



March 22, 2024

Dear Superintendent Johnson:

Thank you for submitting the Bedford City 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:

- The data points provided include a clear analysis of trends and the impact on student achievement.
- Plan includes an adult implementation goal.
- Action Maps are clear and detailed.
- Plan extends beyond 3rd grade to include goals and strategies for students PK-12.

This plan will benefit from:

- Consider adding strategies for including families/community members because ensuring access to literacy materials outside of the school was listed in the root cause analysis.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Bedford City 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.

Sincerely,

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

BEDFORD CITY SCHOOLS

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: Bedford City School District

DISTRICT IRN: 043562

DISTRICT ADDRESS: 475 Northfield Rd, Bedford, OH 44146

PLAN COMPLETION DATE: 12/31/23

LEAD WRITERS: Sherri Martin, Paul Worsencroft, Erin Black, Mary Catherine Ratkosky

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](#).

SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, STAKEHOLDERS, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION*

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

Insert a list of all leadership team members, stakeholders, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Kenya Harrington	Executive Director of Academic Achievement	Central Office	kharrington@bedfordschools.org
Sherri Martin	K-5 Coordinator of Academic Achievement	Central Office	smartin@bedfordschools.org
Paul Worsencroft	6-12 Coordinator of Academic Achievement	Central Office	pworsencroft@bedfordschools.org

Name	Title/Role	Location	Email
Mary Catherine Ratkosky	Coordinator of Title 1 Programming	Central Office	mratkosky@bedfordschools.org
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Angela Siwik	Glendale Primary Principal	Glendale Primary	asiwik@bedfordschools.org
Dominic Gruttadauria	Carylwood Intermediate Principal	Carylwood Intermediate	dgruttadauria@bedfordschools.org
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Jamie Cole	Communication Coordinator	Central Office	jcole@bedfordschools.org
Alicia Grosel	Title 1 Tutor	Columbus Intermediate School	agrosel@bedfordschools.org
Alison Brennen	Teacher	Bedford High School	abrennen@bedfordschools.org
Cristina Biasiotta	K-5 Literacy Coach	Glendale Primary School	cbiasiotta@bedfordschools.org
Cheryl Clifford	Intervention Specialist	Heskett Middle School	cclifford@bedfordschools.org
Carly Israel	Teacher	Bedford High School	cisrael@bedfordschools.org
Joshua Sowers	Title 1 Tutor	Central Primary School	jsowers@bedfordschools.org
Melissa Cogan	Teacher	Carylwood Intermediate School	mcogan@bedfordschools.org
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Jennifer Wolters	Teacher	Heskett Middle School	jwolters@bedfordschools.org

Name	Title/Role	Location	Email
Monique Lewis	Teacher	Glendale Primary School	mlewis@bedfordschools.org
Nicole Hannan	Teacher	Central Primary School	nhannan@bedfordschools.org
Shavonne Johnson	Teacher	Columbus Intermediate School	sjohnson@bedfordschools.org
Jonelle Evans	Teacher	Glendale Primary School	jevans@bedfordschools.org
Alison Duiker	Intervention Specialist	Central Primary School	aduiker@bedfordschools.org
Amanda Rosenberg	Intervention Specialist	Carylwood Intermediate School	arosenberg@bedfordschools.org

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

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

The Bedford City Schools Reading Achievement Plan has been developed in order to ensure alignment to the District's mission and the existing reading goals in our District's One Plan as well as each individual school building's One Plan. Members of our District team attended the Reading Achievement Plan meetings with the Northeast Ohio Educational Service Center and SST 3 and maintained continued collaboration in an effort to assist with amending, revising and completing our plan. Our Reading Achievement Plan committee met five times over the course of five weeks to collaboratively discuss and develop the plan. Additionally, some members of our team participated in the Literacy Academy Lab in Columbus, Ohio in March of 2023.

During our committee meetings, our team took a close look at district and school literacy data in an effort to identify areas of strength and areas of improvement. By doing so, our committee, in conjunction with our assistant treasurer, re-examined current funding structures and resource allocations to determine the optimal use of resources in order to develop teacher skills and competencies in the area of reading. Also, our team considered the fact that our district will be adopting a new literacy program K-12 that is rooted in the science of reading for students in grades K-5 and will be aligned to the Department of Education & Workforce's high-quality instructional materials list.

The Reading Achievement Plan is on-going and will be monitored by the Office of Academic Achievement in conjunction with the DLT for continuous improvement, based upon our Districts and building's student literacy performance trends. The plan will continuously be discussed during DLT and BLT with updates presented at Board meetings. In order to communicate the purpose and monitoring of the plan, the details will be presented to all PK-12 staff at a faculty meeting.

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 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.

Overview of Bedford City School District

Bedford City School District serves approximately 2,975 PK-12 students. Our district has 6 schools in addition to Excel Academy which serves K-12 students in person as well as virtually. There are 30,000 residents in four communities in which our students reside: Bedford, Bedford Heights, Oakwood Village and Walton Hills Village. The area boasts beautiful parks, rich history, small and mid-sized businesses and activities for families and adults. Our communities share a strong connection with the school district with many residents growing up here, attending BCSD, buying homes and raising their own children here in our schools.

Bedford has a diverse community of learners with 81% Economically Disadvantaged, 81% African American, 7.2% White, 7.2% Students with Disabilities, 6.8% Identified Gifted, 6.1% Multi-Racial, 5.1% Hispanic, 2.4% English Language Learners. Additionally, according to the 2020 Census, the community median household income is \$45,945.

In addition to our diverse student population, BCSD has a number of highly qualified staff members. The district has 538 certified employees, 267 teachers, 168 teachers with Master's Degree, and 16 Social-Emotional Learning Personnel.

In 2020 the Board of Education adopted an Equity Policy to ensure that the district is committed to the success of each learner in each of our schools and to ensure that all learners graduate ready for college, career, and life. The Policy focuses on the belief that the responsibility for learner success is broadly shared by district staff, administrators, facilitators of learning, communities, families, and students. We are focused on closing the achievement gap and creating learning communities that provide various supports, including social, emotional, academic, and enrichment opportunities for all learners. We believe that it is the right of each learner to have an equitable educational experience within the District.

One Plan Goals and Connections to the Reading Achievement Plan

The district has worked diligently to collaborate with various stakeholders to create a District One Plan that encompasses literacy goals. Also, each building has created a One Plan with literacy goals.

Based on our Root Cause analysis, the district needs to continue to provide professional development around evidence-based instructional strategies (and the associated explicit instructional routines selected based on research, usefulness, and content area appropriateness) that are standards-aligned and that complement our curriculum resources and frameworks. The professional development needs to include opportunities for embedded coaching and targeted feedback as well as monitoring of adult implementation. In addition, establishing not only a professional development calendar but also a systemic warehouse that will allow teachers access to resources, videos, templates and the scaffolds they might need to access as they implement the strategies and routines is needed district wide.

To address these identified needs, the district has implemented a One Plan which includes these goals:

District's One Plan Literacy Goal: By June 30, 2025, the BCSD will utilize evidence-based strategies to increase the performance of each student in all grades by 10% in reading.

Central Primary School One Plan Literacy Goal: GOAL 3: By 06/01/2025 we will improve the performance of all elementary students at Central Primary School by increasing our tier 1 group 30% in reading/literacy at each grade level as measured by the iReady Diagnostics.

Glendale Primary School One Plan Literacy Goal: By June 10, 2025, we will increase the number of all students, PreK-2, at/in Glendale Primary School scoring proficient or higher on District formative assessments (as measured by ELA I-Ready Diagnostics).

Columbus Intermediate School One Plan Literacy Goal: GOAL 1: Columbus Intermediate School will perform at Tier 1 in English Language Arts using the I-Ready Assessment.

Carylwood Intermediate School One Plan Literacy Goal: Goal 1: By 4/30/2025 we will improve the performance of all students, third grade, fourth grade, fifth grade students at Carylwood Intermediate School to increase 50% in English Language Arts using i-Ready Reading Diagnostic.

Heskett Middle School One Plan Literacy Goal: By 06/10/2024 Heskett Middle School will use evidence based strategies, to decrease the limited and basic levels noted in the 2022/2023 State Report card based on the following cohorts:

Current 6th grade ELA will move 22% of limited/basic students up at least one category.

Current 7th grade ELA will move 30% of limited/basic students up at least one category.

Current 8th grade ELA will move 18% of limited/basic students up at least one category.

