March 22, 2024

Dear Superintendent Robinson:

Thank you for submitting the Akron Public Schools Reading Achievement Plan. The Department appreciates your time and commitment in developing this comprehensive literacy plan. Ohio Governor Mike DeWine recently launched ReadOhio, an exciting statewide effort to encourage improved literacy skills for all students, including the implementation of high-quality instructional materials and professional development aligned with the science of reading.

Your plan has been reviewed and is compliant with Ohio Revised Code 3302.13. Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists are available to support the implementation of your plan. Please reach out to your state support team or educational service center for implementation support.

Strengths of the Reading Achievement Plan:
- Plan demonstrates inclusive goal setting.
- Plan shows extensive timeline including pre-pandemic work/efforts.
- The plan shows a robust data set that includes preschool learners and adult assessment results.

This plan will benefit from:
- The plan describes coaching supports but may benefit from determining the needs of the coaches themselves in relation to the implementation expectations.
- Plan may benefit from establishing protocol(s) for peer coaching in relation to professional learning/PreK.
- Writing team demonstrates shared leadership but may benefit from a school board member's input.

The Reading Achievement Plan and this memo will be posted on the Department's website. If Akron Public Schools revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to readingplans@education.ohio.gov. If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

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

877 | 644 6338

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hearing, please call Relay Ohio first at 711.

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Sincerely,

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

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Department of
Education &
Workforce

READING ACHIEVEMENT PLAN

Ohio law requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education and Workforce a Reading Achievement Plan by Dec. 31.

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.

2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages. Section headings in the template marked with an asterisk are required by state law.

DISTRICT NAME: Akron Public Schools

DISTRICT IRN: 043489

DISTRICT ADDRESS: 10 North Main Street, Akron, Ohio 44308

PLAN COMPLETION DATE:

LEAD WRITERS: Toan Dang-Nguyen, Ph.D. and Christy Becknell-Brown

OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the ReadOhio initiative, an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The Governor also released a video to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education and Workforce developed the ReadOhio toolkit to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the Shifting to the Science of Reading: A Discussion Guide for School and District Teams, professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in Ohio's Plan to Raise Literacy Achievement, Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and Workforce and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

CULTURALLY RESPONSIVE PRACTICE*

"Culturally Responsive Practice" means an approach that recognizes and encompasses students' and educators' lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.

The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed. Please see the Department's *Culturally Responsive Practice program page.*

We have embedded Culturally Responsive Practices across the district. (See Addendum for our Diversity, Equity and Inclusion Framework and Plan) We have also shared in Section 1B of our Plan the onboarding process for ELA teachers, administrators, and support staff in the new ELA K-12 adoption that included PD on culturally responsive practices.

Our district's focus for the current year is to incorporate the collective meaning of diversity, equity, and inclusion in our district which includes the following: **diversity** in perspectives, experiences, culture, and community; **equity** in rigorous instruction, opportunity, and access and everyone being seen, valued, heard, engaged, and respected as **inclusive** excellence. These culturally responsive practices are embedded throughout our Reading Achievement Plan. See **Addendum APS Culturally Responsive Practices**.

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS*

| Name	Title/Role	Location	Email
Dr. Michael Robinson	Superintendent	Akron Public Schools	mrobinson@apslearns.org
Dr. Tamea Caver	Chief Academic Officer/Assistant Superintendent	Akron Public Schools	tcaver@apslearns.org
Dr. Carla Chapman	Chief Diversity Officer	Akron Public Schools	cchapman@apslearns.org
Wilma Cowan-Alexander	Learning Specialist for Diversity, Equity, and Inclusion	Akron Public Schools	wcowan@apslearns.org
Dr. Toan Dang-Nguyen	Learning Specialist for ELA K-12	Akron Public Schools	tnguyen@apslearns.org
Mary Outley	Executive Director, Elementary Education	Akron Public Schools	moutley@apslearns.org
Elizabeth Senften	Interim Coordinator for Early Learning Program	Akron Public Schools	esenften@apslearns.org
Toby Clifford	Coach for Early Learning Program	Akron Public Schools	tcliffor@apslearns.org
Christy Becknell-Brown	Literacy Intervention Data Specialist	Akron Public Schools	cbecknel@apslearns.org
Anna Clough	District Literacy Coach	Akron Public Schools	aclough@apslearns.org
Amanda Brown	District Literacy Coach	Akron Public Schools	abrown2@apslearns.org
Mary Tvardy	District Literacy Coach	Akron Public Schools	mtvardy@apslearns.org
Keith Liechty	Director of School Improvement	Akron Public Schools	kliechty@apslearns.org
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Deanna Perdue	Teacher	Akron Public Schools	djp45082@apslearns.org
Kelly Kreitz	School Psychologist	Akron Public Schools	kkreitz@apslearns.org
Mandy McKinnon	Special Education Coordinator	Akron Public Schools	akreitz@apslearns.org
Darcy Foshee-Candido	Principal of Hatton CLC	Akron Public Schools	dfoshee@apslearns.org
Marcie Ebright	Director of College Career Academies	Akron Public Schools	mebright@apslearns.org

SECTION 1, PART B: DEVELOPING, MONITORING, AND COMMUNICATION OF THE READING ACHIEVEMENT PLAN   *Describe how the district leadership team developed the plan and how the team will monitor and communicate the plan.*

Section headings marked with an asterisk are required by state law.   *2*

Our plan is in alignment with Ohio's Department of Education and Workforce (DEW) language and literacy framework. It is built upon five interrelated components: teacher capacity, shared leadership, multi-tiered system of supports, parent partnerships, and community collaboration. We will address how these components are woven throughout our plan as we share our work in different sections of our Reading Achievement Plan.

APS had already started planning for literacy before the pandemic. We collaborated with our state support person, Stephanie VanDyke (SST-8 RELS), to introduce our teachers to the Science of Reading. This professional development helped our teachers gain a deeper understanding of reading development, including the skills involved, how they work together, and the parts of the brain responsible for reading. Professional development was first provided to our embedded coaches, who were then expected to share it with their staff members using a train-the-trainer model. During the training, our coaches were introduced to the Simple View of Reading (SVR) and the body of research that supported how students learn to read. SVR was used to guide our planning and decision-making in creating the Literacy Plan. We realized that we needed Structured Literacy, but the curriculum we were implementing, Benchmark Literacy, was based on a Balanced Literacy approach, which left some gaps. To address these gaps, we worked with the Benchmark Literacy consultant in collaboration with the state's guidance (through Ms. VanDyke) to align our curricular materials with Structured Literacy as much as possible.

From spring 2020 until early spring 2021, we were completely virtual due to the pandemic which had a significant impact on our work. We gradually returned to in-person work in the spring of 2021 and continued with our pre-pandemic plan. In late spring 2021 and during the 2021/2022 school year, we proposed and received approval to include Heggerty Phonemic Awareness Curriculum as a supplement to our Literacy Plan. We recognized the importance of phonemic awareness, as it is a strong predictor of reading success and should be mastered before entering second grade. All of our K-1 tutors, teachers, interventionists (K-5), principals, and coaches were trained. Ongoing professional development was provided to teachers in the summer and fall of 2021. Heggerty was implemented for 10 minutes daily by our K-1 teachers as part of our ELA Framework. Our ELA Framework consisted of 180 minutes of ELA instruction for our K-2 students, and the explicit, systematic, and sequential instruction in phonemic awareness was a valuable addition to our reading block.
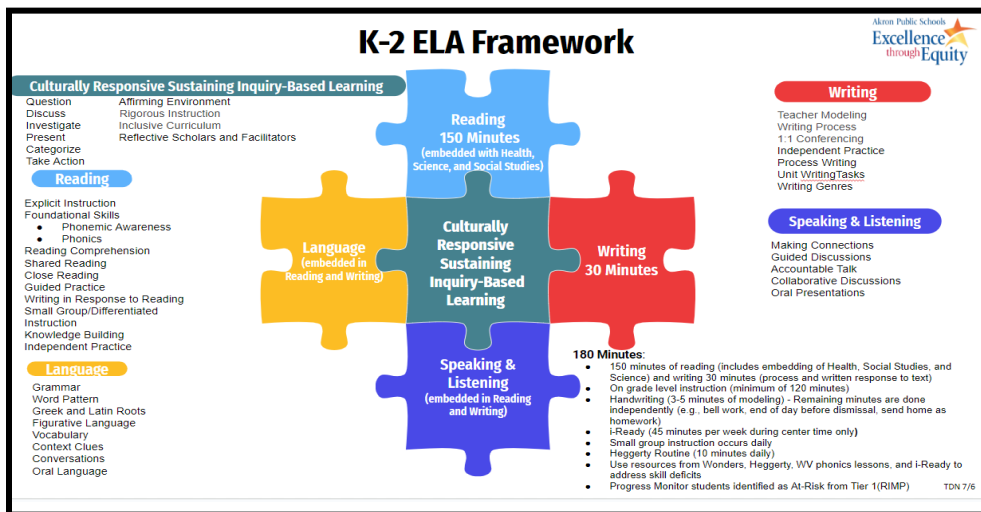

The 2021/2022 school year was also an exciting time for us as we were in the process of adopting a new curriculum. We recognized the importance of selecting high-quality instructional materials that employ culturally responsive and evidenced-based practices that align with Structured Literacy. To assist us in this process, we created a rubric with input from various stakeholders, including our SST8 State Support, Kim Nagy, who helped us include the Structured Literacy "look-for" aligned with the Science of Reading. We also consulted with our Chief Diversity Officer and her team to ensure that the rubric included diversity, equity, and inclusion expectations to help us in the selection process. The nine vendors we selected for review were highly reviewed on EdReports and they were on the state-approved list as well. Our truly diverse group of educators and key stakeholders, which included representatives from all departments as well as teachers from all grade levels; TESOL, IB, and gifted teachers; and intervention specialists, received professional development on selecting materials with culturally relevant and responsive content and practices before reviewing the curriculum. They were trained on diversity, equity, and inclusion to better understand the materials they were reviewing. Kim Nagy provided PD on Structured Literacy practices. She helped the committee members understand the shift from Balanced to Structured Literacy. The rubric (See Addendum 1:B1) helped us review nine vendors and narrow down to our top three choices.

