



March 22, 2024

Dear Superintendent Talbert:

Thank you for submitting the Canton City School District 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 plan is informed by student data. It is connected to the Ohio Improvement Process and supported by abundant training for staff to carry out necessary components of the plan.
- Teacher, building, and district teams communicate often and are involved in implementing the plan. Teams are provided data to inform their work.
- Focus on components of reading and disaggregating data to ensure that students' specific learning needs are identified
- Student learning goals are tied to data and root cause analysis
- Opportunities for staff to receive training and support from coaches; clear connection between student learning needs and staff training

This plan will benefit from:

- Include teacher leaders, family and community members, treasurer, and school board members on plan writing team to ensure a broad array of expertise and experiences
- More focus on upper grades needed – how will diagnostic data be used beyond third grade? How is the project plan informed by the needs of students in upper grades?
- More consideration of how to measure adult implementation (especially through walkthroughs) needed. Deeper explanation of how adult implementation either helps or hinders implementation of instruction, assessment, and intervention would be helpful too

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

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: Canton City Schools

DISTRICT IRN: 043711

DISTRICT ADDRESS: 305 McKinley Ave NW Canton, Ohio 44702

PLAN COMPLETION DATE: December 20, 2023

LEAD WRITERS: Jolinda Seiple, Kimberly Kingsbury, Elena Monahan

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
Jeff Talbert	Superintendent	Administration Building	talbert_j2@ccsdistrict.org
Elena Monahan	Director of Education Services	Administration Building	monahan_e@ccsdistrict.org
Kimberly Kingsbury	Director of Accountability and Federal Programs	Administration Building	kingsbury_k@ccsdistrict.org
Chastity Trumpower	Director of Student Services	Administration Building	trumpower_c@ccsdistrict.org
Jolinda Seiple	Director of Elementary Education	Administration Building	seiple_j@ccsdistrict.org
Lori Nickles	Director of Special Education	Administration Building	nickles_l@ccsdistrict.org
Gary Kandel	Director of Secondary Education	Administration Building	kandel_g@ccsdistrict.org
Christen Sedmock	Director of Alternative Programs	Administration Building	sedmock_c@ccsdistrict.org
Linnea Olbon	Director of Early Childhood	ELC @Schreiber	olbon_l@ccsdistrict.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 development of the Reading Achievement Plan began with a review of our current state and diagnostic assessment data in order to look for trends and opportunities for growth. After the data was analyzed, we examined our current literacy practices as well as our current structures that are in place through the Ohio Improvement Process. This enabled us to develop goals and action steps to focus our efforts towards improvement in reading achievement.

Our district has been involved with professional development centered around Language and Literacy and the Science of Reading through LETRS training (Language Essentials for Teachers of Reading and Spelling). Now that the majority of our K-3 teachers are trained in the Science of Reading, this plan is based on implementation of those strategies and protocols as well as monitoring the effectiveness of our adult implementation factors.

In addition to our LETRS work, we have a dedicated team focused on the training and implementation of Structured Literacy through Academic Language and Therapy Associates (ALTA). Since the 2013-2014 school year, we have grown our in-house Certified Academic Language Practitioners (CALP) to thirty-one licensed teachers with another cohort starting in January 2024. These teachers provide targeted instruction to students

needing more intensive reading intervention utilizing a multi-sensory approach. They deliver prescriptive and diagnostic reading plans as part of the services for Reading Improvement and Monitoring Plans as well as meeting the requirements of the Dyslexia Law.

The district leadership team will communicate the plan through building administrators and building leadership teams utilizing the Ohio Improvement Process. Monitoring of the plan will be ongoing by the district leadership team with adjustments made according to assessment data. An annual review of the plan will be conducted with revisions made based on state and local assessment data.

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.