Bedford High School One Plan Literacy Goal: By 07/01/2025 Bedford High School will improve the performance of High School students who have completed English 2 to increase 10.00 % the number of students who (are proficient) have earned a 700 or higher in Reading/Literacy using State Report Card data.

Our district's report card also indicates a need for improvement, specifically with our K-3 literacy component. During the 2022-2023 school year, the district improved K-3 literacy by 21.2% and 45.2% of third graders in the district were proficient using the ELA OST as the testing measure.

SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL *

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

Insert **disaggregated** student performance data from sources that **must include**, but are not limited to:

- **The Kindergarten Readiness Assessment,**
- **Ohio's State Test for English language arts assessment for grades 3-8,**
- **K-3 Reading diagnostics (include subscores by grade level),**
- **The Ohio English Language Proficiency Assessment (OELPA)**
- **The Alternate Assessment for Students with Significant Cognitive Disabilities and**
- **benchmark assessments, as applicable.**

ACHIEVEMENT AND PROGRESS OVERVIEW

The Bedford City School District is committed to improving literacy for all learners PK-12. In examining various sources of data provided below, from preschool through graduation, our analysis determined that there is a critical need for evidence-based Tier 1 instruction in literacy.

The following graphs and tables will illustrate the trends we saw in the data that led to this conclusion. Each data display is followed by a brief analysis overview to support our conclusion.

BEDFORD CITY SCHOOLS DISTRICT LEVEL DATA AND ANALYSIS

Ohio Report Card DISTRICT Trends:		
	2021-2022	2022-2023
Achievement	2 Stars	2 Stars
Performance Index	58.4%	58.4%
Progress	4 Stars 48.1%	4 Stars
Gap Closing	4 Stars 48.1%	3 Stars 43.3%
Graduation (4 year)	1 Star 78.9%	2 Stars 87.5%
Graduation (5 year)	91.3%	85.8%
K-3 Literacy	2 Stars 61.9%	2 Stars 58.4%
Ohio Report Card DISTRICT Trends:		
OVERALL STAR RATING	NA	3 Stars

Analysis: The data clearly shows very little improvement overall on the state report card indicators. We have increased slightly on Graduation Rates, but decreased in Gap Closing and K-3 Literacy. The incremental increases yet parallel decreases (K-3 Literacy and gap closing) are indications that although our Tier 1 instructional changes are having SOME positive impact, they need to be further focused on in order to accelerate the progress with more consistency across all student groups.

iReady District Data - Percentage of Students Scoring in Tier 1		
Grades:	Spring 2022	Spring 2023
K	75%	83%
1	34%	42%
2	36%	36%
3	56%	58%
4	27%	37%
5	26%	24%
6	17%	11%
7	18%	16%
8	17%	10%

NWEA OVERALL READING Mean RIT Score:				
Grades:	Grade Level Mean for Fall	21-22	22-23	23-24
9	218.8	211.8	212.9	213.2
10	221.5	216	213.9	214.5
11	223.5	219.8	214.5	214.9
12	223.8	219.8	217.4	217.2

Analysis: Our high school reading MAP scores continue to indicate students are reading below grade level. Across the high school, approximately 65% of students are reading below grade level with the average RIT score by grade level indicating students are three years behind. While we are seeing an increase in each cohort's overall RIT scores from year to year, students are not meeting the NWEA expected growth which contributes to the deficit year. Our senior class reading scores have decreased over the last three years leaving our students below expected levels for college and career readiness. This data, which mirrors iReady data from K-8, supports our position that we need to work to improve literacy opportunities and support in all grade levels.

English Language Learners, grades K-12:

The OELPA is an English language proficiency test composed of four domains/tests which measure a student's English skills in the four language domains: listening, reading, writing, and speaking. Below is the district data for the past 2 years:

OHIO ENGLISH LANGUAGE PROFICIENCY (OELPA)				
GRADE	2022 PERCENT PROFICIENT	2022 Average Reading Scale Score	2023 PERCENT PROFICIENT	2023 Average Reading Scale Score
K	0%	520	0%	542
1	N/A	N/A	0%	482
2	13%	487	17%	487
3	25%	501	N/A	N/A
4	33%	515	N/A	N/A
5	N/A	N/A	0%	454
6	0%	495	0%	411
7	0%	505	14%	484
8	0%	594	0%	507
9	0%	512	0%	531
10	0%	545	0%	505
11	N/A	N/A	0%	528
12	N/A	N/A	N/A	N/A
AVERAGE		539		531

Analysis: The two-year data trend for our EL learners indicates a need to focus on an increase in student reading abilities for our English Language Learners. This data suggests that the supports that have been put in place for our EL learners (which include both pull out and push in services, as well as targeted support in individual settings as warranted by progress data) needs to be refined in an effort to be impactful and warrant continued and further development and implementation.

Ohio’s Alternate Assessment for Students with Significant Cognitive Disabilities:

Our district complies with the state’s requirements to test students with Significant Cognitive Disabilities. Ohio’s Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) is aligned to Ohio’s Extended Learning Standards (OLS-E) and is designed to allow students to demonstrate their knowledge and skills in an appropriately rigorous assessment. The AASCD is administered by grade band (3-5, 6-8, HS). Our AASCD trend data is as follows for the English-language arts:

ALTERNATE ASSESSMENTS (AASCD)		
GRADE BAND	2022 PERCENT PROFICIENT	2023 PERCENT PROFICIENT
3-5	64%	33%
6-8	0%	25%
HIGH SCHOOL	33%	20%

Analysis: As the above table illustrates, we have seen a widening of the gap across our students with significant cognitive abilities. The above data reflects that even our lowest students are not progressing toward or even closing the gap relative to reading proficiency, as our data continues to decline in grades 6-12. The data indicates that support in place at the elementary level for these Tier 3 students seem to be effective. The data encourages us to analyze these practices and protocols to see how these seemingly effective practices can be continued at the 6 - 8 and high school grade bands as well.

GRADE LEVEL BANDS ACHIEVEMENT AND DATA ANALYSIS

PRESCHOOL AGES 3-5

The District operates its own preschool. Each year, it appears that the number of students who wish to enroll far exceeds the seats we have. Our analysis of students entering our preschool has historically shown that many of our students are coming from first generation homes, impoverished environments, and oftentimes we are enrolling students with delays in expected levels of learning, all of which is represented in the following data:

EARLY LEARNING ASSESSMENT			
	Average Vocabulary Score	Average Communication Score	Average Phonological Score
Spring 22	3.2	3.4	3.1
Fall 22	2.4	2.6	Not Evaluated
Spring 23	3.1	3.2	3.0
Fall & Spring 23	TBA	TBA	TBA

Analysis: The above data, gathered from the state required assessment system, exemplifies pieces of data that do indeed point to small successes in our PK program. The Early Learning Assessment displays small gains in our students’ vocabulary and communication skills over the course of the year. This data certainly speaks to the district’s need to continue to focus on early learning and to continue to seek programming and funding sources that will allow us to build strong foundational reading skills prior to kindergarten. Our focus in the current school year will be on phonemic awareness, which is justified in our data, both above and informally, as well as depicted in the Simple View of Reading.

KINDERGARTEN

Kindergarten Readiness -- At the beginning of each school year, the state of Ohio requires kindergarteners to be assessed using Ohio’s Kindergarten Readiness Assessment (KRA). This assessment includes ways for teachers to measure a child’s readiness for engaging with instruction aligned to the kindergarten standards. Our two-year trend data in the literacy related areas is as follows:

KRA DATA		
	2021-2022	2022-2023
Language and Literacy On Track	48.4%	45.2%
Language and Literacy Not On Track	51.6%	54.8%

Analysis: Over the last two years of assessing incoming Kindergarteners using the Ohio Kindergarten Readiness Assessment (KRA) administered within the first 20 days of school, our district has seen a slight decrease in the literacy readiness of our incoming students. During the 2023-2024 school year, there were 68 preschool students that transitioned from our preschool program into kindergarten, which accounts for nearly 40% of our total kindergarten population. Many of the incoming kindergartners entered into this school year with limited or no previous daycare or school experience which is a contributing factor in the decrease of KRA language and literacy.

ELEMENTARY & MIDDLE SCHOOL GRADES K-8 ACHIEVEMENT AND PROGRESS DATA

The district operates 4 schools at the elementary level, 2 primary schools (PK-2) and 2 intermediate schools (grades 3-5). The data tables below will provide an overview of achievement and progress data as well as analysis of that data, compiled from the Ohio State Tests (OST) in English/Language Arts as well as our district’s benchmarking assessment, t iReady. While the OST allows us to analyze achievement data, the iReady results allow us to monitor student progress.

