

WV Leaders of Literacy: Campaign for Grade Level Reading  
 Transformative System of Support for Early Literacy County Action Plan Template

## WV Leaders of Literacy: Campaign for Grade Level Reading

### Transformative System of Support for Early Literacy County Action Plan Template

**Note:** It is necessary to utilize the detailed [West Virginia County Action Plan](#) to find supporting explanations and examples for each section contained within this document.

<b>County Information</b>		
<b>Submission Date: May 29, 2015</b>		
<b>County: Monroe</b>	<b>School Year: 2015-2016</b>	
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*add lines as needed		

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## County Action Plan Part One: Current Status

*\*Information can be gathered from the narratives included in the County Needs Assessment.*

### Current Data:

- **School Readiness:**

- Monroe County Schools is proud of its collaborative PreK program with the integration of the Federal Head Start Program. All county PreK classrooms are held to the same standards as the Head Start classrooms so that we are consistent with high expectations in all areas of the PreK program such as academics, social emotional, and physical health development. Current ELS shows the students in the PreK programs are 65% proficient in the areas of math and science, 33% proficient in the social studies and social emotional, 51% in language arts literacy, physical health and development. The overall proficiency rating is 49.6%. School readiness goals are revisited and revised as necessary at each assessment checkpoint throughout the school year. To ensure that all students are provided with the best possible instruction, the classrooms exceed Head Start expectations by serving the needs of all PreK students regardless of social economic status. The county PreK program plans to continue with the high expectations as established by the Federal Head Start program to enhance the effectiveness of instructional and school readiness.

- **Reading Proficiency:**

- 3<sup>rd</sup> grade STAR data from MVS reflects a 4% increase in reading proficiency in reading from 62% at the beginning of the year to 66% in May, 2015. 4th grade STAR data from MVS reflects a 3% decrease in reading proficiency in reading from 58% at the beginning of the year to 55% in May, 2015. Istation scores showed a 10% increase of 3<sup>rd</sup> grade students in Tier 3 and a 10% increase of students who moved to Tier 2. Tier 1 showed an overall 1% decrease from the beginning of the year. Grade 4 displayed a 1% decrease of students in Tier 3 and a 10% increase of students moving into Tier 2. However, Tier 1 showed a 10% decrease since the beginning of the year.
- 3<sup>rd</sup> grade STAR data from PES reflects a 42.3% in reading proficiency in reading. 4th grade STAR data from PES reflects a 43.9% in reading proficiency. Istation scores showed a 15% decrease of 3<sup>rd</sup> grade students in Tier 3 and a 26% increase of students who moved to Tier 2. Tier 1 showed an overall 11% decrease from the beginning of the year. Grade 4 displayed an 11% decrease of students in Tier 3 and a 14% increase of students moving into Tier 2. However, Tier 1 showed a 4% decrease since the beginning of the year.

- **Early Childhood Attendance:**

- Attendance data for the PreK 3 year old program reflects a 98.48% rate for the second month report in October, 2014. The mid-year attendance data (fifth month – January 2015) declined to 96.32% while the ninth month report (May, 2015) showed an increase in the attendance rate to 97.07%. The attendance data for the PreK 3 year old program reflects only a 1.41% decline during the first nine months of the current school year.
- Attendance data for the PreK 4 year old program reflects a 95.48% rate for the second month report in October, 2014. The mid-year attendance data (fifth month – January 2015) declined to 90.78%. The attendance data for the PreK 4 program showed an additional decline to 89.78% as reflected in the 9<sup>th</sup> month report (May, 2015). This resulted in a 6.06% decline overall in the attendance rate for the PreK 4 year old program.
- Attendance data for the Kindergarten reflects a 93.93% rate for the second month report in October, 2014. The mid-year attendance data (fifth month – January 2015) declined to 91.36%. The attendance data for the Kindergarten showed an additional decline to 91.26% as reflected

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in the 9<sup>th</sup> month report (May, 2015). This resulted in a 2.64% decline overall in the attendance rate for the Kindergarten.