The top three finalists each prepared a two-hour presentation on their curriculum. We needed to create an additional robust rubric to evaluate the top three. We partnered with Johns Hopkins University's Institute for Educational Policy and the ILO Group, a technical assistance provider working with Chiefs for Change to develop the rubric that included

gateways and indicators defined by relevant descriptors and how they align to our district vision of the portrait of a graduate (See Addendum 1:B2). Examples of the indicators on the rubric were Intentional Knowledge-Building in Diversity, Equity, and Inclusion; Science of Reading; Questions and Tasks Reflecting Grade-Level Standards, and Inquiry-Based Learning. These were the critical pieces to narrowing the final curriculum choice. The evaluation team used the rubric to assess each curriculum's fidelity to the indicators, highlighting general strength and gap trends when the rubric data was analyzed in aggregate. The process was transparent, collaborative, and universally embraced by all stakeholders. In May 2022, our teacher teams chose McGraw Hill's Wonders 2023 for K-2, HMH's Into Reading for 3-5, and HMH's Into Literature for 6-12 as the top choices.

The new curriculum was rolled out for the 2022/2023 school year, with required onboarding PD beginning in the summer of 2022 for all K-12 teachers. Part of the onboarding PD plan included PD from our Chief Diversity Officer on culturally responsive-sustaining education, adopted from the New York State Education Department (2018), that is grounded in an ever-changing view of learning, human development, and reflections on ways in which multiple expressions of diversity (e.g., race, identity, social class, gender, language, sexual orientation, nationality, religion, ability) are recognized as assets for teaching and learning. See the visual below for the four areas of focus:
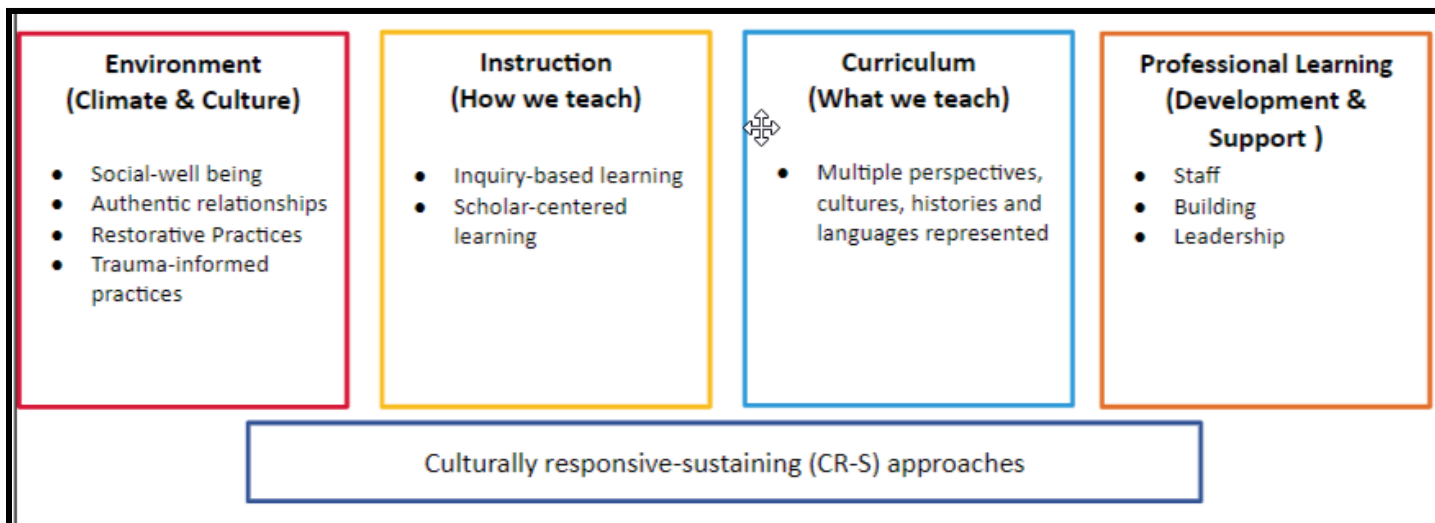
Our district's plan for improving literacy achievement is based on the Simple View of Reading. This framework guides all our efforts to ensure that our students receive appropriate instruction in decoding and language comprehension. Our instructional approach is research-based and focuses on effective practices that align with Ohio's Plan to Raise Literacy Achievement. We believe in providing differentiated instruction that recognizes the unique needs of our learners, fosters their success, and makes learning relevant and meaningful. Our plan includes the following components:

- Training PK-3 teachers in Structured Literacy implementing LETRS professional development and measuring their progress through LETRS assessments.
- Providing quality MTSS for reading to meet the needs of all our learners using the R-TFI framework to support buildings in making decisions to accelerate reading achievement.
- Equipping our teachers with the resources and tools required to successfully shift from Balanced Literacy to Structured Literacy.
- Implementing targeted and intensive supports aligned with the Science of Reading and evidence-based practices to impact reading achievement.
- Providing high-quality, ongoing professional development to help teachers implement the standards based- ELA curriculum with fidelity using culturally responsive practices that help to inform, support, and ensure high-quality rigorous instruction.

The communication and monitoring of the plan is ongoing at the building and district level. It will continue to be shared during Instructional Improvement Days with teachers, School Improvement meetings (SIP), PACE team meetings, principals' touch base meetings with supervisors, and monthly meetings with principals. The information will be shared with staff during monthly staff meetings. Community stakeholders will be informed of the plan via posting our plan on our website. Our superintendent will share the plan with our board of education and community members through community engagement events.

SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT AND EQUITY EFFORTS*

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools are established under Chapter 3314. of the

Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section 3302.04, 3302.10, 3301.0715(G) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.

Our Reading Achievement Plan is intricately linked to our District's One Plan (See Addendum: Section 2). Our District's SMART Goal Statement is: By June 30, 2026, APS students enrolled in all OST tested subjects will demonstrate an increase of at least 9 points as measured by the Performance Index on the State Report Card. District Baseline: 61.06; Benchmark Goals: Year 1=64.06, Year 2=67.06, Year 3=70.06.

Our plan to meet or exceed that goal is to focus on standards-based instruction using a high-quality core curriculum that employs culturally responsive and evidence-based practices aligned to the Science of Reading. We will strengthen our Tier 1, standards-based core instruction with high-quality professional development. We will provide interventions, enrichments, and supports that are data driven to meet the needs of our learners. These will be measured at the beginning, middle, and end of the year and supported by ongoing progress monitoring to guide our students toward proficiency. A primary emphasis on a robust PK-2 foundation with explicit, systematic, and sequential instruction aligned to the Science of Reading aims to narrow the achievement gap among our students.

Our plan is aligned with our district vision, mission, and the reading goals outlined in the Comprehensive Continuous Improvement Plan (CCIP). It was crafted by the district leadership team to ensure that all APS students graduate as architects of their future who are prepared to excel in an evolving world. This plan is in line with the superintendent's Strategic Plan, placing a crucial focus on academic achievement with the ultimate aim of attaining at least a 95% graduation rate on the Ohio State Report card. Our Reading Achievement Plan plays a key role in realizing these ambitions by establishing a strong foundation in PK-2 and fostering proficiency across grades 3-8.

SECTION 3, PART A: RELEVANT LEARNER PERFORMANCE DATA*

Our data reveals a deficiency in reading proficiency, necessitating the implementation of a Reading Achievement Plan, particularly targeting foundational standards where our students exhibit weaknesses that impact later grades. Our strategy involves enhancing core instruction in preschool and the primary grades with explicit, systematic, and sequential teaching methods, applying these skills to grade-level texts while providing necessary scaffolding. Despite notable growth in most grades (the 4th grade on the 2022/2023 OST and grades 6-8 on i-Ready) we still show areas for improvement. We must persist in our efforts to advance literacy outcomes across all PK-8 grades.

Kindergarten Readiness Assessment (KRA)			
District	*Emerging Readiness*	*Approaching Readiness*	*Demonstrating Readiness*
2023-24	52.4%	32.4%	15.2%

Preschool Diagnostic Results - GOLD Spring 2023 - See Addendum Section 3: Part A - Gold Data Scoring Information					
Objective	*BOY - 22/23 (Student Count - 205)*		*MOY- 22/23 (Student Count - 190)*		*EOY - 22/23 (Student Count - 234)*
Objective: Apply phonics concepts and knowledge of word structure to decode text	*Not Yet* 85.92%		*Not Yet* 78.95%		*Not Yet* 49.15%
	Level 1 7.77%		*Level 1* 11.05%		*Level 1* 36.86%
	Level 2 5.83%		*Level 2* 9.47%		*Level 2* 9.75%
	Level 3 0		*Level 3* 0		*Level 3* 1.69%
	Level 4 0		*Level 4* 0.53%		*Level 4* 2.12%
	Level 5 and above 0.49%		*Level 5 and above* 0		*Level 5 and above* 0.42%
Objective	*BOY - 22/23 (Student Count - 205)*		*MOY- 22/23 (Student Count - 190)*		*EOY - 22/23 (Student Count - 234)*
Objective: Notices and discriminates rhymes	*Not Yet* 13%		*Not Yet*		*Not Yet* 2.56%
	Level 1 6%		*Level 1* 2.93%		*Level 1* 3.85%
	Level 2 37%		*Level 2* 36.10%		*Level 2* 19.66%
	Level 3 28%		*Level 3* 30.24%		*Level 3* 17.09%
	Level 4 11%		*Level 4* 18.54%		*Level 4* 14.53%
	Level 5 and above 5%		*Level 5 and above* 12.19%		*Level 5 and above* 42.3%
Objective: Identifies letter-sound correspondences	*Not Yet* 69.08%		*Not Yet* 41.58%		*Not Yet* 21.61%
	Level 1 14.98%		*Level 1* 27.37%		*Level 1* 13.56%
	Level 2 8.7%		*Level 2* 12.63%		*Level 2* 25.42%
	Level 3 1.93%		*Level 3* 6.32%		*Level 3* 8.90%
	Level 4 3.38%		*Level 4* 7.37%		*Level 4* 16.10%

Section headings marked with an asterisk are required by state law.

	Level 5 and above	1.94%		Level 5 and above	4.74%		Level 5 and above	14.4%

Objective: Uses emergent reading skills								
	Not Yet	6.40%		Not Yet	1.58%		Not Yet	2.99%
	Level 1	12.32%		Level 1	7.89%		Level 1	6.84%
	Level 2	35.96%		Level 2	23.68%		Level 2	11.97%
	Level 3	30.05%		Level 3	33.68%		Level 3	20.94%
	Level 4	13.30%		Level 4	30%		Level 4	45.73%
	Level 5 and above	1.97%		Level 5 and above	4.74%		Level 5 and above	11.53%

GOLD Data defines expected levels for students leaving our Early Learning Program and entering kindergarten to score a minimum of 5 to be considered "on track."