Ohio State Tests in English/Language Arts: The following data table displays the total percent of students that achieved Proficient, Accelerated, and Advanced Plus in grades 3-8 for the past 2 years on Ohio’s required test for English/Language Arts:

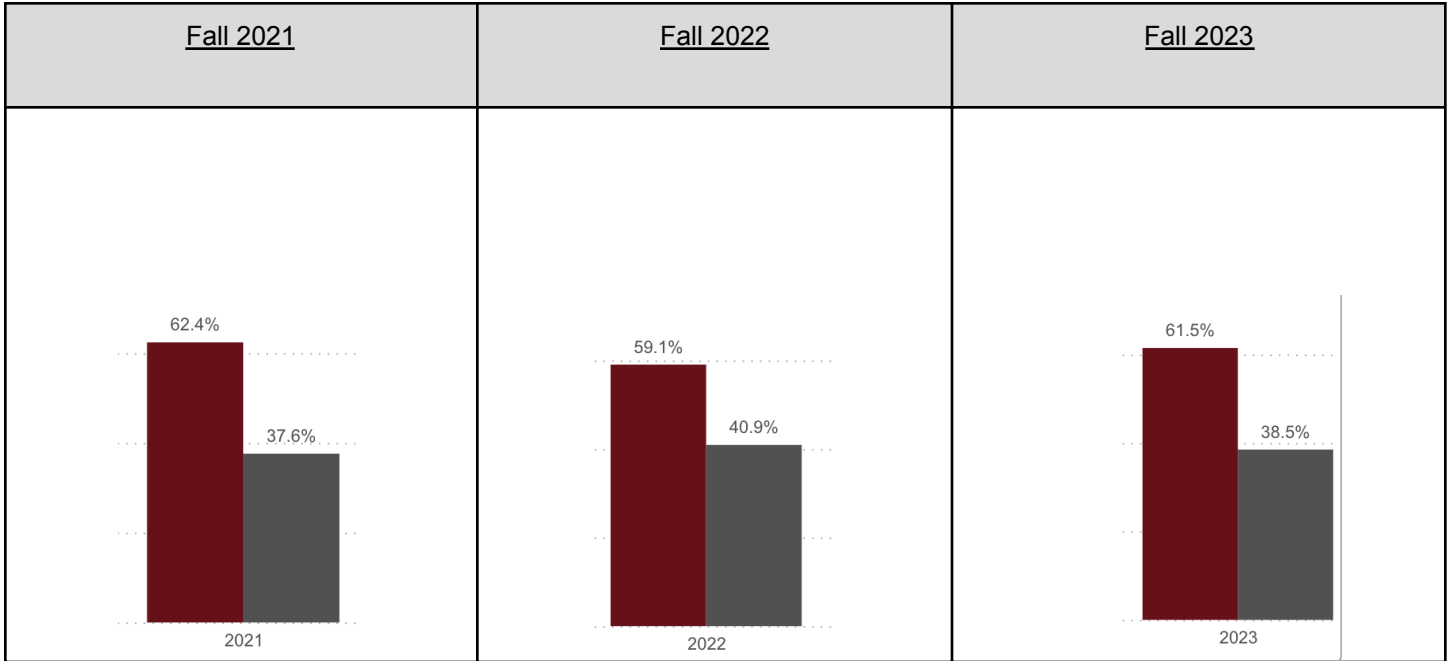
OHIO STATE ASSESSMENT DATA		
Grade	2021-2022	2022-2023
3rd ELA	48.4%	42.4%
4th ELA	37.6%	36.3%
5th ELA	51.1%	40.3%
6th ELA	27.4%	17.2%
7th ELA	43.7%	50.9%
8th ELA	37%	40.7%

Analysis: The elementary grades have remained stagnant over the past three years and have not reached the district goal of increasing reading achievement by 5%. This indicates the need to further develop our Tier 1 instruction, including phonemic awareness instruction, phonics instruction, fluency instruction as well as explicit vocabulary instruction and reading comprehension strategies. These targeted areas of need were determined by analyzing the goal areas of the NWEA MAP test overlayed with the Simple View of Reading graphic that illustrates components of strong readers. This is elaborated on later in the Local Literacy Plan.

Analysis: The Middle school has shown some progress in 7th and 8th grade but a drastic drop in the 6th grade. This indicates that the district needs to further develop our Tier 1 instruction, specifically in the 6th grade. When looking at diagnostic data, it indicates that vocabulary and comprehension would be a good place to start.

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

Third Grade Reading Guarantee: Improving At-Risk K-3 Readers component of our district report card looks at how successful the district and our elementary schools are at getting struggling readers on track to proficiency in third grade and beyond. This Third Grade Guarantee drives our attention to students from kindergarten through third grade who are struggling readers and makes sure that we strive to provide them with the support and interventions they need to succeed in reading. Through this state accountability initiative, we are expected to analyze reading diagnostic data in order to create individualized reading improvement and monitoring plans and provide intensive reading interventions to those in need. Below you will find the district Third Grade Reading Guarantee data from the past three years.



Key: Red is off track; gray is on track

SYNOPSIS percentage of Students moved ON TRACK on Reading Diagnostic 21-22 through 22-23				
	<i>KG to 1st grade</i>	<i>1st Gr to 2nd Gr</i>	<i>2nd Gr to 3rd Gr</i>	<i>3rd Gr Diagnostic to ELA Test</i>
2021-2022	<10%	46.8%	9.8%	28.8%
2022-2023	38.9%	15.5%	14.9%	20.7%
SYNOPSIS Percentage of Students ON TRACK on Reading Diagnostic 21-22 through 23-24				
Analysis: <i>Of the K-3 students who are identified as off track, the above data illustrates that annually, for the past two years, a majority of these students remained off track. 48.4% of our 3rd graders scored proficient or higher on the English Language Arts Ohio State Test during the 2021-2022 school year. During the 2022-2023 school year, 42.4% of 3rd graders scored proficient or higher on the same state assessment. Based on the above information, second grade students seem to be struggling the most with moving from Off Track to On Track when they transition to 3rd grade. The data overall speaks to the need to strengthen not only the Tier 1 instruction but also the Tier 2 instruction and targeted interventions.</i>				

HIGH SCHOOL GRADES 9-12 ACHIEVEMENT AND PROGRESS DATA

The data tables below will provide an overview of achievement and progress data as well as analysis of that data, compiled from the End of Course (EOC) Exams in English II as well as our district's benchmarking assessment the NorthWest Evaluation Association Measures of Academic Progress (NWEA MAP). While the EOC allows us to analyze achievement data, the MAP results allow us to monitor student progress. (Note that the NWEA assessments are normed through grade 11 for ELA).

NWEA Benchmark Mean Scores in Literacy Goal Areas:

grade	Fall 2023 Literary Text: Key ideas	Fall 2023 Literary Text: Craft and structure	Fall 2023 Vocab acquisiti on	Fall 2023 Informati onal text: Key ideas	Fall 2023 Informati onal text: Craft and structure	Fall 2022 Literary Text: Key ideas	Fall 2022 Literary Text: Craft and structure	Fall 2022 Vocab acquisiti on	Fall 2022 Informati onal text: Key ideas	Fall 2022 Informati onal text: Craft and structure
9	49%	58%	53%	50%	59%	62%	64%	56%	65%	60%
10	66%	59%	54%	68%	64%	63%	60%	55%	65%	60%
11	71%	65%	58%	69%	67%	70%	68%	56%	70%	58%
12	64%	66%	52%	62%	55%	60%	61%	53%	66%	58%

Analysis: The above data summarizes the literacy growth in our high school students and illustrates some pockets of increase in student performance, especially in grades 10 and 11. It also shows that students are reading far below the level needed to be College and Career ready. As our work has focused on teaching vocabulary, it is a positive sign to see the increase in vocabulary scores for all cohorts of students at the high school. This data justifies the impact of our work thus far and provides us with the impact data to enforce continued emphasis in this area.

Ohio's End of Course Exams (EOC): The following data table displays the passage rates from Ohio's End of Course given to students upon completion of English 2:

Ohio State Assessment Data		
Test	2021-2022	2022-2023
ELA 2	44.9%	46.5%

Analysis: The high school English II End of Course Exam data indicates that the percentage of students scoring proficient initially grew 1.6% over two years. Overall, we continue to see students struggling to earn proficient or higher scores in content areas as reported by EOC and OST exams from the state. This data, when overlayed with the nonfiction reading scores we have analyzed available to us from NWEA MAP, helped us to determine the need for a greater emphasis on content area reading and disciplinary reading in grades 4-12, as well as foundational skills in grades K-3 (learning to read) and comprehension strategies in grades 4-6 (reading to learn).