- Attendance data for the first grade reflects a 92.59% rate for the second month report in October, 2014. The mid-year attendance data (fifth month – January 2015) declined to 88.93%. The attendance data for the first grade showed an increase to 93.05% as reflected in the 9<sup>th</sup> month report (May, 2015). This resulted in a .46% increase overall in the attendance rate for the first grade.
  - Attendance data for the second grade reflects a 94.07% rate for the second month report in October, 2014. The mid-year attendance data (fifth month – January 2015) declined to 90.31%. The attendance data for the second grade showed an increase to 93.17% as reflected in the 9<sup>th</sup> month report (May, 2015). This resulted in a .90% decline overall in the attendance rate for the second grade.
  - Attendance data for the third grade reflects a 93.95% rate for the second month report in October, 2014. The mid-year attendance data (fifth month – January 2015) declined to 89.74%. The attendance data for the third grade showed an increase to 91.98% as reflected in the 9<sup>th</sup> month report (May, 2015). This resulted in a 1.97% decline overall in the attendance rate for the third grade.
  - Monroe County Schools target for early childhood attendance is to meet or exceed the state average for the grade levels PreK-3 during each year throughout the duration of this plan.
- **Summer/Extended Day Learning Opportunities.**
    - Monroe County Schools currently offers extended day and summer learning opportunities. We are privileged to have one of the premier extended day programs in WV. The Innovation Zone After-School Program has proved to be an invaluable tool for supporting student academic achievement. The program is funded by the WVDE Innovation Zone grant and provides instructional support for identified at-risk students. All students grades K-12 from each subgroup areas (general ed, special ed, low SES, minority, etc.) are served by the after school program. The grant provides the funding needed to hire highly qualified teachers at each school in the county. Research-based instructional strategies enhanced by the use of technology ensures quality remedial activities that help to increase student learning.
    - County data sources such as STAR, Istation, and Accelerated Reader are utilized to provide focused instruction based on student need. Data provided by the afterschool teachers reflects a 10% increase in student achievement levels from the beginning of the year.
    - The “WhyTry” program uses a multisensory approach which caters to all learning styles. The program integrates three “R’s” to help student develop motivation to not only be successful in the classroom setting, but in life as well. These three R’s include building positive relationships, creating relevance in the classroom, and fostering a culture of resilience.
    - Monroe County Schools will collect baseline reading proficiency data during the first year of this plan from the afterschool and summer programs. Data will then be used to establish a targeted proficiency percentage with the goal of increasing student reading proficiency data rates by a minimum of 10% per year and including 25% of the targeted student population per year.
  - **High School Graduation Rate:**
    - Monroe County Schools is fortunate to currently have an Innovation Zone grant with emphasis of decreasing dropout rate at the earliest stages as well as increasing the graduation rate in the county. The graduation rate for the high school has been significantly and positively affected by the implementation of the Innovation Zone grant three years ago. This is because of the effectiveness of the initiatives and programs developed for the grant. The data shows that the graduation rate has increased from 74% during 2008-2009 school to 88% during the 2013-2014 school year. The grant focuses specifically on at-risk students and includes students from each

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subgroup area (general ed, special ed, low SES, minority, etc.) The program has received state and national recognition for the significant impact it has made on the increase graduation rate and decreased dropout rate in the county. The funding from the grant provides support for professional development for the teachers and AmeriCorps mentors who work the program. Because of the success of this drop-out prevention program, we have become a model program in the state and look forward to assisting other counties.

- **High Quality Instruction:**

- Monroe County Schools has made every effort to host quality professional development sessions to enhance instructional effectiveness for all teachers. The focus has been on providing teachers with the knowledge to effectively implement the WV Next Generation Standards. County-wide, Professional Learning Communities are in place for grade level and curriculum area teams to discuss student achievement. Instructional Practices Inventory is in place to monitor classroom effectiveness and inform teachers of strategies that will enhance instruction. Support from resource teachers funded through the Title I, Title II, and Special Education programs help to ensure individual student's needs are met, thereby positively affecting overall achievement scores. Monroe County is currently investigating additional grant funding to bring in extensive professional development on classroom management strategies to further enhance instructional effectiveness.

