6.EE.2.A Translating Expressions One step equation Review	5/3/21		Ready Math Toolkit, Ready Math book pgs 144-165	6th Grade Math Teachers 8/9 GT	Google forms/ Illuminate/Goal Book
6.G.4 Surface Area	5/10/21		Ready Math Toolkit, Ready Math book pgs 240-251	6th Grade Math Teachers 8/9 GT	Google forms/ Illuminate/Goal Book



*Survey closes April 30. Don't miss
this opportunity for your scholar!*

Sign up for the Extended School Year!



SURVEY LINK:

Visit our website
or use the QR
code below!



What is the Extended School Year?

17 extra days of in-school instruction from June 4 - June 30 for Pre-K to 11 grade scholars featuring one-on-one teacher/student intervention based on individualized learning plans for scholar's unique needs. Breakfast, lunch, and transportation is provided!

Should my scholar participate?

YES! If your scholar fell behind, the ESY is an opportunity to review and master concepts on an individualized tutoring plan.
If your scholar didn't fall behind during the 20-21 School Year, the ESY is a unique opportunity to advance their skills to a new level!

Where can I learn more?

On the District website OR you can call your child's Principal!

Your child must be enrolled at Warrensville Heights City School District for the 2020-2021 School Year.

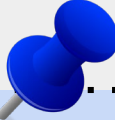


Extended School Year

Where We Are

Warrensville Heights CSD
2022-2023



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- 2020-2021 SY Comprehensive Literacy State Development Grant (CLSD)
 - Formed District Literacy Committee
 - WHES Model Site
 - 2021-2022 SY Teachers and School Leaders Grant (TSL)


Literacy Initiatives

- **LETRS-** Teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.
- **Explicit Instruction-** Is systematic, direct, engaging, and success oriented—and has been shown to promote achievement for all students
- **Multi Tiered System of Support-** At each grade level, focused system of support to meet the needs of all scholars.

LETRS - Literacy Initiatives

The LETRS (Language Essentials for Teachers of Reading and Spelling) Suite is professional learning that provides educators and administrators with deep knowledge to be literacy and language experts in the science of reading.



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- Began training in 2020 with 22 staff members prior to dyslexia PD requirement
 - 92% of K-3 Staff completed or in the process of completing
 - 100% of K&1 staff completed / in process

Science of Reading

Teaching Reading is Rocket Science!

Word Recognition

The ability to transform
print into spoken language

X

Language Comprehension

The ability to understand
spoken language

=

Reading Comprehension

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

Heggerty

DECODING (alphabetic principle,
spelling-sound correspondences)

Foundations

SIGHT RECOGNITION
(of familiar words)

Foundations trick words
Wonders High Frequency words

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

Ready Reading/Wonders

VOCABULARY
(breadth, precision, links, etc.)

Ready Reading/Wonders

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

Ready Reading/Wonders

VERBAL REASONING
(inference, metaphor, etc.)
Ready Reading/Wonders

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

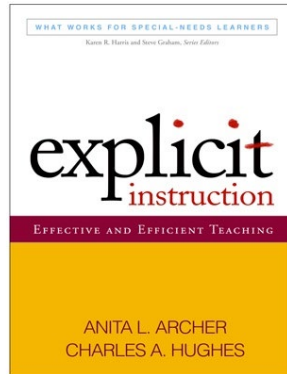
Wonders Interactive Read Aloud
Ready Reading/Wonders




Wonders:
Phonological Awareness
Phonics
Spelling Tests

Explicit Instruction - Literacy Initiatives

Explicit instruction is systematic, direct, engaging, and success oriented—and has been shown to promote achievement for all students.





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- District Improvement Plan priority is Implementation of Explicit Instruction
 - Staff attended in person and virtual professional development on 13 elements of Explicit Instruction (EI)
 - District lead PD during Blue and Gold
 - District Lesson Plan template reflects elements of Explicit Instruction

Multi-Tiered System of Support - Literacy Initiatives

The Multi-Tiered System of Supports (MTSS) is a framework that helps educators identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiated support for students based on their needs.