ACT: As a part of a state requirement to administer a college entrance exam to all Juniors in high school, Bedford City Schools has selected to utilize the ACT. Trend data is as follows:

ACT Scores: Reading, English, College Readiness		
	2021-2022	2022-2023
ACT Reading average	15.8	15.8
ACT English average	14.0	13.5
ACT % meeting Reading college readiness benchmark	12.8%	10.06%

Analysis: *The average reading scores on the ACT have remained idol for Bedford students, when looking at the past two years' data. Some of this may be attributed to the fact that we are administering to ALL students, even those who are NOT college bound, but the data obviously continues to support that we have a large majority of struggling readers at the high school level, hindering their ability to graduate as college and career ready students.*

Analysis: *It is clear from this data that our students who leave us with reading proficiency are those exact students who are completing post-secondary pathways with greater success in less time. There appears from our data to be a direct correlation between the levels of reading proficiency with college completion time. This motivates us to want to increase the reading performance of our students to ensure timely college graduation rates.*

SYNOPSIS OF OUR ANALYSIS

This very thorough data dive around literacy progress and achievement demonstrates a PK-12 need to support teachers with targeted, high quality professional development and to provide our students with quality literacy instruction and intervention support. We currently have additional funding to support various reading initiatives from preschool through 12th grade through grants like the Universal PreKindergarten Grant, The Early Education Grant, and through Title I funds. The District has just completed a Literacy Intervention Tree for K-12 and will be rolling it out during the Spring of 2024. It starts with identifying student strengths and areas of improvement using DIBELS and points to Tier 2 interventions. We are currently providing training to individuals regarding DIBELS so that certified teachers can implement the correct Tier 2 interventions. Despite the resources and interventions available throughout the district, all the above data indicates that many of our students are still well below grade level, regardless of the grade level band. These systemic gaps indicate a need for the leadership team to continue to utilize our universal screeners such as iReady, DIBELS and MAP to appropriately target evidence based interventions for struggling students

The District will be completing a K-12 review of our ELA curriculum and hope to adopt new material that aligns with the Science of Reading in the Spring of 2024 and implement it in the Fall of 2024. We will be highly invested in data driven strategies to improve literacy and more appropriately targeted implementation of evidence-based interventions for struggling students, and a more differentiated approach in our classrooms within Tier 1 in an attempt to provide a more equitable access for all students to high quality instruction. These areas of emphasis will undoubtedly require more intense training and support to our teaching staff and teams in order to develop their skills and efficacy around literacy frameworks in our district.

In keeping the formula suggested by the “Simple View of Reading” (SVR) (Gough and Turner, 1986) as our backdrop with our action planning, the data has led us to inspect our instruction, interventions and teacher training around foundational skills at grades K-1 (phonemic awareness and phonics), phonics and fluency in grades 2-3, and vocabulary and comprehension in grades 4-12.

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

Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.

There are many factors that contribute to reading achievement. Bedford City School District has identified several factors that directly affect our student population: student attendance, growing population of students with disabilities and English as a second language, family and community factors, teacher/adult implementation and professional development.

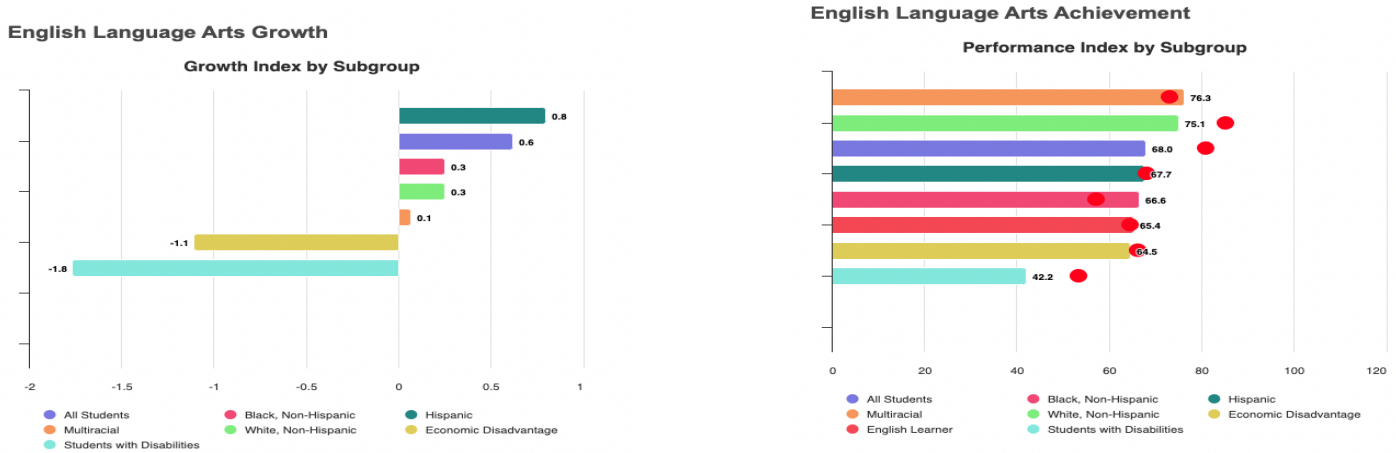
1. **District Attendance:** We understand the importance of attendance for our students because those that have consistent attendance are 9 times more likely to graduate on time and 6.7 times more likely to read on grade level by the end of third grade. This school year, Bedford City School District has partnered with the Cleveland Browns for the attendance initiative, “Stay in the Game” which has encouraged students to come to school on time, every day because it’s the BCSD way.

District Attendance Data			
		2021-2022	2022-2023
Chronic Absenteeism		38.1%	38.6%
Attendance Rate		88.6%	89.1%

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

Analysis: Student attendance and truancy affect underachievement in literacy in our community. As reported above, our attendance rate is increasing but so is our chronic absenteeism rate. As a result of this trend, our district is exploring ways to motivate students to attend school. Additionally, we are exploring ways to encourage our principals and teachers to allow for opportunities for engaging learning that is relevant and valuable to all students.

- Growing Population of Students with Special Needs and the English Language Learner Population:** BCSD has nearly 23% of the student population identified as students with disabilities which is an increase in identified students since the 2021-2022 school year when this population accounted for 20.5% of students enrolled in our district.



As evidenced by the above charts, our students with disabilities are showing negative growth in English Language Art and limited evidence of progress in English Language Art Achievement.

- Family and Community Factors:** We believe that there is a deficit in student buy-in to proficiency placement and an understanding of both the student role and parent role in their academic growth. Transparent discussions should occur with students and family about the importance of testing, and how it can positively impact their student and future success. Students are also not reading outside of the classroom. This is one of the most important factors of growth in all subjects for student achievement in vocabulary, stamina, and academic achievement. This may be a function of the lack of outside access to text/home libraries and high-interest texts at school. We need to continue to provide both open, two-way communication with our families and community as well as find ways to provide home libraries and incentivize reading outside of school.
- Teacher/Adult Implementation and Professional Development:** In an effort to increase literacy achievement for all students, our district understands the need for literacy high quality instructional materials, especially ones that are aligned to the science of reading in grades K-5. At the beginning of the 2022-2023 school year, the Department of Academic Achievement was able to conduct an asset review to gauge what assets were acquired and being used with fidelity. Through that research and feedback, the department was able to identify and provide all teachers and title tutors with access to tier one instructional materials to address comprehension, phonics and phonemic awareness. Additionally, since the 2022-2023 school year, our district's One Plan outlines action steps to provide teachers with professional development aligned to these tier one materials in addition to evidence-based instructional strategies that will also improve literacy instruction. Finally, we recognize the importance of teacher collaboration and as a result, principals have intentionally made adjustments in their schedules to provide for common planning time to discuss teacher practices, data and effective instruction.

SECTION 3 PART C: ROOT CAUSE ANALYSIS

Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement.

Root Cause: Based on our Root Cause analysis, the district needs to continue to provide professional development around evidence-based instructional strategies (and the associated explicit instructional routines selected based on research, usefulness, and content area appropriateness) that are standards-aligned and that complement our curriculum resources and frameworks. The professional development needs to include opportunities for embedded coaching and targeted feedback as well as monitoring of adult implementation. In addition, establishing not only a professional development calendar but also a systemic warehouse that will allow teachers access to resources, videos, templates and the scaffolds they might need to access as they implement the strategies and routines is needed district wide. Also, the district must ensure that access to tier 1 instruction is accessible to all teachers and students, with best practices that include explicit literacy instruction. Finally, we must ensure that parents/guardians are provided with resources to obtain access to a rich literacy experience outside of school.

SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS*

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.

Measurable Learner Performance Goals

Goal #1: By June 10, 2025, 80% of the District's PK - 12 TBT protocols will indicate the use of evidence based instructional strategies and literacy strategies rooted in the science of reading throughout the five step process.

Subgoals:

1. 100% of PK-5 teachers will implement evidence-based literacy strategies that are rooted in the science of reading in an effort to increase reading achievement as evidenced by lesson plans, instructional rounds, feedback and TBT protocols.
2. 100% of PK-12 teachers will implement evidence-based instructional strategies based on the work of John Hattie in an effort to increase reading achievement as evidenced by lesson plans, instructional rounds feedback and TBT protocols.

Goal #2: By June 10, 2025, we will increase the number of all students, PreK-3, at our primary and intermediate buildings scoring proficient or higher on District formative assessments as measured by ELA and iReady reading diagnostics, resulting in a decrease of students who are identified as needing a Reading Improvement and Monitoring Plan.

Subgoals:

1. By the beginning of 2024-2025 school year, BCSD will increase the performance of PreK students participating in the ELA (Early Learning Assessment) to increase 10 SKBs (Skills, Knowledge, and Behaviors) by at least one level.
2. By the beginning of the 2024 - 2025 school year, BCSD will increase the number of K-3 students on track for reading from 38.5% to 48.5% as measured by the iReady fall reading diagnostic.
3. By June 2024, the percentage of third grade students who will move on track from the fall diagnostic to the ELA test will increase from 20.7% to 30.7% as measured by the iReady reading diagnostic minimum or "cut" score.

Goal #3: By June 10, 2025, we will increase the number of all students, grades 3- 5 at our intermediate buildings by 10% scoring proficient or higher on the state assessments as measured by ELA Ohio State Test, resulting in a decrease of students who are identified as needing a Reading Improvement and Monitoring Plan in grades 3-5.

Subgoals: By June 2025,

1. Current 3rd grade students at or above proficient will improve from 42.4% to 52.4% as measured by the ELA OST.
2. Current 4th grade students at or above proficient will improve from 36.3% to 46.3% as measured by the ELA OST.
3. Current 5th grade students at or above proficient will improve from 40.3% to 50.3% as measured by the ELA OST.

Goal #4: By June of 2025, Bedford High School (9-12) and Heskett Middle School (6-8) will increase the percent of students meeting or exceeding proficient or above by 10% as measured by the OST.

Subgoals: By the end of 2025,

1. Current 6th grade percent above proficient will improve from 17.2% to 27.2% as measured by the OST.
2. Current 7th grade percent above proficient will improve from 50.9% to 60.9% as measured by the OST.
3. Current 8th grade percent above proficient will improve from 40.7% to 50.7% as measured by the OST.
4. Current ELA II percent above proficient will improve from 46.5% to 56.5% as measured by the ELA II EOC.

Adult Implementation Goals: By June of 2025, 100% of teachers will consistently implement evidence-based strategies as measured by walkthrough data, TBT, BLT, and DLT minutes, and instructional rounds.

SECTION 5: ACTION PLAN MAP(S) FOR ACTION STEPS*

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans. Include a description of the professional development activities provided for each goal.

Goal # 1 Action Map

Goal Statement #1: 80% of the District's PK - 12 TBT protocols will indicate the use of evidence based instructional strategies and literacy strategies rooted in the science of reading throughout the five step process.

Subgoals:

1. 100% of PK-5 teachers will implement evidence-based literacy strategies that are rooted in the science of reading in an effort to increase reading achievement as evidenced by lesson plans, instructional rounds, feedback and TBT protocols.
2. 100% of PK-12 teachers will implement evidence-based instructional strategies based on the work of John Hattie in an effort to increase reading achievement as evidenced by lesson plans, instructional rounds feedback and TBT protocols.

Evidence-Based Strategy or Strategies: Professional development, use of Hattie's strategies as identified per building based on individual building data, the use of Science of Reading strategies identified as effective for literacy achievement

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teachers will receive professional development on evidence-based literacy instruction.	Instructional Rounds committees will be established at each building in order to track progress of the implementation of strategies.	BLTs will collect and interpret instructional rounds data to provide feedback to TBTs on the effectiveness of strategies. DLT will interpret instructional rounds data and discuss trends at the district level and make connections to the One Plan's literacy goals.
Timeline	2023 - 2024 School Year	2023 - 2024 School Year	2023 - 2024 School Year

	Action Step 1	Action Step 2	Action Step 3
	2024 - 2025 School Year	2023 - 2024 School Year	2023 - 2024 School Year
Lead Person(s)	Office of Academic Achievement PK-12 Building Principals K-8 Instructional Coaches	Office of Academic Achievement Instructional Rounds Committee Chairs PK-12 Principals	Office of Academic Achievement Instructional Rounds Committee Chairs District Leadership Team Building Leadership Teams PK - 12 Principals
Resources Needed	Visible learning Strategies Building Assessment Data The Reading League: Science of Reading Defining Guide	Instructional Rounds walkthrough template Visible Learning Strategies	Instructional Rounds walkthrough template Building Assessment Data

	Action Step 1	Action Step 2	Action Step 3
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>During DLT, teams will work to identify 3-5 Hattie’s instructional strategies based on their building’s data. Then, the DLT will share this information with their BLT for further collaborative conversation. The BLT will then present the information regarding strategies at a staff meeting and allow for feedback. Collaboratively, grade level teams will receive professional development centered on Hattie’s strategies and discuss how they will utilize these strategies within their literacy instruction and implement them into their instruction. Additionally, they will discuss the measure that will be used to determine the building wide implementation success.</p> <p>Professional development will also be provided on the Simple View of Reading and the Science of Reading for PK-5 teachers. During this professional development, a variety of evidence-based literacy strategies will be discussed in an effort to support literacy in the reading classroom, content areas and disciplinary literacy.</p> <p>Instructional Coaches will assist in supporting this work and teacher implementation.</p>	<p>In an effort to monitor best practices within literacy, collect data and determine what strategies are effectively being used and resulting in success, the District’s instructional Rounds committee will be formed.</p> <p>The committee chairs will collaboratively work to create a template for the walkthrough process. Once the template is created, committee chairs will share this process with principals as they are the instructional leaders in the buildings, Then, committee chairs in conjunction with the principals, will provide professional development to PK-12 staff on the walkthrough process and its purpose.</p> <p>Referencing the framework, the chairs and principals will determine the frequency of the instructional rounds and analyze the measure that will determine success within each building.</p>	<p>The Instructional Rounds Committee will work with the BLTs to identify success criteria for the instructional rounds. They will support the BLTs and building principals in interpreting and analyzing data that will inform instruction and lead to literacy achievement.</p> <p>The BLT will share this information with the DLT which will result in a distinct wide discussion based on trends and effectiveness of strategies.</p> <p>As it relates to the District’s One Plan, the DLT will begin to discuss the plan’s implementation steps and connection to literacy achievement.</p> <p>This process will repeat in an effort to collect and analyze data continuously.</p>
Measure of Success	Professional Development on Hattie’s strategies and literacy strategies connected to the science of reading.	Completed Instructional Rounds anecdotal notes	Evidence in alignment with success criteria as identified by Instructional Rounds chairs

	Action Step 1	Action Step 2	Action Step 3
			Evidence of alignment of One Plan implementation steps to literacy achievement goals
Description of Funding	Universal PreKindergarten Grant Early Childhood Education Grant Title I Funds Title II Funds	Universal PreKindergarten Grant Early Childhood Education Grant Title I Funds Title II Funds	Universal PreKindergarten Grant Early Childhood Education Grant Title I Funds
Check-in/Review Date	March 2024 June 2024 September 2024 December 2024 March 2025 June 2025	March 2024 June 2024 September 2024 December 2024 March 2025 June 2025	March 2024 June 2024 September 2024 December 2024 March 2025 June 2025

Goal # 2 Action Map

Goal Statement #2: By June 10, 2025, we will increase the number of all students, PreK-3, at our primary and intermediate buildings scoring proficient or higher on District formative assessments as measured by ELA and iReady reading diagnostics, resulting in a decrease of students who are identified as needing a Reading Improvement and Monitoring Plan.