- Less than 1% of our exiting students were "on track" for the objective: "Apply phonics concepts and knowledge of word structure to decode text."
- 42.3% of students were "on track" for the objective: "Notices and discriminates rhymes."
- 14.4% were "on track" for the objective: "Identifies letter-sound correspondences."
- 11.53 % were "on track" for the objective: "Uses emergent reading skills."

i-Ready 2023 Fall Reading Diagnostic - Phonics Placement						
Grade	% Students Mid or Above Phonics Grade-Level Placement	% Students Early On Phonics Grade-Level Placement	% Students One Below Phonics Grade-Level Placement	% Students Two Below Phonics Grade-Level Placement	% Students Three or More Below Phonics Grade-Level Placement	Students Assessed
K	6%	12%	82%			1492
1	10%	7%	65%	18%		1465
2	11%	7%	31%	51%		1681
3	30%	4%	10%	27%	30%	1367
4	54%	0%	3%	7%	36%	1584
5	67%	0%	0%	4%	30%	1508
6	73%	0%	0%	0%	27%	1368
7	75%	0%	0%	0%	25%	1347
8	81%	0%	0%	0%	19%	1329

- i-Ready defines levels as:
  - Mid or Above Grade Level - Students at this level have met or surpassed the minimum requirements for the expectations of college-and career-ready standards in their grade level. Students will benefit from instruction in late on-grade-level topics or above-grade-level instruction.
  - Early On Grade Level - Students at this level have partially met grade-level expectations. They will benefit from continued on-grade-level instruction.
  - One Grade Level Below - Students at this level are approaching grade-level expectations. They will benefit from continued on-grade-level instruction.

- ○ Two Grade Levels Below - Students at this level will likely need additional support with key skills below their chronological grade level to be ready for grade-level instruction.
  - ○ Three or More Grade Levels Below - Students at this level will likely need additional support with key skills below their chronological grade level to be ready for grade-level instruction.
- Between 1st and 2nd grade, the percentage of students below level drops from 65% to 31%.
- Beginning in 4th grade, more than half (54%) of all students are categorized as "Mid or Above Phonics Grade-Level Placement."
- By 8th grade, 81% of all students are categorized as "Mid or Above Phonics Grade-Level Placement."

DIBELS - <u>**Benchmark % Below and Well Below**</u> **Composite and Across Relevant Measures - BOY- 23-24**							
Grade	Number Assessed	Composite	Letter Sounds (NWF-CLS)	Decoding (NWF-WRC)	Word Reading (WRF)	Reading Fluency (ORF)	Reading Comprehension (Maze)
K							
1	1510	75%	79%	73%	69%	71%	Not assessed
2	1719	74%	79%	81%	63%	70%	77%
3	1384	73%	73%	75%	64%	68%	74%

- Over 70% at each grade level 1-3 are below or well below grade level overall.
- Nearly 80% of our 1st and 2nd grade and over 70% of our 3rd grade students entered the 2023-2024 school year below or well below grade level in the foundational skills they need to reach grade level proficiency.

Ohio State Tests - English Language Arts				
Grade	APS Number of Students Tested	APS Percent Proficient	APS % Growth from 2022	State Percent Proficient
3	1616	40%	5	59%
4	1494	36%	-3	59%
5	1515	47%	2	58%
6	1393	29%	1	55%
7	1353	34%	2	65%
8	1512	28%	2	58%
ELA I no longer administered				
ELA II	1758	33%	3	56%

- All grades, except 4th grade, saw a year-over-year **increase** in the percentage of students passing the ELA Ohio State Test.
- All grades were below the "state percent proficient."
- Proficiency is higher in the elementary grades (3, 4, and 5) as compared to middle school grades (6,7, and 8).

Ohio State Tests - English Language Arts

	Assessment Name		Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution		Date Last Taken
	English Language Arts I		Ohio's State Tests	10	Spring 2023 (OST)	3	672 ℹ	Percent: 67% 33%	Count: 2 1	04/24/2023
	English Language Arts II		Ohio's State Tests	10	Spring 2023 (OST)	1758	688 ℹ	Percent: 43% 23% 21% 7% 5%	Count: 763 409 369 130 87	04/28/2023
	Grade 3 English Language Arts		Ohio's State Tests	3	Spring 2023 (OST)	1616	690 ℹ	Percent: 39% 22% 15% 12% 13%	Count: 623 348 238 194 213	04/24/2023
	Grade 4 English Language Arts		Ohio's State Tests	4	Spring 2023 (OST)	1494	685 ℹ	Percent: 44% 18% 17% 11% 8%	Count: 658 291 254 165 126	04/24/2023
	Grade 5 English Language Arts		Ohio's State Tests	5	Spring 2023 (OST)	1515	695 ℹ	Percent: 27% 26% 18% 16% 13%	Count: 404 400 275 243 193	04/24/2023
	Grade 6 English Language Arts		Ohio's State Tests	6	Spring 2023 (OST)	1393	677 ℹ	Percent: 44% 27% 14% 11% 4%	Count: 606 383 193 156 55	04/24/2023
	Grade 7 English Language Arts		Ohio's State Tests	7	Spring 2023 (OST)	1353	684 ℹ	Percent: 38% 28% 16% 10% 8%	Count: 516 377 218 140 102	04/27/2023
	Grade 8 English Language Arts		Ohio's State Tests	8	Spring 2023 (OST)	1512	680 ℹ	Percent: 54% 18% 18% 7% 3%	Count: 816 270 267 109 50	04/27/2023

- As a district, 44% of all students tested in the Limited performance range.
- The percentage of students scoring in the lowest performance level (Limited) was:
  - 3rd - 39%,   4th - 44%
  - 5th - 27%   6th - 43%
  - 7th - 38%   8th - 54%
- The highest average scale score by grade level was 695.

Ohio State Tests - Ohio's Alternative Assessment for Students with the Most Cognitive Disabilities (AASCD)

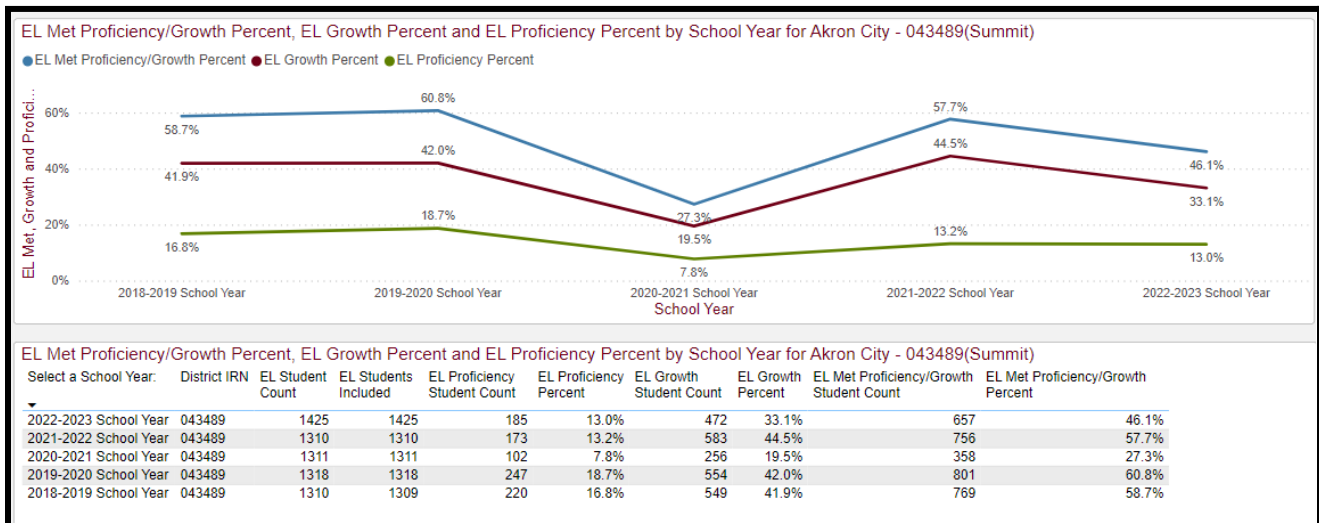| Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	
Grade 8 English Language Arts	AASCD	8	2022-2023 (AASCD)	23	459	Percent: 43% 39% 13% 4%	Count: 10 9 3 1
Grade 5 English Language Arts	AASCD	5	2022-2023 (AASCD)	34	458	Percent: 47% 18% 15% 18% 3%	Count: 16 6 5 6 1
Grade 7 English Language Arts	AASCD	7	2022-2023 (AASCD)	27	475	Percent: 56% 11% 19% 15%	Count: 15 3 5 4
Grade 4 English Language Arts	AASCD	4	2022-2023 (AASCD)	28	484	Percent: 64% 7% 14% 14%	Count: 18 2 4 4
HS English Language Arts	AASCD	10	2022-2023 (AASCD)	62	491	Percent: 47% 16% 23% 3% 11%	Count: 29 10 14 2 7
Grade 6 English Language Arts	AASCD	6	2022-2023 (AASCD)	19	496	Percent: 26% 37% 11% 16% 11%	Count: 5 7 2 3 2
Grade 3 English Language Arts	AASCD	3	2022-2023 (AASCD)	15	494	Percent: 53% 20% 7% 13% 7%	Count: 8 3 1 2 1

- As a district of all students taking the ELA alternate assessment:
  - 49% scored in the Limited performance range.

- ○ 16% scored in the Proficient performance range.
- ○ 11% scored in the Accomplished performance range.
- ○ 5% scored in the Advanced performance range. A student performing at the advanced level has an exceeding ability to demonstrate knowledge and skills that align with Ohio's Learning Standards - Extended in English Language Arts at Grade 8.