- **Current Services and Supports:**

- Monroe County Schools currently provides support to all PreK students through the PreK collaborative between the county school system, the Head Start Program, and Kids Learning Center. Funding for classroom teachers and assistant teachers is shared. Classroom supplies, accompanying curriculum needs, etc. are maintained as well through the county PreK collaborative. PreK teachers and classroom assistants are given opportunities for ongoing professional development throughout the school year. Teachers grades K-2 are provided with ongoing training opportunities through the Title I program. The Title II program supports the implementation of IPI (Instructional Practices Inventory) to enhance the effectiveness of classroom instruction. Highly qualified teachers are provided through the Title I program in grades K-3 to support and enhance the implementation of the Next Generation Standards. Special Needs teachers serve students with an Individualized Education Plan (IEP), grades PreK-3. They provide instruction for the remediation of skills based on the established education plan of the identified students. Co-taught classrooms allow for teachers across all curriculum areas to work together and address the academic needs of the students.

- **Conclusions:**

- Even through student achievement data showed an overall increase in literacy skills, the third grade data shows a decline in reading proficiency. The Early Literacy team of Monroe County recognizes that we have a need to increase our instructional effectiveness to ensure we meet the early literacy needs of the students Pre-K through Third Grade.
- Addressing attendance through the implementation of a county-wide incentive program will enhance our efforts to reach not only the general student population, but the at-risk students as well.
- The development of a county Early Literacy Team will enhance coordination among stakeholders groups to provide for the best grade level reading campaign possible.
- Priority needs to be placed on providing support for students with identified reading skill gaps during the summer and after school reading programs.
- The funding provided by the Campaign for Grade Level Reading will assist in these efforts.

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## County Action Plan Part Two: Desired Goals and Impact

Identify what your county has set as ambitious but achievable goals, targets, and milestones for school years up to and including 2020. Provide a detailed vision for where your county will be for school readiness, third grade reading proficiency, student attendance, and extended learning.

### Goal 1: School Readiness.

By 2020, Monroe County Schools will meet or exceed state standards by preparing PreK students in the prerequisite skills for entrance into kindergarten as displayed on the stated adopted Early Learning Scale with 10% overall increase in student proficiency each year up through and including 2020. Annual targets are as follows:

- FY '16 – 60%
- FY '17 – 70%
- FY '18 – 80%
- FY '19 – 90%
- FY '20 – 100%

### Goal 2: Third Grade Reading Proficiency.

By 2020, Monroe County Schools, in conjunction with the local school and county strategic plans, will provide meaningful professional development to enhance instruction in reading to ensure that 100% of the students in each subgroup area meet grade level proficiency standards. Annual targets are as follows:

- FY '16 – 65%
- FY '17 – 75%
- FY '18 – 83 %
- FY '19 – 90 %
- FY '20 – 100 %

### Goal 3: Student Attendance.

By 2020, Monroe County Schools will meet or exceed the state attendance rate in all subgroup areas grade levels PreK-3. Annual targets are as follows:

- FY '16 – 94%
- FY '17 – 95%
- FY '18 – 96%
- FY '19 – 98%
- FY '20 – 100 %

### Goal 4: Extended Learning Opportunities

By 2020, Monroe County Schools will utilize Early Literacy funds to provide for extended learning opportunities (after school and summer programs) for all students in each subgroup area. The Annual targets are as follows (reflects percentage of total student population):

- FY '16 – 15%
- FY '17 – 17%
- FY '18 – 19%
- FY '19 – 22%
- FY '20 – 25%

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## County Action Plan Part Three: Strategy

Outline the set(s) of coordinated activities, programs, and initiatives designed to respond to each of the core challenges (readiness, attendance, summer learning loss, and grade-level reading) and indicate the extent to which the efforts focus on:

- Strengthening, expanding, scaling, and coordinating existing programs and interventions;
- Importing, replicating, and adapting promising practices and model programs from outside the county; and
- Developing and inventing new and innovative approaches.

Remember: All activities, programs, and initiatives are to be based on your county's data collected in the Needs Assessment.