Subgoals:

1. By the beginning of 2024-2025 school year, BCSD will increase the performance of PreK students participating in the ELA (Early Learning Assessment) to increase 10 SKBs (Skills, Knowledge, and Behaviors) by at least one level.
2. By the beginning of the 2024 - 2025 school year, BCSD will increase the number of K-3 students on track for reading from 38.5% to 48.5% as measured by the iReady fall reading diagnostic.
3. By June 2024, the percentage of third grade students who will move on track from the fall diagnostic to the ELA test will increase from 20.7% to 30.7% as measured by the iReady reading diagnostic minimum or “cut” score.

Evidence-Based Strategy or Strategies: Explicit instruction in the areas of phonological awareness, phonics, and vocabulary using Foundations and Heggerty support instruction based on the Science of Reading.

Make available intensive and individualized interventions for students identified as off-track based on the iReady

diagnostic.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Create a Reading Improvement Monitoring Plan for all students identified as off track within 60 days of receiving the reading diagnostic results.	Professional Development on Reading interventions and support	Literacy Decision Tree Training
Timeline	2023-2024 School Year 2024-2025 School Year	2023-2024 School Year 2024-2025 School Year	2023-2024 School Year 2024-2025 School Year
Lead Person(s)	Interventionist Specialist Title I Coordinator Homeroom Teachers Grade-Level Chair K-5 Coordinator of Academic Achievement	K-5 Coordinator of Academic Achievement Title I Coordinator Literacy Consultants K-5 Literacy Coach	K-5 Coordinator Academic Achievement Title I Coordinator K-5 Literacy Coach
Resources Needed	iReady Diagnostic Data DIBELS Data RIMP template / Guidance Document	Hattie's Instructional Strategies BCSD Literacy Decision Tree Board Approved Literacy Curriculum Materials	BCSD Literacy Decision Tree
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	First, teachers will be provided with RIMP information in addition to its importance. Dyslexia Training DIBELS Training BCSD RIMP Guidance	Administrators and teachers will receive training on reading interventions that are based in the science of reading. This will be done through LETRS training as well as the science of reading training that is forthcoming from the state. Teachers will incorporate strategies they have learned with the BCSD Literacy Decision Tree	The Office of Academic Achievement will train the principals on the K-5 literacy decision tree. Then, during an identified professional development day, all K-5 teachers, intervention specialists and title tutors will receive the training from the Office of Academic Achievement. The expectation after the training will be for teachers to utilize the literacy decision tree to implement interventions based on the point of deficit for

	Action Step 1	Action Step 2	Action Step 3
			students as outlined from DIBELS and iReady reading data.
Measure of Success	<p>Homeroom teachers' completion of RIMP and logged in the shared spreadsheet.</p> <p>Lesson Plan Review (Specifically intervention strategies for small groups)</p> <p>DIBELS progress monitoring data.</p> <p>Progress monitoring data documented on RIMPs</p>	Implementation of evidence based strategies as seen in lesson plans, instructional walkthroughs, and TBT protocols.	<p>DIBELS data</p> <p>iReady reading data</p> <p>TBT protocols</p> <p>Implementation of evidence based strategies as seen in lesson plans</p>
Description of Funding	<p>Title I Funds</p> <p>Title II Funds</p>	<p>Title I Funds</p> <p>Title II Funds</p>	Title I Funds
Check-in/Review Date	<p>January 2024</p> <p>May 2024</p> <p>September 2024</p> <p>January 2024</p> <p>May 2024</p>	<p>January 2024</p> <p>May 2024</p> <p>September 2024</p> <p>January 2024</p> <p>May 2024</p>	<p>January 2024</p> <p>May 2024</p> <p>September 2024</p> <p>January 2024</p> <p>May 2024</p>

Goal # 3 Action Map

Goal Statement #3: By June 10, 2025, we will increase the number of all students, grades 3-5 at our intermediate buildings by 10% scoring proficient or higher on the state assessments as measured by ELA Ohio State Test, resulting in a decrease of students who are identified as needing a Reading Improvement and Monitoring Plan in grades 3-5.

Subgoals: By the end of 2025,

1. Current 3rd grade students at or above proficient will improve from 42.4% to 52.4% as measured by the ELA OST.
2. Current 4th grade students at or above proficient will improve from 36.3% to 46.3% as measured by the ELA OST.
3. Current 5th grade students at or above proficient will improve from 40.3% to 50.3% as measured by the ELA OST.

Evidence-Based Strategy or Strategies: Hattie’s Instructional Strategies, Professional Development on Data Analysis

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	OST ELA Plan	Data Analysis	ELA OST Family Night
Timeline	November 2023	October 2023 - March 2024	February 2024
Lead Person(s)	Office of Academic Achievement Intermediate Principals	Educational Service Center Data Coach Intermediate Principals Teacher Based Teams	Intermediate Principals Intermediate School Literacy Committee Members
Resources Needed	Ohio State Test Plan Template	Data Analysis Professional Development Data Analysis Guidance/Template	ELA OST materials / website access ELA OST family / parent resources BCSD Board Approved ELA Curriculum resources Attendance Sheets
Measure of Success	Plan Adherence Results from the ELA OST	Alignment of ELA achievement goals to data	Attendance Sheets ELA OST Feedback Survey
Description of Funding	Title I	Title I Title II	Title I

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	January 2024	December 2023 January 2024 March 2024	March 2023

Goal # 4 Action Map

Goal Statement #4: By June of 2025, Bedford High School (9-12) and Heskett Middle School (6-8) will increase the percent of students meeting or exceeding proficient or above by 10% as measured by the OST.

Subgoals: By the end of 2025,

1. Current 6th grade percent above proficient will improve from 17.2% to 27.2% as measured by the OST.
2. Current 7th grade percent above proficient will improve from 50.9% to 60.9% as measured by the OST.
3. Current 8th grade percent above proficient will improve from 40.7% to 50.7% as measured by the OST.
4. Current ELA II percent above proficient will improve from 46.5% to 56.5% as measured by the ELA II EOC.

Evidence-Based Strategy or Strategies: Professional development, use of Hattie’s strategies as identified per building based on individual building data (Explicit Vocabulary Instruction, Collective Efficacy, Jigsaw, etc.)

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teachers will receive professional development on vocabulary development and curriculum implementation	Teachers will implement selected vocabulary development strategies supported by coaching	Collect and interpret vocabulary data at the student level and classroom level to inform differentiation in instruction
Timeline	January 2024 - May 2024	August 2024 - Dec 2024	Jan 2025 - April 2025
Lead Person(s)	Language Arts Teachers ELA Instructional Specialist Literacy Team Building Administration Secondary Coordinator of Academic Achievement	All core content area teachers ELA Instructional Specialist Building Administration	All core and content area teachers District Data Coach ELA Instructional Specialist Building Administration Secondary Coordinator of Academic Achievement

	Action Step 1	Action Step 2	Action Step 3
Resources Needed	Tier 2 Vocabulary Handbook	Warehouse of Vocabulary strategies (Google Site) for teachers to access and use	MAP and iReady
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	The Literacy team will work together with Instructional specialists to develop a vocabulary handbook and share this with the entire staff.	Teachers will use the strategies developed by the literacy team within all classes. Teachers/Teams may also choose to deliver direct instruction or intervention during What I Need (WIN) time during the school day. Support will be given to teachers during Team Meetings, TBT, and Staff meetings.	BLT will review progress monitoring data using iReady and MAP at least 3 times per year (Fall, Winter, and Spring) and report to DLT. Any progress will be celebrated, broken down and ultimately replicated for the greatest impact.
Measure of Success	Staff meeting agendas and notes.	Incorporation of vocabulary instructional strategies in lesson plans, Instructional Rounds, walkthroughs, TBT notes	Increase of vocabulary scores on iReady and MAP
Description of Funding	Title I Funds Title II Funds	Title I Funds	Title I Funds
Check-in/Review Date	April 2024	October 2024	February 2025

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.

Progress monitoring is a crucial ingredient of the instructional cycle. It allows us to not only make judgments about student progress and achievement but also about the effectiveness of the Tier 1 instruction itself. Several data sources will allow the district to monitor the success of the Reading Achievement Plan:

1. Teacher Based Teams (TBT), Building Level Teams (BLT) and District Level Teams (DLT): Our building and district level staff meet regularly to discuss, review and make decisions with valid data.
2. Formative assessment data: running records, reading inventory and assessments from curriculum resources, as well as any pending formative assessment tools (Heggerty inventory, PAST, etc.)
3. Diagnostic and progress monitoring data: ELA (PK), iReady (K-8), DIBELS (K-8) and NWEA MAP (9-12)

4. Reading Improvement Monitoring Plans or RIMPs (K-4)
5. Teacher/administrator observations/ instructional rounds

The review of the above data points will be reviewed weekly in Teacher Based Teams as well as monthly by Building Level Teams and the District Leadership Team. Using the OIP, reviewing and updating our One Plan, we plan to provide student supports in Tier 1 as well as Tiers 2 and 3.