Ohio State Tests - OELPA

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Kindergarten OELPA	OELPA	KG	Spring 2023 (OELPA)	228	5348	Percent 25% / 72% / 3% — Count 57 / 164 / 7	03/22/2023
Grade 1 OELPA	OELPA	1	Spring 2023 (OELPA)	296	5295	Percent 16% / 75% / 9% — Count 46 / 222 / 28	03/22/2023
Grade 2 OELPA	OELPA	2	Spring 2023 (OELPA)	190	5121	Percent 15% / 70% / 15% — Count 29 / 133 / 28	03/20/2023
Grade 3 OELPA	OELPA	3	Spring 2023 (OELPA)	209	5508	Percent 9% / 66% / 25% — Count 18 / 138 / 53	03/17/2023
Grade 4 OELPA	OELPA	4	Spring 2023 (OELPA)	163	5247	Percent 13% / 69% / 18% — Count 21 / 113 / 29	02/23/2023
Grade 5 OELPA	OELPA	5	Spring 2023 (OELPA)	115	5216	Percent 23% / 67% / 10% — Count 27 / 77 / 11	02/28/2023
Grade 6 OELPA	OELPA	6	Spring 2023 (OELPA)	106	5098	Percent 19% / 73% / 8% — Count 20 / 77 / 9	03/20/2023
Grade 7 OELPA	OELPA	7	Spring 2023 (OELPA)	80	5098	Percent 36% / 61% / 3% — Count 29 / 49 / 2	03/14/2023
Grade 8 OELPA	OELPA	8	Spring 2023 (OELPA)	103	5265	Percent 28% / 67% / 5% — Count 29 / 69 / 5	03/15/2023

- ● 21% of all students taking the OELPA tested in the Emerging performance band. Students are Emerging when they have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on OELPA by attaining a profile of Levels 1 and 2 in all four domains. Students scoring Emerging on OELPA are eligible for ongoing program support.
- ● 69% of all students taking the OELPA tested in the Progressing performance band. Students make progress when, with support, they approach a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on OELPA by attaining a profile with one or more domain scores above Level 2 that does not meet the requirements to be Proficient. Students scoring Progressing on OELPA are eligible for ongoing program support.
- ● 10% of all students taking the OELPA tested in the Proficient performance band. Students are proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on OELPA by attaining a profile of Level 4 or higher in all domains. Once Proficient on OELPA, students can be considered for reclassification.

EL Met Proficiency/Growth Percent, EL Growth Percent and EL Proficiency Percent by School Year for Akron City - 043489(Summit)

●EL Met Proficiency/Growth Percent ●EL Growth Percent ●EL Proficiency Percent

EL Met Proficiency/Growth Percent, EL Growth Percent and EL Proficiency Percent by School Year for Akron City - 043489(Summit)

Select a School Year:	District IRN	EL Student Count	EL Students Included	EL Proficiency Student Count	EL Proficiency Percent	EL Growth Student Count	EL Growth Percent	EL Met Proficiency/Growth Student Count	EL Met Proficiency/Growth Percent
2022-2023 School Year	043489	1425	1425	185	13.0%	472	33.1%	657	46.1%
2021-2022 School Year	043489	1310	1310	173	13.2%	583	44.5%	756	57.7%
2020-2021 School Year	043489	1311	1311	102	7.8%	256	19.5%	358	27.3%
2019-2020 School Year	043489	1318	1318	247	18.7%	554	42.0%	801	60.8%
2018-2019 School Year	043489	1310	1309	220	16.8%	549	41.9%	769	58.7%

- For the 2022-2023 school year, 46.1% of our EL students met proficiency/growth. The state's target was 46.6%. Although we missed it this year by .5%, APS exceeded the state's target in 2018-2019, 2019-2020, and 2021-2022.

Ohio State Tests - Alt-OELPA

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Grade 1 Alt-OELPA	Alt-OELPA	1	Spring 2023 (Alt-OELPA)	2	593	50% 1 / 50% 1	03/02/2023
Grade 2 Alt-OELPA	Alt-OELPA	2	Spring 2023 (Alt-OELPA)	3	682	67% 2 / 33% 1	02/13/2023
Grade 3 Alt-OELPA	Alt-OELPA	3	Spring 2023 (Alt-OELPA)	1	608	100% 1	02/14/2023
Grade 4 Alt-OELPA	Alt-OELPA	4	Spring 2023 (Alt-OELPA)	2	323	50% 1 / 50% 1	02/06/2023
Grade 5 Alt-OELPA	Alt-OELPA	5	Spring 2023 (Alt-OELPA)	2	651	50% 1 / 50% 1	02/13/2023
Grade 6 Alt-OELPA	Alt-OELPA	6	Spring 2023 (Alt-OELPA)	3	435	33% 1 / 33% 1 / 33% 1	02/13/2023
Grade 7 Alt-OELPA	Alt-OELPA	7	Spring 2023 (Alt-OELPA)	2	339	50% 1 / 50% 1	02/08/2023
Grade 8 Alt-OELPA	Alt-OELPA	8	Spring 2023 (Alt-OELPA)	2	327	100% 2	02/07/2023

- Alt-OELPA has a relatively small number of students completing the assessment, with a total of 21.
- 33% of students tested in the Emerging performance level. Students show a level of English language proficiency reflected in the Alternate English Language Proficiency standards that significantly limits participation in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the Alt-OELPA by attaining Level 1 in all modalities. Students scoring Emerging on the Alt-OELPA are eligible for ongoing program support.
- 48% of students tested in the Progressing performance level. Students show a level of English language proficiency reflected in the Alternate English Language Proficiency standards that moderately limits participation in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the Alt-OELPA by attaining above Level 1 and below Level 3 in at least one modality. Students scoring Progressing on the Alt-OELPA are eligible for ongoing program support.
- 19% of students tested in the Proficient performance level. Students show a level of English language proficiency reflected in the Alternate English Language Proficiency standards that enables full participation or only slightly limits participation in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the Alt-OELPA by attaining Level 3 or higher in all modalities. Once Proficient on the Alt-OELPA, students may be considered for reclassification.

Lexia Learning Data (LETRS Pre- and Post-tests) Adult Implementation Indicator				
Units	Participants	Pre-Test Avg%	Post-Test Avg%	Avg. Growth
Units 1-4 (22-23)	280	60%	97%	37%
5-8	114	75%	98%	23%

- 280 teachers participated in Units 1-4 of LETRS training and had an average growth of 37% from the pre-test to the post-test.
- 114 teachers continued with Units 5-8 and had an average growth of 23% from the pre-test to the post-test

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

There are many factors we believe contribute to low reading achievement in Akron City Schools. In Akron, 100% of students are classified as economically disadvantaged. Some are living with grandparents, in foster homes, or are homeless. Many of them have parents who are divorce, incarcerated and experience domestic violence, abuse, etc.). As a result, they lack access to basic resources (transportation, food, resources such as books, educational technology, and extracurricular activities) that support reading development. Many of them come with social-emotional issues that we have to address to help learning be successful for them. The mobility rate is also high, 20% of our students move around to different schools within the district or outside of the district and do not stay in one site for a long period of time. Attendance is also an issue. Our rate for chronic absences is 37.5%, and we have students suspended due to disciplinary infractions (30%). The average number of days for an out-of-school suspension is 3.3 days.

Another challenge has been trying to get high-quality tutors and substitutes. Sixty percent of our tutors and substitutes have sub-licenses but do not have an education license. This impacts their knowledge and skill in providing intervention to our students to close the reading achievement gap. We will recruit new college graduates to apply at the start of the new year.

The past year we rolled out a new reading curriculum in all K-12 grades. Our staff is still learning and understanding the new curriculum which requires a major shift from Balanced Literacy to Structured Literacy. An eight-year practice cannot be changed in one year's time. We are making steady progress to help our teachers make that shift in their practice so they know and avoid methods that go against the Science of Reading principles that may impact the learning of our students.

Lastly, a significant portion of our kindergarten students begin their educational journey without the advantage of preschool attendance, placing them at a disadvantage by starting kindergarten below the Early Learning and Development Standards. The absence of accessible early childhood programming and preschool opportunities impacts their preparedness for kindergarten and hinders their initial exposure to literacy development.

SECTION 3, PART C: ROOT CAUSE ANALYSIS

Why are 59% of our third-grade students not proficient on the Ohio State Tests?
They did not receive instruction in emergent language and literacy skills in grades K-2.
Why did they not receive a strong foundation in core?
Our district adopted a core reading curriculum (K-5) that employed a Balanced Literacy approach that failed to build students' foundational literacy skills in phonemic awareness and phonics through explicit, systematic, and sequential instruction.

Why did the district adopt a Balanced Curriculum vs. a Structured Literacy curriculum?
Our previous curriculum, implemented in 2015, was adopted more than eight years ago when the prevailing educational focus was on Balanced Literacy in accordance with DEW guidance. However, recognizing the advancements in our understanding of effective reading instruction, we are now actively engaged in transitioning our teachers to Structured Literacy. This involves enhancing their knowledge and skills in reading instruction, aligning with the Science of Reading. To achieve this transition, we are committed to revising past practices and shifting from the Balanced Literacy approach to a more structured and evidence-based approach in literacy instruction.

In our Multi-Tiered System of Supports (MTSS) for reading, our intervention strategies are fully aligned with Structured Literacy, incorporating evidence-based strategies. This alignment is crucial in addressing and narrowing the gaps in reading achievement. The plan outlined in Section 1 is intricately linked to our commitment to Structured Literacy, emphasizing our efforts to empower teachers as adept reading instructors. By equipping them with the tools to diagnose and prescribe interventions and enrichment accurately, we aim to ensure that our students receive tailored support. Ultimately, our goal is to prepare graduates who are ready for college, careers, and life.

Describe the measurable learner performance goals addressing learners' needs (Section 5) based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also, describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic, and time-bound. In addition, goals should be inclusive and equitable.

Addressing low reading achievement requires a comprehensive and multi-faceted approach. Collaborative efforts are essential to implement effective strategies and interventions.

Overarching Goal #1:
From a baseline of 14%, 64% of students entering kindergarten from Akron Public Schools' Early Learning Program (ELP) will be on track (increase of 10% each year) as measured by the Language and Literacy portion of the Kindergarten Readiness Assessment (KRA) by the Fall of 2028 administration of the KRA.