The Reading Achievement Plan aligns to other district improvement plans, such as our Strategic Plan within the Ohio Improvement Process, or OIP. The district's OIP academic goal is to increase the performance index on state assessments from 64.4 to 72.0 by the end of the 2024 school year. One of the action steps towards that goal is to ensure that teachers participate in LETRS training and implement the strategies in their classrooms. The actions in this Reading Achievement Plan align to this work by shifting to the implementation and monitoring phase of our work with our acquired knowledge through the science of reading since all administrators and instructional staff at the K-3 level have completed or are in the process of LETRS professional development.

The Reading Achievement Plan also aligns to the 11 District Plan- Objective 1- Language and Literacy Development. The Ohio Reads Literacy Coach supports our efforts through collaboration with our Instructional Coaches by strengthening, refining, and training on systems and structures on best practices in literacy and data driven decision making. This includes LETRS professional development as well as supporting Instructional Coaches through building and strengthening literacy systems within the MTSS framework. This work is in alignment around best practices to close achievement gaps for students who require Reading Improvement and Monitoring Plans (RIMP) as well as those with the most intensive literacy needs that may be identified through the Dyslexia Law.

Through the 5-step process, the district leadership team, building leadership teams, and the teacher based teams will continually monitor progress of student data as well as adult implementation practices. The data that is collected will be reviewed by the teacher-based teams, building leadership teams, and three times per year (beginning, middle, and end) by the district leadership team. Student assessment data as well as adult indicators will be used for data analysis. Adjustments will be made according to recommendations from members of the district leadership team and other stakeholders involved with literacy achievement. An annual review of the plan will be made and revisions based on Ohio State Testing data as well as our end of the year diagnostic results.

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

SECTION 4 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.**

Preschool Transition Skills Summary (TSS) Spring 2023		
	Canton City Schools PreK Site	Community PreK Sites (feed into Canton City Schools Kindergarten)
Language and Literacy Development	44% of students on track	45% of students on track

*Preschool data reported by Great Start for Great Futures (GSGF) Coalition in partnership with Stark Education Partnership, Early Childhood Resource Center, and State Support Team 9.

Kindergarten Readiness Assessment (KRA-R) Proficiency Level Percentages Fall 2022 Overall			
Demographic	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
All Students	48.2%	36.1%	15.7%
Female	37.2%	41.4%	21.3%
Male	57.6%	31.5%	10.9%
Black, Non-Hispanic	44.9%	46.7%	8.4%
Hispanic	68.0%	24.0%	8.0%
Multiracial	42.4%	41.3%	16.3%
White, Non-Hispanic	48.0%	28.4%	23.5%
Economically Disadvantaged	48.2%	36.1%	15.7%
English Learner	74.1%	18.5%	7.4%
Students with Disabilities	78.9%	18.4%	2.7%
Homeless Students	64.3%	35.7%	0%

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

Kindergarten Readiness Assessment (KRA-R) Proficiency Level Percentages Fall 2023 Overall			
Demographic	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
All Students	48.9%	32.6%%	18.4%

Kindergarten Readiness Assessment (KRA-R) Language and Literacy Proficiency Levels Fall 2022		
Demographic	Not On-track	On-Track
All Students	79.6%	20.4%
Female	74.5%	25.5%
Male	84.1%	15.9%
Black, Non-Hispanic	82.0%	18.0%
Hispanic	92.0%	8.0%
Multiracial	81.5%	18.5%
White, Non-Hispanic	73.5%	26.5%
Economically Disadvantaged	79.6%	20.4%
English Learner	88.9%	11.1%
Students with Disabilities	92.1%	7.9%
Homeless Students	100%	0%

K-3 Fall Reading Diagnostic Percentages- All Students 2022-2023		
School Year	Not-on Track	On-Track
Fall of 2018	53.9%	46.1%
Fall of 2019	42.3%	57.7%
Fall of 2020	35.6%	64.4%
Fall of 2021	45.7%	54.3%
Fall of 2022	62.0%	38.0%