The district will use a iReady (K-8), DIBELS (K-8) and MAP (9-12) as a benchmark screener three times a year. Initially, in August/September to obtain baseline data and as a diagnostic to determine on track/not on track students as required for the Third-Grade Reading Guarantee. After the universal screeners, teachers will identify the language and literacy deficit area. If needed, additional diagnostic testing will be done to make sure students are placed into the correct intervention. Then teachers will create targeted Reading Interventions & Monitoring Plans (RIMP). Homogeneously differentiated student groups will be identified, instructed and adjusted according to the results of progress monitoring and frequent assessments. Intervention/reteach, practice and enrichment plans will occur utilizing evidence based practices and strategies. Teachers will progress monitor Tier 2 & 3 students twice a month. RTI meetings will look at the progress monitoring data to ensure the differentiated groups of students are all showing adequate progress. If students are not showing progress, adjustments will be made to RTI groups. TBTs will meet weekly to discuss and analyze data from the benchmark, progress monitoring, assessments in the district's adopted literacy curriculum, or formative assessments using the 5-step process and make adjustments to core instruction if the percentage of mastery was not met based on the smart goal. Additionally, grade level teams will share evidence based instructional strategies that support students becoming proficient readers. Individual student RIMPS will be reviewed and updated every 8-10 weeks documenting student progress and making decisions about what to do next to advance their language and literacy skills. Based on the newly obtained data, specific students may receive additional decoding/fluency surveys to determine additional needs. Attendance and discipline data will also be considered to determine if there is a correlation with lack of student performance. Adjustments will be made to interventions, both academic and/or behavioral if necessary. These students will be offered additional support such as after school tutoring, mentoring, or wrap around service supports from outside providers. The benchmark will be given again in December and April.

Pre-K Specifics:

In Pre-K, teachers administer the AEPS-3 three times a year, and the ELA in the fall and in the spring. The information from these assessments are used to set individual goals for the students and for teachers to plan lessons. Students work individually or in small groups to target the specific skills that students have deficits in. Teachers use the data as a grade-level to determine which skills they will target for the 5-Step process in order to improve pre-reading skills and get students kindergarten ready. Teacher's progress monitor their students on an ongoing basis and make adjustments to Tier 1 instruction and interventions based on deficiencies.

K-8 Specifics:

Data is collected 3 times per year using the iReady screener, DIBELS and progress monitoring tools as noted above.

Small groups are created for What I Need (WIN) periods and teachers focus on their point of deficit according to DIBELS and Tier 2 assessments. Also, teachers may choose to focus on student needs based on deficiencies outlined by their iReady scores. Students will remain in groups focused on areas of need for up to 6 weeks before reassessing and potentially regrouping. TBTs will meet weekly to discuss and analyze data from the benchmark, progress monitoring, assessments in the district's adopted literacy curriculum, or formative assessments using the 5-step process and make adjustments to core instruction if the percentage of mastery was not met based on the smart goal.

High School (9-12) Specifics:

Data will be collected through MAP Reading scores and EOC scores as noted above. MAP is completed 3 times a year and EOC is completed 2 times a year.

Winter NWEA test results have been shown to be highly correlated to spring scores on the Ohio State standardized tests. Student scores on winter NWEA tests will be analyzed by teachers and leaders with assistance from an expert consultant (most likely from our local ESC). The analysis will help teachers and leaders design targeted instruction to address weaknesses in student outcomes.

The district will use a benchmark screener three times a year. Initially, in September to obtain baseline data and as a diagnostic to determine on-track/not on-track students. After students are identified to be not on track to pass their End of Course ELA II exam, the building will also identify students who would benefit from Integrated Reading in semester 2 of their Sophomore year or Semester 1 of their Junior year and provide students with targeted instruction in essay writing and reading comprehension to prepare them for the next EOC testing date. The English department will host Grade-Level meetings after each MAP and/or EOC to discuss data and how to best serve our students.

English teachers in grades 9-11 will share lists of students who are not meeting the projected MAP Reading RIT and/or EOC passing scores for scheduling. Attendance and discipline data will also be considered to determine if there is a correlation with a lack of student performance.

The English Department and Guidance Department will celebrate and energize students about the importance of passing the EOC ELA II exam and not offer alternative pathways of graduation until all students have been given the opportunity to hyperfocus on reading comprehension and informative/argumentative essay writing skills.

Students will not be offered alternative pathways until we have given them the opportunity to improve. This will allow students to feel empowered and confident as they tackle challenging reading and writing skills.

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, 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.**

Bedford City Schools is committed to improving literacy for all of our Pre-K to 12th grade students. In examining various sources of data from Pre-Kindergarten through 12th grade, our analysis determined that there is a critical need for evidence-based tier one instruction in literacy.

Our DLT and BLTs have worked collaboratively to analyze data obtained from benchmarking and diagnostic testing to obtain valuable information about students' reading strengths and gaps in grades PK-12. Identification of potential gaps in knowledge were used to drive our Tier 1 instruction reading achievement plan and accompanying action plans. These insights will allow us to apply that information to all tiers of instruction across the district. Prioritizing the most pressing needs of our student, coupled with data-based and appropriate placement of students within tiers of interventions, will allow us to progress monitor the reading achievement of our students.

Additionally, students' progress will be evaluated on a frequent basis through the use of classroom assessments at Teacher Based Team (TBT) meetings. During these meetings, data on student progress, as well as appropriate interventions for RTI and the possible need for more support such as tier 2 and tier 3 interventions will be discussed and acted upon. This grade level TBT data will be shared with the Building Leadership Teams (BLT) monthly and the District Leadership Team (DLT) monthly as well.

In grades K-3, our 120 minute literacy block and our 90 minute literacy block in grades 4-6 are based on the big five (plus writing) of reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension. In our 80 minute middle school ELA blocks, literacy delivery is based on the logic model of the Simple View of Reading (decoding x language comprehension = reading comprehension), where word work, academic vocabulary and reading comprehension is the emphasis.

PK - 3 Reading Block Tier 1 instruction with emphasis on foundational skills (120 minutes):

- Pre-K - 3rd Grade Foundations curriculum for phonics and word work
- Pre-K - 3rd Grade Heggerty curriculum for phonological awareness (grades PK-1, grade 2 as needed for Tier 2)
K-2 Secret Stories for phonics and high-frequency words.
- Pre-K AEPS (Assessment, Evaluation, and Programming System) literacy curriculum
- John Hattie's Evidence Based Instructional Strategies
- New K- 3 ELA curriculum (based in the science of reading) adoption to occur at the start of 2024
- Jennifer Serravallo's Reading Strategies

Grades 4 - 5 Reading Block Tier 1 instruction with emphasis on comprehension and vocabulary (90 minutes):

- New 4 - 5 ELA curriculum (based in the science of reading) adoption to occur at the start of 2024
- leveled readers
- John Hattie's Evidence Based Instructional Strategies
- Jennifer Serravallo's Reading Strategies

Grades 6 - 8 Reading Block Tier 1 instruction with emphasis on comprehension and vocabulary (80 minutes):

- shared inquiry framework with Junior Great Books
- Traits writing instruction
- word work (Latin and Greek Roots)
- Jennifer Serravallo's Reading Strategies
- District Vocabulary Guide and Toolkit based on Marzano's Vocabulary Steps
- Mark Forget's MAX teaching strategies
- Michael Clay Thompson's Magic Lens/Grammartown

Grades 9-12 Reading Clock Tier 1 instruction with emphasis on comprehension and vocabulary (40 minutes):

- Springboard PreAP curriculum, integrated language arts approach
- word work (Latin and Greek Roots)--Michael Clay Thompson Word Within a Word
- District Vocabulary Guide and Toolkit based on Marzano's Vocabulary Steps
- Mark Forget's MAX teaching strategies

These evidence based strategies and resources support learners on a RIMP:

The Office of Academic Achievement has created BCSD's K-5 [Literacy Decision Tree](#). Additionally, teachers are expected to use Hattie's strategies, Science of Reading strategies, phonological awareness, phonics, and vocabulary strategies to increase reading achievement for our students in grades K-3.