Kindergarten Readiness Assessment (KRA) - On Track Student Goals					
Baseline	*2024*	*2025*	*2026*	*2027*	*2028*
14%	24%	34%	44%	54%	64%

Adult Implementation Goals:
1. By May of 2024:
   a. 100% of ELP (Early Learning Program) teachers will complete Units 1-4 of LETRS modules independently and achieve a score of 75% or higher on the LETRS post-test.
   b. 100% of ELP teachers will receive ongoing PD (LETRS, Story Making, Heggerty, and Creative Curriculum, etc.) to provide high-quality instruction aligned to the Language and Literacy domain of Ohio's Early Learning and Development Standards.
   c. Building administrators will conduct walkthroughs and collect adult implementation data on the implementation of the Early Language and Literacy Standards evidenced in teacher application from the LETRS training in 100% of the classrooms.
   d. The instructional coach will increase mini coaching cycles from 4 to 8 to model and work with teachers in applying the evidence-based strategies learned through PD (Story Making, LETRS, Heggerty and Creative Curriculum, etc.) by May of 2024.

2. By May of 2025:
   a. 100% of ELP teachers will receive ongoing PD on applying the evidenced-based strategies received from PD (LETRS, Heggerty, Story Making, Gold Curriculum, etc.) to embed within their literacy instruction.
   b. Building administrators will conduct walkthroughs and collect adult implementation data that shows evidence in 100% of the classrooms of teachers implementing and applying the strategies and knowledge within their literacy instruction.

Subgoal #1:
By May of 2024, the percentage of students who are at Level 5 and above will increase by 30% from BOY to EOY on the **GOLD Assessment**. This will allow us to see the progress toward the overarching goal of students entering as "on track" at the start of their kindergarten year.

Preschool Diagnostic Results - GOLD Spring 2023

Objective	BOY - 23/24 (Student Count - 259)		MOY - 23/24 (Student Count - ___)		EOY - 23/24 (Student Count - ___)	
Objective: Apply phonics concepts and knowledge of word structure to decode xt	Not Yet	77.43%	Not Yet		Not Yet	
	Level 1	19.07%	Level 1		Level 1	
	Level 2	1.95%	Level 2		Level 2	
	Level 3	0.39%	Level 3		Level 3	
	Level 4	1.17%	Level 4		Level 4	
	Level 5 and above	0	Level 5 and above		Level 5 and above	

Objective	BOY - 23/24 (Student Count - 259)		MOY - 23/24 (Student Count - ___)		EOY - 23/24 (Student Count - ___)	
Objective: Notices and discriminates rhymes	Not Yet	3.50%	Not Yet		Not Yet	
	Level 1	4.28%	Level 1		Level 1	
	Level 2	36.96%	Level 2		Level 2	
	Level 3	31.52%	Level 3		Level 3	
	Level 4	15.18%	Level 4		Level 4	
	Level 5 and above	8.56	Level 5 and above		Level 5 and above	

Objective	BOY - 23/24 (Student Count - 259)		MOY - 23/24 (Student Count - ___)		EOY - 23/24 (Student Count - ___)	
Objective: Identifies letter-sound correspondences	Not Yet	64.20%	Not Yet		Not Yet	
	Level 1	11.67%	Level 1		Level 1	
	Level 2	15.56%	Level 2		Level 2	
	Level 3	1.95%	Level 3		Level 3	
	Level 4	4.28%	Level 4		Level 4	
	Level 5 and above	2.34%	Level 5 and above		Level 5 and above	

Objective	BOY - 23/24 (Student Count - 259)		MOY - 23/24 (Student Count - ___)		EOY - 23/24 (Student Count - ___)	
Objective: Uses emergent reading skills	Not Yet	5.84%	Not Yet		Not Yet	
	Level 1	12.84%	Level 1		Level 1	
	Level 2	42.02%	Level 2		Level 2	
	Level 3	28.79%	Level 3		Level 3	
	Level 4	8.95%	Level 4		Level 4	
	Level 5 and above	2.07%	Level 5 and above		Level 5 and above	

*Section headings marked with an asterisk are required by state law.

Overarching Goal #2:
Improve K-3 Literacy (off track to on track) by 50 percentage points (10 points per year as this is part of the APS Bleprint for Excellence 5-year Strategic Plan) as measured on the 27/28 Ohio State Report Card K-3 Literacy Component.
Adult Implementation Goals:
1. By May of 2024:
   a. 100% of K, 1st, 2nd and 3rd grade teachers (including intervention specialists) will complete Units 1-4 of LETRS professional development and achieve a score of 75% or higher on the LETRS post-test evidenced by the Lexia Database monitored by the ELA Learning Specialist.
   b. 100% of embedded coaches in K-5 buildings will complete Units 1-8 of LETRS professional development and achieve a score of 75% or higher on the LETRS post-test evidenced by the Lexia Database monitored by the ELA Learning Specialist.
   c. 100% of K-5 principals (Including supervisors and executive directors of principals and deans) will complete the LETRS admin modules and read *A Principal's Primer for Raising Student Achievement in Reading* evidenced by the Lexia Database monitored by the ELA Learning Specialist.
   d. 100% of building administrators and PACE team members will conduct walkthroughs and collect adult implementation data on standards-based instruction evidenced in 85% of the classrooms of teacher application of learning from PDs received for LETRS professional development, core adoption training, Heggerty, etc.
   e. 100% of the K-3 teachers will progress monitor Tier 2 and Tier 3 students evidenced on their Reading Improvement Monitoring Plan (RIMPs).

Note: This plan is ongoing and will be revisited and modified annually.
- For the 2024-2025 school year and beyond, the APS Literacy Team will meet to expand and improve the goals and action steps for the next year in response to student outcomes.

Ohio School Report Card - Improving Literacy Overall Goal Student Performance Goals					
Baseline 2023	*2024*	*2025*	*2026*	*2027*	*2028*
19%	29%	39%	49%	59%	69%

Ohio School Report Card - Improving Literacy - Grade Band Student Performance Goals						
Grade	*Current Off to On Track (22-23)*	*23-24 Goal*	*24-25 Goal*	*25-26 Goal*	*26-27 Goal*	*27-28 Goal*
K-1	41.2%	51.2%	61.2%	71.2%	81.2%	91.2%
1-2	12.3%	22.3%	32.3%	42.3%	52.3%	62.3%
2-3	10.0%	20.0%	30.0%	40.0%	50.0%	60.0%

Subgoal #1:
By May of 2024, the percentage of students who are *At or Above Benchmark* will increase from BOY to MOY to EOY on the **mClass DIBELS Assessment**. This will allow us to see the progress toward the overarching goal of students moving to "on track" at the start of the following year.

mClass DIBELS At and/or Above Benchmark Student Performance			
	23/24 BOY At and/or Above	*23/24 MOY At and/or Above*	*23/24 EOY At and/or Above*
K	To be assessed in January 2024		
1	25%	*testing in progress*	
2	24%	*testing in progress*	
3	23%	*testing in progress*	

Subgoal #2:

By May of 2024, the percentage of students who are _Early, Mid or Above Grade Level_ will increase from BOY to MOY to EOY on the **i-Ready assessment (Overall, Phonological Awareness and Phonics Domain)**. This will allow us to see the steady progress towards the overarching goal of students moving to the _On Track_ category at the start of the following year.

	i-Ready Early, Mid or Above Grade Level (Overall) K-3rd - Student Performance		
	23/24 BOY Early, Mid or Above Grade Level	_23/24 MOY Early, Mid or Above Grade Level_	_23/24 EOY Early, Mid or Above Grade Level_
K	18%	58% (+40)	
1	12%	26% (+14)	
2	16%	26% (+10)	
3	25%	39% (+14)	

	i-Ready Early, Mid or Above Grade Level (Phonological Awareness) K-3rd - Student Performance		
	23/24 BOY Early, Mid or Above Grade Level	_23/24 MOY Early, Mid or Above Grade Level_	_23/24 EOY Early, Mid or Above Grade Level_
K	31%	61% (+30)	
1	21%	43% (+22)	
2	58%	73% (+15)	
3	_Not tested in 3rd Grade_	_Not tested in 3rd Grade_	_Not tested in 3rd Grade_

	i-Ready Early, Mid or Above Grade Level (Phonics) K-3rd - Student Performance		
	23/24 BOY Early, Mid or Above Grade Level	_23/24 MOY Early, Mid or Above Grade Level_	_23/24 EOY Early, Mid or Above Grade Level_
K	18%	48% (+30)	
1	17%	33% (+16)	
2	18%	30% (+12)	
3	34%	49% (+15)	

Overarching Goal #3:
Students in grades 3-8 will increase proficiency by 30 percentage points \in English Language Arts as measured by the Ohio State Tests by 2028 (6% each year).

Adult Implementation Goals:
- By May of 2024, 100% of 3rd-8th grade teachers will complete ongoing training in the Core Curriculum to provide high quality standards-based instruction offered during Instructional Improvement Days or 6 hour option.
- By May of 2025, we will increase the numbers of 3-8 teachers trained in explicit vocabulary/morphology and writing instruction from 275 to 500 during Instructional Improvements days, 6 hour option, or personalized PDs.
- By July of 2024, we will increase the numbers of teachers trained in SIOP from 174 to 225 to provide research based strategies for teachers in their instructional delivery for English Learners to meet our OELPA growth target.

- By July of 2024,100% of teachers will closely monitor their students' lesson passage and meet the weekly minutes required.
- By July of 2024, at least 75% of 3-8 teachers will complete the writing performance tasks in the digital platform. (See Addendum: Section 4: Goal 3)

Ohio State Test ELA Proficiency 3rd-8th **Student Performance Goals**					
Grade	Current OST Proficiency Rates (22-23)	23-24	24-25	25-26	26-27	Goal - OST Proficiency Rates by Spring 2028
3	40%	46%	52%	58%	64%	70%
4	36%	42%	48%	54%	60%	66%
5	47%	53%	59%	65%	71%	77%
6	29%	35%	41%	47%	53%	59%
7	34%	40%	46%	52%	58%	64%
8	28%	34%	40%	46%	52%	58%

Subgoal #1:
Our third grade students will increase proficiency by 5% on the fall Third Grade OST each year (2023-2028) as measured by the fall ELA Ohio State's Test. This allows us to see how students are progressing on the fall measure to determine next steps in supporting buildings. We are very excited that we surpassed our goal by 1% this year. Although we met our goal based on the average performance of all buildings, we will look at individual buildings and support those that have the highest need based on the results.