### Goal #1 School Readiness.

- Action Steps
  - Revisit and revise current PreK-Kindergarten transition activities to increase effectiveness in areas such as communication and parental participation to provide for a smooth transition for the students. Completion of this action step will occur during the 2015-2016 School Year.
  - Professional Development for vertical teaming sessions to include all PreK and Kindergarten teachers.
  - Vertical teaming professional development will be provided annually throughout duration of this plan.

### Goal #2 Third Grade Reading Proficiency

- Action Steps
  - Schedule embedded professional development in the teaching of reading to enhance instructional effectiveness.
  - Develop summer reading activities packets for students in grades PreK-3 to take home to assist in decreasing the percentage of students who experience the summer slide in their reading achievement.
  - Highly qualified teachers hired for the summer Energy Express program will target reading deficits of identified students to increase reading achievement proficiency.
  - Mentors will be hired for the after school and summer reading programs to target skill gaps of identified students.
  - Begin with the 2015-2016 and continue throughout duration of plan.

### Goal #3 Student Attendance

- Action Steps
  - Increase parent and student understanding of the current attendance policy through parent meetings, sustained parent notifications, etc.
  - Establish and maintain an attendance reward system to encourage increased student attendance.
  - Increase community awareness through the use of local media outlets.
  - Continue to utilize mentors hired through the Innovation Zone grant to provide support to the students and families who display attendance issues.
  - Begin with the 2015-2016 and continue throughout duration of plan.

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## Goal #4 Extended Learning

- Action Steps
  - Work collaboratively with the WV Extension office to maintain current funding sources to keep Energy Express as an extended learning option for students in Monroe County.
  - Utilize Early Literacy funding will provide support for the after school and summer reading programs.
  - Hire mentors through Early Literacy funding to support the after school and summer reading programs.
  - Maintain current Innovation Zone grant and seek a renewal of the Innovation Zone grant to continue after school enrichment opportunities for students.
  - Begin with the 2015-2016 and continue throughout duration of plan.

## County Plan Part Four: Data

Explain the steps that will be taken to ensure ongoing availability of and access to the data needed to set baselines, track progress and ensure accountability.

- The annual Data Camp will continue to be an ongoing initiative to train teachers on reviewing the achievement results from the year Summative Assessment.
- Monroe County Schools currently maintains an ambitious data analysis strategy titled “Data talks”. Formative assessment student achievement data is reviewed each grading quarter to track student progress. The data reflects which Next Generation Standards need to be revisited and classroom instruction is altered based on the needs of the students.
- Pre-K Early Learning Scale data will be reviewed and analyzed by Pre-K staff for the purpose of making effective instructional decisions to enhance student readiness for Kindergarten.
- The Innovation Zone grant provides for highly qualified teachers who monitor student progress in reading based on available formative assessment data. Tools in which data can be collected include STAR 360, Istation, Interim Assessment, and the Early Learning Scale.
- The Energy Express program employs a Pre-Test/Post-test strategy to monitor student progress throughout the summer program. Monroe County Schools Title I program funds two highly qualified teachers to provide instruction to meet the achievement needs of those students.
- Monitor attendance data utilizing WVEIS. Benchmark indicators will be collected from the 2<sup>nd</sup>, 5<sup>th</sup>, and 9<sup>th</sup> month reports.
- Monitoring parent attendance to school-based activities for activities associated with school readiness, the teaching of reading, and attendance.
- Review available data from the Summer Energy Express program to monitor program effectiveness as well as inform the schools of the data collected on students who participated.

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## County Plan Part Five: Success and Sustainability

Explain the steps that will be taken to ensure confidence that this effort will have the broad-based support, capacity, and resources to succeed and endure.

- The County Early Literacy Team will meet three times per school year (beginning - BOY middle - MOY, end – EOY) to review ongoing data and make suggestions for any revisions to the county plan as necessary.
- A monitoring system will be developed and maintained for easy access to important information regarding the Early Learning initiative. Documentation may include, but not limited to the following: Student achievement data, parental participation activities, grade level transition activities.