K-3 Fall Reading Diagnostic Percentages- Kindergarten Students 2022-2023		
School Year	Not-on Track	On-Track
Fall of 2018	35.2%	64.8%
Fall of 2019	20.4%	79.6%
Fall of 2020	15.9%	84.1%
Fall of 2021	20.1%	79.9%
Fall of 2022	78.8%	21.2%

K-3 Fall Reading Diagnostic Percentages- 1st Grade Students 2022-2023		
School Year	Not-on Track	On-Track
Fall of 2018	51.9%	48.1%
Fall of 2019	35.1%	64.9%
Fall of 2020	35.6%	64.4%
Fall of 2021	46.3%	53.7%
Fall of 2022	57.6%	42.4%

K-3 Fall Reading Diagnostic Percentages- 2nd Grade Students 2022-2023		
School Year	Not-on Track	On-Track
Fall of 2018	75.8%	24.2%
Fall of 2019	65.6%	34.4%
Fall of 2020	44.3%	55.7%
Fall of 2021	66.3%	33.7%
Fall of 2022	57.8%	42.2%

K-3 Fall Reading Diagnostic Percentages- 3rd Grade Students 2022-2023		
School Year	Not-on Track	On-Track
Fall of 2018	53.3%	46.7%
Fall of 2019	51.7%	48.3%
Fall of 2020	46.1%	53.9%
Fall of 2021	48.0%	52.0%
Fall of 2022	55.0%	45.0%

2022-2023 Proficiency Level Percentages for English Language Arts OST							
Grade	Untested	Limited	Basic	Proficient	Accomplished	Advanced	Advanced Plus
Third	0.2%	35.2%	29.6%	12.7%	11.3%	11.1%	0%
Fourth	0%	43.2%	19.9%	18.8%	11.0%	7.1%	0%
Fifth	0%	32.5%	24.4%	19.0%	13.2%	10.6%	0.2%
Sixth	0.2%	45.7%	26.8%	11.0%	11.0%	5.3%	0%
Seventh	0.6%	39.2%	25.2%	20.3%	10.1%	4.6%	0%
Eighth	1.4%	45.8%	24.4%	21.6%	4.6%	2.3%	0%

2022-2023 Proficiency Levels for Grade 3 English Language Arts Assessment by Demographic					
Demographic	Limited	Basic	Proficient	Accomplished	Advanced
All Students	35.2%	29.6%	12.7%	11.3%	11.1%
Female	32.8%	33.6%	12.7%	11.9%	9.0%
Male	37.1%	26.4%	12.7%	10.7%	12.7%
Black, Non-Hispanic	38.6%	36.0%	9.6%	8.6%	7.1%
Hispanic	31.6%	23.7%	18.4%	5.3%	21.1%
Multiracial	36.4%	30.3%	17.2%	8.1%	8.1%
White, Non-Hispanic	32.1%	25.0%	12.3%	16.0%	14.2%
American Indian or Alaskan Native	33.3%	0%	33.3%	33.3%	0%
Asian or Pacific Islander	50.0%	0%	0%	0%	50.0%
Economically Disadvantaged	35.2%	29.6%	12.7%	11.3%	11.1%
English Learner	58.8%	17.6%	5.9%	5.9%	11.8%
Students with Disabilities	65.7%	27.1%	2.9%	1.4%	1.4%
Homeless Students	41.7%	41.7%	8.3%	8.3%	0%

Acadience Learning Online (ALO) Comparison Data- Composite Scores- Beginning of the Year 2023-2024				
Grade Level	Well Below	Below	At Level	Above Level
Kindergarten	51%	18%	12%	18%
Grade 1	44%	15%	15%	26%
Grade 2	53%	7%	19%	21%
Grade 3	52%	9%	17%	22%

Acadience Learning Online (ALO) Comparison Data- Composite Scores- Beginning of the Year 2022-2023				
Grade Level	Well Below	Below	At Level	Above Level
Kindergarten	62%	14%	9%	14%
Grade 1	60%	12%	11%	17%
Grade 2	59%	6%	16%	18%
Grade 3	57%	9%	19%	16%