Fall 3rd Grade ELA OST Results **History of Student Performance**					
	Percent Proficient	% Advanced	% Accomplished	% Proficient	% Basic	% Limited
Fall 2021-22	20%	4%	6%	9%	19%	61%
Fall 2022-23	21%	4%	5%	12%	24%	54%
Fall 2023-24	27%	4%	8%	15%	27%	46%

Subgoal #2: By May of 2024, the percentage of students who are _Early, Mid or Above Grade Level_ will increase from BOY to MOY to EOY on the **i-Ready assessment**. This will allow us to see the steady progress towards the overarching goal of students moving to proficiency by the end of the year..

i-Ready Early, Mid or Above Grade Level **3rd-8th - Student Performance**			
	23/24 BOY Early, Mid or Above Grade Level	_23/24 MOY Early, Mid or Above Grade Level_	_23/24 EOY Early, Mid or Above Grade Level_
3	_25%_	_39% (+14)_	
4	_18%_	_25% (+7)_	
5	_18%_	_24% (+6)_	
6	_18%_	_21% (+3)_	

7	19%	22% (+3)	
8	20%	22% (+2)	

Subgoal #3:

Decrease of 3rd-8th grade students who are one or more grade levels below in the Vocabulary Domain by 10% at the EOY as measured by the i-Ready Diagnostic Assessments.

i-Ready 2023 Fall Reading Diagnostic - Vocabulary Placement - Student Performance			
Grade	% Students One Grade Level or More Below Grade-Level Placement 23/24 BOY	% Students One Grade Level or More Below Grade-Level Placement 23/24 MOY	% Students One Grade Level or More Below Grade-Level Placement 23/24 EOY	Students Assessed BOY/MOY/EOY
3	75%	65% (-10)		1370/1354/
4	80%	72% (-8)		1584/1576/
5	81%	76% (-5)		1507/1504/
6	82%	78% (-4)		1364/1337
7	80%	76% (-4)		1347/1278/
8	78%	75% (-1)		1327/1260/

Goal #1 - Action Plan PreK Literacy

Goal Statement: From a baseline of 14%, 64% (10% increase each year) of students entering kindergarten from Akron Public Schools' Early Learning Program will be on track as measured by the Language and Literacy portion of the Kindergarten Readiness Assessment by 2028.

Evidence-Based Strategy or Strategies: Language and Literacy Professional Development targeting the essential components of reading and peer coaching. (See Appendix - Section 7 Part A: PK-3, WWC | Preparing Young Children for School).

	Action Step 1	Action Step 2
Implementation Component	**Ongoing PD for all Pre-K teachers to deliver evidence-based practices that are aligned with the Language and Literacy domains from Ohio's Early Learning and Development Standards.** **Tasks:** All PK teachers will receive/take part in: PD on LETRS 3rd Edition (K-5) and LETRS Early Childhood Professional Development Series. Ongoing professional development to our staff that focuses on how to combine the maker movement with story retelling and story creation, Reggio inspired methods, and the importance of play to move all children forward in their literacy learning. A book study was led by SST8. Staff was charged with creating a plan that incorporated the strategies with our Creative Curriculum Studies. Teachers received PD on using the standards-based Creative Curriculum and understanding the GOLD data through 6 hour options, ELP Professional development days, etc.	**Monitor the progress of student performance in language comprehension using the Gold data from fall to spring and provide support to teachers and students as needed.** **Tasks:** The ELP is currently using Creative Curriculum's My Teaching Strategies and will pull data to reflect upon our work. 100% of staff will show evidence of student increase in language comprehension (8a: comprehends language) by 20% on GOLD data from Fall to Spring. ELP teachers will respond to student data outcomes by applying strategies from prior learning from PD into their lesson planning, intervention, enrichment, and instructional delivery, as observed in walkthroughs conducted by administrators. ELP teachers will implement explicit phonemic awareness lessons 10 minutes daily providing explicit instruction on 9 phonemic awareness skills. ELP teacher will establish peer coaching with the instructional specialist focused on classroom implementation of evidence-based language and literacy practices to address areas of need. • coaching conversations • co-planning • demo lessons • walkthroughs
Timeline	PD Timeline - Spring 2022 - June 2025	Fall 2023 - Spring 2024+ As we continue to use this curriculum, we will continue to pull reports that we can use to reflect on our growth.
Lead Person(s)	Elizabeth Senften Toby Liechty-Clifford SST8 Team Linda Dillon	Pre-K Teachers Toby Liechty-Clifford Elizabeth Senften Linda Dillon SST8 Team
Resources Needed	LETRS Modules and Materials, Sub Costs, Facilitator Training Costs Supporting Materials including Heggerty Lesson Book Story Making Book The Creative Curriculum, My Teaching Strategies; classroom materials that support the studies, Hatch Tablets	The Creative Curriculum, My Teaching Strategies, classroom materials that support the studies, Hatch Tablets

	Action Step 1	Action Step 2
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	The ELP instructional specialist participated in the LETRS training with the teachers to support them as they were learning. The administrators completed LETRS - September 2022-May 2023. Teachers will complete online as well as in-person professional development on implementation of Creative Curriculum. Professional development will occur during ELP Days or during 6HR Options. PD for all teachers and instructional staff will Include: ● Participation in a book study, Story Making ● Development of an integration plan for incorporating these strategies into our instructional delivery	Progress monitoring using GOLD of 8a: Comprehends Language, for students who are not on track.
Measure of Success	Attendance at face-to-face sessions, completion of online modules,GOLD/Hatch assessment data, ODEW-approved school wide literacy plan	Attendance at face-to-face sessions, completion of assigned tasks and development of a plan for incorporating our learning into our studies,GOLD/Hatch assessment data
Description of Funding	SPED, Title 1, ESSER Funded	SPED, Title 1, ESSER Funded
Check-in/Review Date	Weekly Instructional Specialist, Dean and Principal Meeting Review after BOY, MOY, and EOY assessments in GOLD	Weekly Instructional Specialist, Dean and Principal Meeting, monthly meeting with Emily, our Hatch representative, to have a data discussion Review after BOY, MOY, and EOY assessments in GOLD

Goal #2 - Action Plan K-3 Literacy

Goal Statement: Improve K-3 Literacy (off track to on track) by 50 percentage points by 2028 as measured by the Ohio state report card (10 points every year).

Evidence-Based Strategy or Strategies: Language and Literacy Professional Development targeting the essential components of reading and peer coaching. Implement explicit, systematic phonological awareness and phonics instruction to support Tier 1 core instruction, including Tier 2 targeted, and Tier 3 intensive intervention as documented in students' Reading Improvement and Monitoring Plans (RIMPs). (See Appendix - Section 7 Part A: PK-3, WWC | Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade)

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teachers will implement explicit and systematic instructional practices specific to the foundational standards. **Tasks:** Teachers will implement phonics strategies as outlined in LETRS for K-3. Teachers will reference the pacing guide to ensure the implementation of the district-adopted phonological awareness and phonics curriculum. Teachers will receive professional development to implement strategies and resources supporting phonological awareness and phonics. Teachers (K-2) will implement phonological awareness curriculum strategies 10 minutes daily as outlined in the district Literacy Framework (K-2). Provide PD to K-2 teachers to implement phonological awareness curriculum and strategies. Provide ongoing Reading Horizons Discovery PD, support, and training to the teachers of our self-contained SPED students (SAIL & DHH).	Provide intervention and enrichment to students based on diagnostic data which will inform Reading Improvement Monitoring Plans. **Tasks:** We will provide professional development to teach how to use screening and diagnostic assessments effectively. They will learn how to use progress monitoring assessments and data. Training in the High Dosage Tutoring Model for certificated and substitute tutor staff using explicit and systematic curriculum. Prioritized data guidelines will be used when identifying students needing Tier 2 and Tier 3 support. The certified tutors will be provided professional development on strategies to support Tier 2 targeted and Tier 3 intensive interventions concerning phonological awareness and phonics using explicit and systematic curriculum.	Teachers will deepen instructional practices aligned to Ohio's ELA Learning standards using the core curriculums and resources from ODEW (e.g., Model Curriculum). **Tasks:** Demo Lessons - Teachers observe other teachers' instructional practices and collaborate around effective teaching moves and practices. ELA Toolkit - Provides teachers with resources to support and enhance instruction. Pacing Guides - Provides a planning tool specific to grade level and time of year. Personalized PDs - Professional development specific to building needs. Summer PDs ● Digital Writing Platform ● Explicit instruction 6 Hour Options (Akron Public Schools has a series of professional developments that allow employees to complete 6 hours of training in exchange for a paid day off in January).
Timeline	Fall 2021- Spring 2024	Fall 2021- Spring 2024	Fall 2021-Spring 2024+
Lead Person(s)	Dr. Toan Dang- Nguyen District Coaches and Embedded Coaches	Dr. Toan Dang-Nguyen District Coaches and Embedded Coaches	Dr. Toan Dang-Nguyen Elementary Directors District Coaches and Embedded Coaches

	Action Step 1	Action Step 2	Action Step 3
Resources Needed	LETRS modules 1-4 and resources (phonics lesson, PA/Phonics survey) Heggerty Curriculum Literacy Framework Pacing Guides with aligned standards Wonders Curriculum Reading Horizons Discovery Curriculum Phonics for Reading WV Phonics Lessons	K-3 mClass (DIBELS) Phonics for Reading booklets WV Phonics Lessons	DEW's Model Curriculum Wonders Curriculum (K-2) Into Reading Curriculum (3-5) Digital Writing Program - Writable Pacing Guides ELA Toolkit
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	PD: Heggerty, LETRS 10 minutes of explicit instruction in phonemic awareness daily (Tier 1) using Heggerty. Implementation Of Units 1-4 for LETRS with face-to-face 6 hour PD during Instructional Improvement Days for every unit. Provide ongoing PD to strengthen standards-based instruction using Wonders, Into Reading, and Reading Horizon Discovery, every Instructional Improvement Day. 180 minutes ELA Block (K-2) 135 minutes ELA Block (3-5)	PD: mClass DIBELS (benchmark and progress monitoring administration and data), Phonics for Reading, WV Phonics, High-Dosage Tutoring Progress monitoring for the specific deficit area for students who are not on track according to the i-Ready diagnostic assessment and mClass DIBELS benchmark assessments. Intervention for 1-5 students (Tier 2 and Tier 3) During the ELA intervention blocks 45-60 minutes per day/3 days per week	PD: Phonological Awareness and implementation "look-fors" Instructional Coaching Model
Measure of Success	Adults: 100% participation LETRS Units 1-4 by K-3 teachers by Spring 2024. Classroom visits will indicate 75% fidelity to the implementation of phonemic awareness curriculum by Spring 2024. Students: Increase the number of students at or above benchmark on mClass DIBELS benchmark and progress monitoring (BOY, MOY, and EOY) assessments.	Adults: 100% participation in training of Tier 2 and Tier 3 curriculum by Fall 2023. Classroom visits will indicate that interventions being implemented are aligned with the non-negotiable for K-5. Students: Decrease the number of students below and well below benchmark on mClass DIBELS benchmark and progress monitoring (BOY, MOY, and EOY) assessments.	Consistency of principal and supervisors' observation and feedback as measured by the monitoring tools. Evidence of coaching cycles by building instructional coaches.
Description of Funding	ESSER Funded, Title Funds	ESSER Funded, Title Funds	Title Funds
Check-in/Review Date	Weekly - Principals and Instructional Coaches Monthly by Literacy Team	Weekly - Principals and Instructional Coaches Monthly by Literacy Team	Principal PACE meetings and data meetings.