PHONEMIC AWARENESS INSTRUCTION

Heggerty's phonemic awareness daily lessons include: letter naming, rhyming, onset fluency, blending, identifying final and or medial sounds, segmenting, adding phonemes, deleting phonemes, substituting phonemes, and language awareness. Through more engagement with the science of reading, educators across the world are learning about the importance of instruction in phonemic awareness. Tier 1 classroom instruction that includes phonemic awareness training for a few minutes per day, five days per week, is an effective practice for future reading achievement. There is strong evidence that supports these instructional strategies.

TEACHING FOUNDATIONAL SKILLS

Systematic phonics instruction coupled with phonemic awareness and sound/word fluency provide students with the foundational skills needed to become successful independent readers. Next Steps in Guided Reading (Jan Richardson, 2009) is a complete system for supporting guided reading and word work. This resource coupled with the work of Jennifer Servallo on explicit instruction in reading strategies provides guidance for lessons that will support student reading growth. Seventeen studies found positive effects on direct teaching of letter names, sounds, segmenting, blending, and rhyming.

EMPHASIS ON PHONICS AND ADVANCED WORD STUDY

Foundations is a recognized leader as a systematic and explicit, multisensory, structured language program. It provides a research-based developmental approach to phonics instruction, word study spelling and handwriting. Through intense teacher-led explicit instruction for 30 minutes daily, students are actively engaged in multisensory techniques and multiple opportunities for skills practice and application to build mastery. Developing awareness of the segments of sounds in speech and how they link to letters as well as teaching students to decode words, analyze word parts, and write and recognize words offer strong foundational skills to support reading for understanding in grades K-3.

REGULAR FLUENCY PRACTICE According to the research on fluency interventions, those that focus on repeated reading of texts, opportunities to practice reading in the classroom, and reading a range of texts generally improves students fluency and comprehension. Additionally, when students regularly receive phonemic awareness instruction, it increases their fluency, resulting in fluent readers who are able to comprehend what they read.

EXPLICIT VOCABULARY INSTRUCTION

Vocabulary instruction is an important part of a child's education. It is also crucial to the end goal of reading comprehension, as per the Simple View of Reading formula. It is important for students to be exposed to many new

words, as it allows them the opportunity to better express their thoughts orally and in writing. The goal of explicit vocabulary instruction is to build an understanding of words and to engage students in thinking about the word meanings.

TEACHING COMPREHENSION STRATEGIES -- ELEMENTARY

In grades K-5, the guided reading framework for literacy instruction promotes the use of small group as well as whole group environments, based on areas of student need. The frameworks and components therein are informed by research around best practices in literacy instruction -- teacher-led lessons, student application and guided practice, independent practice and reflection and feedback. These skill lessons are standards driven but also driven by research-based comprehension skills -- pre-, during and after reading strategies.

The elementary literacy block each day will consist of the following components and time/effort distributions:

K-3 (120 minutes) and 4-6 (90 minutes):

1. Mini-Lesson (10% - 15% of reading block)

- model Reading Strategy
- guided Practice (i.e., Whole Group, Small Group)

2. Self-Selected Reading (50%-60% of reading block)

- application of reading strategy independently
- conferencing
- independent reading
- guided reading groups

3. Reflection (10%-15%)

- sharing of reading responses
- written response
- book sharing
- checking for understanding

4. Foundational Skill development (20%-25% of the block) GRADES K-3 ONLY

- teacher led lessons
- independent practice

Specific grade level will contain the following areas of instructional activity:

Kindergarten - grade 1 (120 minutes) -- emphasis on phonics and phonemic awareness

- Read Aloud
- Direct Phonological Awareness and Phonics Instruction
- Letter identification and fluency
- Sight Words (Dolch)
- Small Group Instruction Framework: mini-lesson; guided practice; independent reading/application of strategy; reflection and response to reading including scaffolded writing
- Students work in literacy-based centers (listening, word work, scaffolded writing) practicing previously learned skills while the teacher pulls a guided reading group

Grades 2-3 (120 minutes) -- emphasis on fluency and phonics

- Read Aloud
- Direct Phonics Instruction - Foundations
- Sight Words (Dolch)
- Fluency - poems (Rasinski's Fluency Lesson Protocol)

- Vocabulary
- Small Group Instruction Framework: mini-lesson; guided practice; independent reading/application of new reading strategy reflection and response to reading
- Students work in literacy-based centers (listening, word work, writing, independent reading) practicing previously learned skills while the teacher pulls a group

Grades 4-5 (90 minutes) – emphasis on vocabulary and comprehension

- Read Aloud
- Vocabulary Instruction
- Small Group Instruction Framework: mini-lesson; guided practice; independent reading/application of new reading strategy reflection and response to reading
- Students work in literacy-based centers (listening, word work, writing, independent reading) practicing previously learned skills while the teacher pulls a group

TEACHING COMPREHENSION STRATEGIES -- SECONDARY

Students in grades 6 -12 will receive an integrated system of support for their literacy growth. In addition to the 40 - 80 minute block specific to English-Language Arts, literacy supports at the secondary will center around disciplinary and content area reading. Students spend upwards of 80% of their day reading to learn in core area courses, thus the need to put emphasis on supporting teachers and students in these areas. When students enter middle and high school, teachers expect that they have learned the basic skills and strategies for reading and comprehending text. Students who are still working to develop these proficiencies may need assistance from their classroom teachers (Annenberg Foundation, 2017). To support staff who have students who, in turn, need support reading and writing the complex texts required in middle and high school, teachers need to develop a skill set around content and disciplinary literacy -- basic strategies for comprehension of texts across subject areas and genres, including making connections, asking questions, making inferences, summarizing, and monitoring understanding. We seek to explore with staff through an embedded professional development model, the factors related to adolescent literacy development, the concept of disciplinary literacy versus content-area literacy, and the multiple literacies that students use—both in and out of school—to be literate in post-secondary worlds. In alignment with the Simple View of reading, reading comprehension cannot occur without the development of language comprehension and word study. This professional development will come directly from our newly adopted curriculum that we hope will be Board approved during the Spring of 2024. This curriculum will be rooted in the Science of Reading and will enable us to equip teachers with the knowledge and skills they need to embed literacy enhancement within the core area instruction on a regular basis. Providing direct and explicit comprehension strategy instruction at the secondary level is highly supported in the research.

Secondary:

“Structured Literacy instruction is characterized by multiple specific principles: explicit, systematic, cumulative, diagnostic, and responsive instruction. These principles distinguish Structured Literacy as being informed by the science of reading, and should all be implemented when teaching reading.”

Teacher-focused instruction: Explicit, direct instruction focuses on annotation, close reading, inferring, and summarizing. Each concept builds on the one before.

Diagnostic and Responsive: High-quality student data from iReady, MAP and EOC exams will provide teachers with the lesson’s pacing, presentation, and amount of practice given within the lesson framework. Student progress should also be monitored through observation and short cycle assessments that measure retention of what has been taught.

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.*

The Bedford City School District is committed to evidenced based strategies and ensures that they are implemented and supported systemically. Improving literacy skills in the Tier 1 classroom is a key to our goal of fostering academic growth in reading. We will ensure the effectiveness through monitoring the progress of adult implementation. This plan details how the district will continue to use curriculum, assessment, instruction and resources -- all within a research-based literacy framework -- to improve our practices.

The district team will offer and provide support for the implementation of the increased implementation of reading strategies across content areas in the following ways:

1. Oversight of ongoing, embedded professional development
2. Continuation of partnership with an outside literacy consultant and our newly hired literacy coach
3. Capacity-building via building administrators and teacher leaders to increase sustainability efforts
4. Ongoing needs assessment via the district's well-established One Plan protocol/communication process (DLT, BLT, TBT) to determine "next steps"
5. Continued revisions as needed (according to monthly data reviews) to the data-based decision making protocol
6. Ensure that the proposed evidence-based strategies are implemented with fidelity by creating a checklist of observational strategies, practices and behaviors, for evaluators to utilize during formal and informal observations conducted as part of the OTES process
7. Administrators will review this information in the post conference discussions with staff members
8. The BLT and DLT will review the protocols completed by the TBT's, with specific emphasis on alignment of TBT data and strategies to the Local Literacy Plan and any Schoolwide Plans
9. Feedback will be provided specific to the inclusion of evidence-based strategies as a means to increase student reading achievement and meet the goals set out in the five step process

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 instruction of students with dyslexia.**

Bedford Ciy Schools Staffing and Professional Development Plan

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

APPENDICES

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