District English Learner Progress Review 2022-2023			
Grade Level	Emerging	Progressing	Proficient
Kindergarten	56%	44%	0%
Grade 1	36%	61%	2%
Grade 2	22%	59%	19%
Grade 3	29%	57%	14%
Grade 4	11%	81%	75
Grade 5	45%	50%	5%
Grade 6	22%	70%	7%
Grade 7	46%	54%	0%
Grade 8	28%	68%	4%

Alternative Assessment- English Language Arts 2022-2023					
Grade Level	Limited	Basic	Proficient	Accomplished	Advanced
Grade 3	25%	75%	0%		
Grade 4	67%	17%	17%		
Grade 5	0%	100%	0%		
Grade 6	75%	25%	0%		
Grade 7	75%	0%	25%		
Grade 8	89%	11%	0%		
HS ELA	77%	15%	8%		

Kindergarten i-Ready Reading Diagnostic Beginning of Year 2023					
	Three or More Grade Levels Below	Two Grade Levels Below	One Grade Level Below	Early On Grade Level	Mid or Above Grade Level
Overall Placement			90%	8%	2%
Phonological Awareness			74%	20%	5%
Phonics			87%	8%	5%
High-Frequency Words			93%	3%	4%
Vocabulary			75%	19%	5%
Comprehension: Overall			76%	17%	7%
Comprehension: Literature			73%	16%	11%
Comprehension: Informational Text			73%	18%	8%

First Grade i-Ready Reading Diagnostic Beginning of Year 2023					
	Three or More Grade Levels Below	Two Grade Levels Below	One Grade Level Below	Early On Grade Level	Mid or Above Grade Level
Overall Placement		22%	70%	5%	3%
Phonological Awareness		20%	65%	6%	9%
Phonics		22%	66%	6%	6%
High-Frequency Words		35%	49%	5%	11%
Vocabulary		32%	58%	6%	4%
Comprehension: Overall		24%	67%	6%	3%
Comprehension: Literature		22%	66%	7%	5%
Comprehension: Informational Text		27%	61%	7%	5%

Second Grade i-Ready Reading Diagnostic Beginning of Year 2023					
	Three or More Grade Levels Below	Two Grade Levels Below	One Grade Level Below	Early On Grade Level	Mid or Above Grade Level
Overall Placement		48%	40%	8%	4%
Phonological Awareness		39%	6%	0%	55%
Phonics		55%	30%	5%	10%
High-Frequency Words		43%	16%	16%	24%
Vocabulary		51%	37%	7%	5%
Comprehension:		52%	38%	6%	4%

Overall					
Comprehension: Literature		52%	345	8%	6%
Comprehension: Informational Text		52%	37%	6%	5%

Third Grade i-Ready Reading Diagnostic Beginning of Year 2023					
	Three or More Grade Levels Below	Two Grade Levels Below	One Grade Level Below	Early On Grade Level	Mid or Above Grade Level
Overall Placement	23%	31%	22%	18%	6%
Phonological Awareness					
Phonics	32%	31%	7%	2%	28%
High-Frequency Words	17%	4%	3%	0%	76%
Vocabulary	17%	36%	23%	16%	8%
Comprehension: Overall	27%	31%	21%	14%	7%
Comprehension: Literature	25%	30%	22%	13%	10%
Comprehension: Informational Text	29%	32%	21%	13%	5%

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.