	Action Step 1	Action Step 2	Action Step 3
	Quarterly review after BOY, MOY, and EOY assessments	Quarterly review after BOY, MOY, and EOY assessments	

Goal #3 - Action Plan Increase in 3rd-8th Proficiency

Goal Statement: Students in grades 3-8 will increase proficiency by 30 percentage points in English Language Arts as measured by the Ohio State Report Card (6% each year).

Evidence-Based Strategies: Language and Literacy Professional Development that targets the implementation of explicit vocabulary/morphology and writing instruction. (See Appendix - Section 7 Part A: WWC | Improving Adolescent Literacy: Effective Classroom and Intervention Practices.)

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teachers in grades 3-8 will deepen their knowledge of instructional practices using Ohio's ELA Learning standards, the core curriculums, and resources from ODEW (e.g., Model Curriculum). **Tasks:** Teachers in grade 3 will complete LETRS professional learning Units 1-4. Teachers and certified tutors will receive training on vocabulary and morphology strategies and resources within an explicit instructional framework using the APS Pacing Guide and Ohio's ELA Learning Standards. Teachers and certified tutors will receive training and resources specific to reading instruction utilizing the ELA resources (e.g., digital platforms). Principals, instructional coaches, and supervisors will be trained to provide coaching and/or feedback to staff on implementing explicit and standards-based vocabulary/morphology instruction.	In grades 3-8, teachers will implement explicit and systematic standards-based writing instruction for Tiers 1, 2 & 3. **Tasks:** Teachers and certified tutors will receive professional development to increase their understanding and use of explicit and standards-based writing instruction as well as effective writing strategies. Teachers and tutors will implement explicit and systematic writing instruction based on the sequence of writing instruction within the writing genre. Principals, instructional coaches, and supervisors will be trained to provide coaching and/or feedback to staff on implementing explicit and standards-based writing instruction. Provide training around feedback/scoring as well as the proficiency growth of students over time.	Monitor students' reading and writing proficiency to ensure students are growing in their reading and writing skills. **Tasks:** Provide professional development for principals, instructional coaches to support and monitor teachers in their reading and writing instruction. Coaches in grades 3-5 will complete LETRS professional learning Units 1-8. Continue providing ongoing professional development in data disaggregation in order for teachers and principals to monitor students' growth. Create walkthrough tools to monitor reading amd writing growth to be used by administrators/ supervisors. PACE teams will monitor PLC minutes (e.g., instructional practices, adult implementation of explicit instructional strategies).
Timeline	2022 - 2025 Academic Years	2022 -2025 Academic Years	2022 -2025 Academic Years

	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	Dr. Toan Dang- Nguyen District Coaches and Embedded Coaches Vendor Consultants	Dr. Toan Dang-Nguyen District Coaches and Embedded Coaches Vendor Consultants	Dr. Toan Dang-Nguyen Elementary Directors District Coaches and Embedded Coaches
Resources Needed	Dr. Anita Archer - Explicit Vocabulary Instruction Morpheme Magic Reading Horizons - Discovery and Elevate Instructional Framework i-Ready Pacing Guides and State Standards ELA Toolkit HMH Into Reading (3rd-5th) HMH Into Literature (6th-12th)	Writable: Digital Writing Platform The Writing Rope The Writing Revolution OST Writing Rubrics (Argumentative and Explanatory) Pacing Guides and State Standards ELA Toolkit	Walkthrough tools for explicit vocabulary/morphology, and writing instruction. i-Ready
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional Development on IID and Six Hour Options: Dr. Anita Archer - Explicit Vocabulary Instruction Morpheme Magic Explicit vocabulary/ morphology instruction within the ELA Block: ● 3rd-5th: ELA Block 135 min. ● 6th-8th: ELA Block 43 min. ● 9th-12th; ELA Block 90 min. every other day	Professional Development on IID and Six Hour Options: Writable - Feedback, Scoring, and Resources Writing Rope - explicit writing instruction Writing Revolution - high-yield writing strategies Explicit writing instruction within the ELA Block: ● 3rd-5th: ELA Block 135 min. ● 6th-8th: ELA Block 43 min. ● 9th-12th; ELA Block 90 min. every other day	Ongoing professional development for principals, instructional coaches, and supervisors on explicit vocabulary and writing instruction.

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	Adults: 80% participation in explicit vocabulary/ morphology instruction PD by December of 2024. Classroom visits will indicate 80% fidelity to the implementation of explicit vocabulary and morphology instruction by January 2025. Students: Increase in reading scores as measured by i-Ready and OST results.	Adults: 80% participation in explicit writing instruction and strategies PD by December of 2024. Classroom visits will indicate 80% fidelity to the implementation of explicit writing instruction and strategies instruction by January 2025. Students: Increase in writing scores as measured by district student writing data and OST results.	Results of principal and supervisors' observation and feedback as measured by the monitoring tools. Evidence of growth from coaching cycles that focus on vocabulary or writing - building instructional coaches.
Description of Funding	ESSER Funded, Title Funds	ESSER Funded, Title Funds	Title Funds
Check-in/Review Date	Weekly - Principals and Instructional Coaches Monthly by Literacy Team 3rd-8th i-Ready (BOY, MOY & EOY) 3rd-8th OST (Fall/Spring) 6th-8th - Quarterly Assessments	Weekly - Principals and Instructional Coaches Monthly by Literacy Team 3rd-8th OST (Fall/Spring) 3rd-8th - end of unit/module writing tasks	Principal PACE meetings and data meetings Principals touch base meetings with supervisors

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

Describe the process for monitoring the progress and implementation of the plan's strategies.

To measure progress toward each goal, diagnostic assessments and individual student progress monitoring will be used. Every student will take the i-Ready diagnostic three times a year - at the beginning, in the middle, and at the end of the year. The i-Ready diagnostic is a comprehensive classroom-level assessment that helps drive instruction and intervention.This tool will provide teachers with data that identifies the strengths, needs, and growth of individual students. It will also help group students for differentiated instruction and intervention. Professional Learning Communities/Teacher Based Teams(PLCs/TBTs) will analyze this data using Ohio's 5-step process. Building Leadership Teams or School Improvement Process Teams (BLTs/SIP) will analyze their building-level data using the 5-step process and monitor the 5-step process forms of the PLCs. The District Leadership Team will monitor the BLTs' 5-step process forms.

To monitor the progress of individual students, the Response to Instruction model will be used monthly or bi-weekly. Students receiving Tier 2 support will have ongoing progress monitoring relative to the domain of reading that corresponds to their deficit area. Meanwhile, students receiving Tier 3 support will be monitored bi-weekly. Ongoing communication with parents on students' progress occurs during interim pick-ups, family nights, district communication, school newsletter, etc.

Teachers' attendance at professional development relative to evidence-based instructional practices will be documented and tracked. CEUs or college credits can be earned as an incentive for teachers to participate in PDs to enhance their instructional delivery to meet the needs of their students.

Akron Public Schools implements a strategic initiative called PACE. The goal of this initiative is to provide support (50%) and accountability (50%) at the building level. Ultimately, the PACE team works to ensure the "pace" of progress is on track to moving student achievement in every building to meet their student and adult goals outlined in their "One Plan." Each school's PACE team meets monthly with the building principal to: a) review state assessments and district student benchmark data, b) support and monitor progress on improvement strategies outlined in their One Plan (School Improvement Plan), and c) assist the principal in eliminating barriers to improvement. The district's PACE teams include

members from each department and meet prior to the building support meetings to discuss and determine "look-fors" that provide the accountability. To provide the support, the PACE meeting has time for the buildings' leadership to discuss barriers and challenges they are encountering. These are carried forward by the department representative to the applicable departments. A "Post PACE" meeting is held to recognize patterns and trends as well as potential solutions to be implemented prior to the next month.

Principals attend monthly meetings that include training and updates that are relevant to the district's goals. At times, the instructional coach in each building attends the meeting with the principal to ensure that the administrator and coach receive the training and have time to develop efficient and effective plans. Principals and our instructional coaches have completed LETRS training or will be completing by May 2023. This training plan has allowed us to build capacity in each building. As our K-1 teachers completed LETRS training last school year, our instructional coaches now complete coaching cycles that support our K-1 teachers in applying their newly acquired knowledge and methodology. Having the principals trained and a monthly opportunity to provide principals with "next steps" and "look-fors" in their walkthroughs provide us the advantage of keeping this expertise moving and growing.

SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

SECTION 7, PART A: STRATEGIES TO SUPPORT LEARNERS*

Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs).

***Under Ohio Revised Code 3313.608,** Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on track (reading below grade level) within 60 days of receiving the reading diagnostic results.*

Under Ohio Revised Code 3313.6028(C)** Beginning not later than the 2024-2025 school year, each school district, and community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. **The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.