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- District Literacy Framework outlines Tier I, II and III expectations for instruction
 - 1 hour of No New Instruction in grades K-4 daily
 - Progress monitoring through Acadience completed bi-weekly
 - Branching Minds utilized to create intervention plans for intervention groups and track progress monitoring data



SY 22-23 Intervention Plan at a Glance



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Intervention at a Glance

Elementary

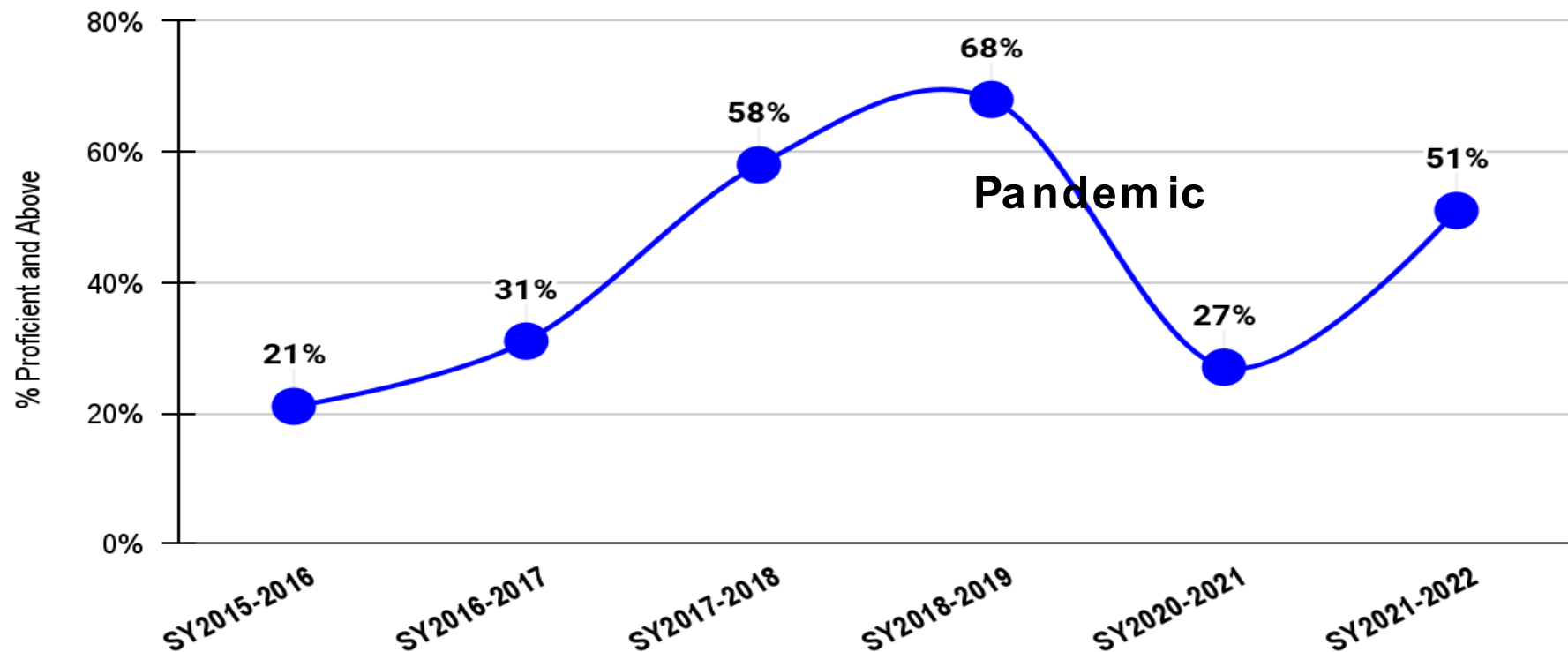
Tier Level	Tier 2 Supplemental Support	Tier 3 Intensive Support
Focus	<ul style="list-style-type: none"> Scholars receive individualized instruction to address their unique learning needs in math and reading through an adaptive learning program (i-Ready) that supports diverse learners with engaging, interactive lessons. 	<ul style="list-style-type: none"> Scholars receive small group intervention (NNI) to address specific learning needs in the area of literacy. 4th and 5th grade scholars receive small group math intervention. Scholars receive additional tutoring outside of school hours in reading and math (3rd-5th graders only).
Students	<ul style="list-style-type: none"> K-5 scholars 	<ul style="list-style-type: none"> K-5 scholars Identified 4th and 5th grade scholars who performed at the Limited Level on the math OST
Staff	<ul style="list-style-type: none"> Core math and ELA Teachers 	<ul style="list-style-type: none"> After-school tutors Core math and reading teachers Intervention Teachers
Time Allocations	<ul style="list-style-type: none"> Scholars must spend at least 45 minutes a week per subject in the adaptive learning program 	<ul style="list-style-type: none"> NNI - Reading Intervention (K-4th grade) 60 minutes, 5 days a week NNI - Reading Intervention (5th grade) 90 minutes, 1 days a week Tutoring
Programs and Curricular Resources	<ul style="list-style-type: none"> i-Ready 	<ul style="list-style-type: none"> iReady Tutoring Resources Acadience Online Learning Heggarty Killpatrick One Minute Drills Phonics for Reading Decodable and/or Leveled Readers Branching Minds

Update 8/15/22

One Team, One Vision, One Goal

Percentage of Students Proficient or Above

Grade 3 EOY ELA Assessment



ANY
QUESTIONS?