- The historical data shows that approximately 80-85% of our incoming kindergarten students are not demonstrating readiness when they enter at the beginning of the school year.
- Historically, between 38%- 47% of students that attended preschool in the Canton City Schools program show that they are on track for Language and Literacy Development according to the Stark County Transition Skills Summary data. This is comparable to the average Language and Literacy Development data from those that attend programs throughout the county.
- Our district has a poverty rate of 100%
- Our overall district mobility rate is a factor that contributes to low reading achievement due to students transitioning between schools which creates disruptions in the learning process. Although the district recently adopted a new reading curriculum, there still is a lack of consistency with instructional practices across the district.
 - Overall district mobility rate: 15.5%
 - Subgroups with the highest mobility rate include:
 - English Learners: 22.4%
 - Hispanic Students: 21.5%
 - Multiracial Students: 16.2%
 - Students with Disabilities: 16.2%
 - Black, Non-Hispanic: 15.9%
 - Economically Disadvantaged: 15.5%
 - White, Non-Hispanic: 13.1%
- Our diverse student population creates more opportunities to meet the needs of all students through differentiation and culturally relevant instructional practices. The need for continued professional development in these areas will improve learner outcomes across all subgroups.
 - Demographic Data
 - Economically Disadvantaged: 100%
 - Students with Disabilities: 16.2%
 - Homeless Students: 3.3%
 - Identified as Gifted: 5%
 - English Learners: 5%
 - American Indian or Alaskan Native: .3%
 - Asian: .2%
 - Black, Non-Hispanic: 36.2%
 - Hispanic: 10.3%
 - Multiracial: 16.4%
 - White, Non-Hispanic: 36.5%

- A new core English Language Arts curriculum was recently adopted in 2023-2024 and teachers are still becoming comfortable with the implementation and use of materials. A phonics curriculum was adopted in the 2022-2023 school year and the most recent addition of our phonemic awareness curriculum was instituted in the 2023-2024 school year. All of the new curricula that are being implemented are all based on the science of reading.

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.

- The previous district core reading curriculum was based on the five essential components of reading, however, it did not offer systematic and explicit instruction in phonemic awareness and phonics. Supplemental materials were introduced, however, the curriculum was not used consistently throughout the district in the past few years. The materials were not fully utilized and supplementation created inconsistencies.
- Effective instructional practices are either not being implemented or not being implemented with fidelity across the district.
- There is a lack of knowledge on how to use data to plan instruction and provide appropriate scaffolding and interventions consistently.
- There is a lack of differentiation within the core curriculum due to the beginning stages of implementation.
- The majority of K-3 teachers and administrators have completed training in the science of reading through LETRS and are now in the implementation phase of using their understanding of the teaching of reading. This change in instructional practices is in the beginning stages as teachers become more comfortable with the science of reading and utilizing the materials to align the work across the district.

In looking at our District Profile Report, it is evident that LETRS training and implementation is a priority since the majority of our teachers would not have had training in the science of reading in their undergraduate work.

- Percent of teachers with 0-4 years of experience= 17.38%
- Percent of teachers with 5-10 years of experience= 18.21%
- Percent of teachers with 10+ years of experience= 64.40%

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.

In the Canton City School District, our vision is that all students will acquire a worldview of life's possibilities and the confidence to pursue their dreams using the knowledge and skills learned in the Canton City School District. Our mission is to inspire confident, creative, and open-minded learners. Our values include: Excellence in all that we do, Leadership that is developed at all levels, and building Community. In regards to literacy, this means ensuring that every student is reading and writing at grade level by the end of third grade and that they continually progress throughout their educational career so that they have a solid foundation to pursue their dreams.

Our vision, mission, and values are at the core of our literacy program as we effectively plan for and deliver direct instruction through a structured literacy approach. This approach is explicit and systematic and based on many years of research in how the brain learns to read. Utilizing a structured literacy approach ensures our students progress through specific early literacy skills which include: Phonemic Awareness, Phonics, Reading Fluency, Vocabulary, and Comprehension. Explicit and systematic reading instruction is vital for early literacy and to ensure diverse populations have a strong foundation and are supported as they grow as readers. Student success in literacy enhances learning in all subject areas and inspires confident, creative, and open-minded learners.

Based on our district data and alignment with our strategic plan, the Reading Achievement Plan has been designed on overall student performance goals by grade level which are aligned to the third grade reading guarantee. As a district, we have pursued professional development for all K-3 instructional staff to ensure they have a solid understanding of the science of reading and have built the action plan with next steps in implementing the knowledge we have gained.