Akron Public Schools has chosen a primary evidence-based practice to improve their core reading instruction. They are providing professional development and coaching on the Language Essentials for Teachers of Reading and Spelling (LETRS) program's essential components. The professional development includes specific evidence-based strategies that align with the essential components of reading. Direct and explicit instruction in both components of the Simple View of Reading model is necessary to enhance reading comprehension, including decoding and language comprehension. This requires instruction on developing an awareness of the segments of sounds in speech and how they relate to letters. This evidence-based practice is classified as Tier 1: Strong Evidence of the ESSA Tiers of Evidence. It meets ESSA Tier 1 evidence requirements, as studies have shown significant positive outcomes without reservations. The What Works Clearinghouse IES practice guide, Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, contains enough studies to qualify for a large, multi-site sample size. The student populations in all of these studies overlapped with that of the Akron Public School District. The research studies included in the Institute of Education Science practice guides found on What Works Clearinghouse helped the team make this determination. (See Addendum Section 7: Part A for applicable Practice Guides)

These strategies support quality, Tier 1 core instruction for all students, including those with disabilities, at-risk readers, and students identified as needing a Reading Improvement and Monitoring Plan (RIMP). Explicit instruction supports struggling readers by providing daily practice in order to build fluency and phonemic awareness. Daily, repeated practice in phonemic awareness and decoding skills will support students on RIMPS who have difficulty with the decoding component of the Simple View of Reading.

Additionally, content-specific professional development and coaching associated with LETRS supports students on RIMPS by ensuring that teachers are knowledgeable in the scientific approaches to teaching reading and the strategies that support effective Tier 1 instructional routines and interventions for struggling readers. This also increases teachers' capacity to use literacy skills data to implement screening, progress monitoring, and instructional decision-making with fidelity. Progress monitoring is a critical component of each student's RIMP because it monitors students' response to instruction and identifies those who are not making progress so adjustments can be made in a timely manner.

Teachers are using mClass DIBELS to progress monitor students who are in Tier 2 and 3, Checkpoints at the beginning, middle and end of the year allow teachers to see how students are progressing. The progress monitoring data is noted on the RIMPs.

Family Partnerships

Akron Public Schools firmly believes that partnering with and engaging our families in the development of literacy is an essential element in our success. All buildings within the Akron Public Schools set goals to improve their literacy outcomes. They determine intentional strategies that will educate, support and engage families in their critical role in their child's literacy development. Each school hosts at least one literacy event each year. The event includes providing materials for parents to use at home to engage their children in reading beyond the classroom/school day. The materials address the skills of phonological awareness, letter recognition, phonemic awareness, oral language, vocabulary, and comprehension. Schools work with parents to help their children connect reading to everyday life. Schools work within budgets and engage community partners to provide leveled, culturally diverse, and multilingual reading material for the home. Meetings are held a minimum of three times per year with families to inform them of the progress toward grade level standards as well as progress provided through intervention for individualized reading improvement monitoring plans.

In order to create a shared understanding and mutually reinforce efforts to develop children's reading development, Akron Public schools, in collaboration with multiple stakeholders, has entered into partnerships with many entities. Partnerships include community organizations, faith-based groups, parent groups, etc.

Some examples of the many partnerships are with GAR, Akron Community Foundation, United Way, Youth Success Summit, 2nd and 7 Foundation, and Akron Reads. Through our partnership with GAR, our students have opportunities to participate in *Essential Experiences* that allow them to engage in community-based inquiry-based learning units with career exploration focus. The Akron Community Foundation coordinates partners with the middle school to allow our students optimal learning experiences that will enrich and enhance their learning. United Way funds and supports our school-based Family Resource Centers that address non academic barriers impacting student achievement. Our partnership with Youth Success Summit (YSS) creates and sustains a network of out of school time providers to support the Pre-K Youth development around the City of Akron. YSS is instrumental in supporting the elementary transformation work of ensuring students have access to high quality enrichment, intervention, and athletic opportunities. The 2nd & 7 Foundation provides free books and positive role models to our second graders while encouraging young athletes of the community to pay it forward. We have athletes from our local colleges come and read to our students. Each time they read a book, the students receive a copy of the book. The athletes are great role models and promote the importance of reading. Every year, our second graders have a nice home library of books provided by the foundation. Lastly, our partnership with Akron Reads allows our students to have great mentors from companies like Goodyear, First Energy, etc., who send employees to come and read with our students, fostering a love of reading. Through our College & Career Academy model at the middle grades, all students are partnered with Akron area non-profits aligned to an area of interest. For example, students who have expressed an interest in the environment have partner agreements with area agencies through their school, such as the Cuyahoga Valley National Park. This continues through the high school level with partner advisors for each of our academy pathways supporting the real-world activities to the classrooms.

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

Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:

1. *Be effective;*
2. *Show progress; and*
3. *Improve upon strategies utilized during the two prior consecutive school years.*

Support for the implementation of the identified practices includes professional development and coaching, measuring fidelity, and networking. Building teams, including administrators and teacher leaders, will participate in LETRS Administration training and systems coaching. The face-to-face gatherings scheduled throughout each of the LETRS modules will allow for collaboration and networking. LETRS implementation checklists will be used to measure fidelity and to ensure that language and literacy practices are being utilized effectively.

Principals attend monthly meetings that include training and updates that are relevant to the district's goals. At times, the instructional specialist in each building attends the meeting with the principal to ensure that the administrator and coach receive the training and have time to develop efficient and effective plans. Principals and our instructional coaches have completed LETRS training or will be completing by May 2023. This training plan has allowed us to build capacity in each

building. As our K-1 teachers completed LETRS training last school year, our instructional coaches now complete coaching cycles that support our K-1 teachers in applying their newly acquired knowledge and methodology. Having the principals trained and a monthly opportunity to provide principals with "next steps" and "look-fors" in their walk-throughs provides us the advantage of keeping this expertise moving and growing.

By providing professional development and coaching focused on evidence-based practices, all Akron Public School District preschool teachers, K-5 teachers, PK-5 administrators, and central office administrators will be able to implement and monitor evidence-based language and literacy practices. Additionally, by providing professional development and coaching in literacy strategies addressing each essential component of literacy, teachers will be able to implement language and literacy core instruction that meets the needs of all learners, thus resulting in increased levels of reading achievement.

The practices will support a multi-tiered system of supports and data-based decision-making through building teacher capacity. Specifically, the practices will build the capacity of preschool through grade 5 teachers to deliver high-quality reading instruction and data-driven interventions. In turn, all students will have access to high-quality instruction and intervention to meet their individual needs which will result in more students demonstrating proficiency in reading by third grade and more students graduating ready for college and/or a career.

Additionally, the specific knowledge gained during the language and literacy professional development will support the district's newly adopted core ELA curriculum and improve upon the fidelity of its implementation and help identify areas in need of enhancements such as the inclusion of Heggerty's Phonemic Awareness lessons, for example.

Lastly, data conversations with individual K-8 principals to review their i-Ready data and plan next step for their buildings are held in between each Assessment Cycles for i-Ready.   For K-5 principals, it has been a practice for the past three years and for 6-8 principals, it was started last year. The data conversations formatting changed this year with our new superintendent where we have data conversations at the beginning of the year to support schools with what they need based on their data and will have the next data conversation for all K-12 principals in the month of January. Monthly Pace meetings at the buildings also include data conversations, and principals share their literacy plans and how they are moving the work based on data.

SECTION 7, PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Refer to the definition of professional development in the guidance document. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.

**Under Ohio law (House Bill 33 of the 135th General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.*

**Ohio's Dyslexia Support Laws require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for the instruction of students with dyslexia.*

Professional development and technical assistance tied to evidence-based language and literacy development and instructional practices are key to building the capacity of teachers to maximize their impact. Ohio is building educator capacity through embedded, sustained professional development and coaching that focuses on evidence-based language and literacy practices and interventions. Ohio's Plan to Raise Literacy Achievement emphasizes the need for professional learning and resources that deepen educators' understanding of how children learn to read, diagnose why some children struggle to read, and sharpen educators' abilities to implement reading instruction and intervention that is aligned to the science of reading and is culturally responsive. The resources from The Ohio Department of Education and Workforce (DEW) provides a plethora of resources to support all stakeholders to understand what the science of reading is and how our students can be supported to accelerate reading outcomes.

Our district is providing PD in LETRS to all K-3 teachers to increase the knowledge and skills of our teachers in teaching reading that is aligned to the Structured Literacy Approach. All our instructional coaches will be trained in Units 1-8 of LETRS so they can support the work. We see the need in our leaders to understand the Science of Reading and the importance of explicit, systematic sequential instruction. All administrators and their supervisors are required to complete the administrator module for LETRS and engage in the book study of *A Principal's Primer for Raising Student Achievement in Reading*. This year, our principals and their SIP teams completed the R-TFI to evaluate their literacy implementation at their buildings during Fall SIP (October 2023). At our Winter SIP we will analyze their evaluations and plan steps of how they are going to move the work to promote and foster a literacy culture of high expectations for all students to accelerate in reading.

We are excited to have a cohort of 12 teachers who will begin the process of earning their Dyslexia Specialist Certification through Neuhaus. This will start in January of 2024 and last until January of 2026 (2 years). Our local university is also making the shift in preparing future teachers to teach structured literacy. The University of Akron recently opened the Center for Structured Literacy and will allow teachers an opportunity to obtain their certifications and licenses aligned to Science of Reading. Currently the ELA and EL Learning Specialists from Akron Public Schools are also participating in this cohort with the University of Akron professors to deepen their knowledge on structured literacy to support our teachers.

If necessary, please include a glossary of terms, data summary, key messages, description of program elements, etc.

Culturally Responsive Practices
Diversity, Equity and Inclusion in Akron Public Schools

Culturally-Responsive Frameworks By Division

Section 1:B1
 Final 2021 - 2022- Elementary ELA District Rubric Adoption - Criterion and Indicators

Section 1:B2
APS V2 Rubric Elementary - ELA Adoption Process - REVIEWER NAME and VENDOR NAME

RIMP Guidance 23/24 Guidance for Reading Improvement Plan

RIMP Plan 23/24 Reading Improvement and Monitoring Plan

Section 2: Part 1

2023-2024 APS One Plan

Section 3: Part A
Gold Data Scoring Information

Section 4:Goal #3- 3-8th Writing Data

2023/2024 End-of-Module/Unit Writing Tasks Data - Digital Writing Platform

Section 7 Part A: PK-3

WWC | Preparing Young Children for School
WWC | Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
WWC | Improving Reading Comprehension in Kindergarten Through 3rd Grade
WWC | Teaching Elementary School Students to Be Effective Writers

Section 7 Part A: Grades 3rd-8th-Proficiency Practice Guides

WWC | Teaching Academic Content and Literacy to English Learners in Elementary and Middle School
WWC | Improving Adolescent Literacy: Effective Classroom and Intervention Practices
WWC | Providing Reading Interventions for Students in Grades 4–9
WWC | Teaching Secondary Students to Write Effectively