1. **Overall Student Performance Goal:** Increase the percentage of third grade students meeting or exceeding the proficiency standards from 31% to 52% by Spring of 2024 as measured by the Ohio State Test.
2. **Kindergarten:** Increase the percentage of Kindergarten students scoring at or above the benchmark standard in reading by 10% from 62% to 72% by Spring 2024 as measured by the composite score in Acadience Learning Online (ALO).
3. **First Grade:** Increase the percentage of first grade students scoring at or above the benchmark standard in reading by 10% from 25% to 35% by Spring 2024 as measured by the composite score in Acadience Learning Online (ALO).
4. **Second Grade:** Increase the percentage of second grade students scoring at or above the benchmark standard in reading by 10% from 37% to 47% by Spring 2024 as measured by the composite score in Acadience Learning Online (ALO).
5. **Third Grade:** Increase the percentage of third grade students scoring at or above the benchmark standard in reading by 10% from 38% to 48% by Spring 2024 as measured by the composite score in Acadience Learning Online (ALO).

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: Increase the percentage of third grade students meeting or exceeding the proficiency standards from 31% to 52% by Spring of 2024 as measured by the Ohio State Test.

Evidence-Based Strategy or Strategies: Explicit and systematic instruction aligned with the science of reading.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Complete LETRS Professional Development Series and state prescribed dyslexia modules including systems coaching to assist building leadership teams in analyzing student and adult implementation data to develop a literacy building improvement plan.	Professional development in the new district adopted curriculums that are aligned to the science of reading, focusing on fidelity of implementation.	Instructional coaching focused on classroom implementation of structured literacy and the science of reading.
Timeline	December 2023- May 2024	August 2023-May 2024	August 2023-May 2024
Lead Person(s)	Jolinda Seiple, Elena Monahan	Jolinda Seiple, Elena Monahan	Jolinda Seiple, Elena Monahan
Resources Needed	LETRS Modules Facilitator Training Costs Compensation of teachers	Facilitator Training Costs Compensation of Instructional Coaches for professional development training costs	Ongoing Peer Coaching Support training through the Schlechty Center Read Ohio Literacy Coach
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Participation in LETRS for classroom teachers and administrators in need of completing the module series Professional development in data driven instructional decision making for administrators, Instructional Coaches, and classroom teachers utilizing Acadience Learning Online and the Phonics Screening Inventory	Participation in professional development with Great Minds (Wit and Wisdom) with administrators, teachers and Instructional Coaches Participation in professional development with 95% Group with administrators, teachers and Instructional Coaches.	Peer coaching and training in teacher based teams and individually Monthly Instructional Coaching meetings

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

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	Completion of LETRS modules Acadience Learning Online (ALO) data i-Ready Diagnostic data Reading Tiered Fidelity Inventory	Acadience Learning Online (ALO) data i-Ready Diagnostic data Progress monitoring data for 95% (Phonics Screener for Intervention) to monitor specific deficit areas. Reading Tiered Fidelity Inventory results Implementation checklists	Acadience Learning Online (ALO) data i-Ready Diagnostic data Progress monitoring data for 95% (Phonics Screener for Intervention) to monitor specific deficit areas. Reading Tiered Fidelity Inventory results Implementation checklists
Description of Funding	General Fund	General Fund	Title IIA- Improving Teacher Quality
Check-in/Review Date	Quarterly	Quarterly	Quarterly

Goal #2 Action Map- Kindergarten: Increase the percentage of Kindergarten students scoring at or above the benchmark standard in reading by 10% from 62% to 72% by Spring 2024 as measured by the composite score in Acadience Learning Online (ALO).

Evidence-Based Strategy or Strategies: Explicit and systematic instruction aligned with the science of reading.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Complete LETRS Professional Development Series and state prescribed dyslexia modules including systems coaching to assist building leadership teams in analyzing student and adult implementation data to develop a literacy building improvement plan.	Professional development in the new district adopted curriculums that are aligned to the science of reading, focusing on fidelity of implementation.	Instructional coaching focused on classroom implementation of structured literacy and the science of reading.
Timeline	December 2023- May 2024	August 2023-May 2024	August 2023-May 2024
Lead Person(s)	Jolinda Seiple, Elena Monahan	Jolinda Seiple, Elena Monahan	Jolinda Seiple, Elena Monahan

	Action Step 1	Action Step 2	Action Step 3
Resources Needed	LETRS Modules Facilitator Training Costs Compensation of teachers	Facilitator Training Costs Compensation of Instructional Coaches for professional development training costs	Ongoing Peer Coaching Support training through the Schlechty Center Read Ohio Literacy Coach
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Participation in LETRS for classroom teachers and administrators in need of completing the module series Professional development in data driven instructional decision making for administrators, Instructional Coaches, and classroom teachers utilizing Acadience Learning Online and the Phonics Screening Inventory	Participation in professional development with Great Minds (Wit and Wisdom) with administrators, teachers and Instructional Coaches Participation in professional development with 95% Group with administrators, teachers and Instructional Coaches.	Peer coaching and training in teacher based teams and individually Monthly Instructional Coaching meetings
Measure of Success	Completion of LETRS modules Acadience Learning Online (ALO) data i-Ready Diagnostic data Reading Tiered Fidelity Inventory	Acadience Learning Online (ALO) data i-Ready Diagnostic data Progress monitoring data for 95% (Phonics Screener for Intervention) to monitor specific deficit areas. Reading Tiered Fidelity Inventory results Implementation checklists	Acadience Learning Online (ALO) data i-Ready Diagnostic data Progress monitoring data for 95% (Phonics Screener for Intervention) to monitor specific deficit areas. Reading Tiered Fidelity Inventory results Implementation checklists
Description of Funding	General Fund	General Fund	Title IIA- Improving Teacher Quality
Check-in/Review Date	Quarterly	Quarterly	Quarterly

Goal # 3 Action Map- Grade 1: Increase the percentage of first grade students scoring at or above the benchmark standard in reading by 10% from 25% to 35% by Spring 2024 as measured by the composite score in Acadience Learning Online (ALO).

Evidence-Based Strategy or Strategies: Explicit and systematic instruction aligned with the science of reading.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Complete LETRS Professional Development Series and state prescribed dyslexia modules including systems coaching to assist building leadership teams in analyzing student and adult implementation data to develop a literacy building improvement plan.	Professional development in the new district adopted curriculums that are aligned to the science of reading, focusing on fidelity of implementation.	Instructional coaching focused on classroom implementation of structured literacy and the science of reading.
Timeline	December 2023- May 2024	August 2023-May 2024	August 2023-May 2024
Lead Person(s)	Jolinda Seiple, Elena Monahan	Jolinda Seiple, Elena Monahan	Jolinda Seiple, Elena Monahan
Resources Needed	LETRS Modules Facilitator Training Costs Compensation of teachers	Facilitator Training Costs Compensation of Instructional Coaches for professional development training costs	Ongoing Peer Coaching Support training through the Schlechty Center Read Ohio Literacy Coach
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Participation in LETRS for classroom teachers and administrators in need of completing the module series Professional development in data driven instructional decision making for administrators, Instructional Coaches, and classroom teachers utilizing Acadience Learning Online and the Phonics Screening Inventory	Participation in professional development with Great Minds (Wit and Wisdom) with administrators, teachers and Instructional Coaches Participation in professional development with 95% Group with administrators, teachers and Instructional Coaches.	Peer coaching and training in teacher based teams and individually Monthly Instructional Coaching meetings
Measure of Success	Completion of LETRS modules Acadience Learning Online (ALO) data i-Ready Diagnostic data Reading Tiered Fidelity Inventory	Acadience Learning Online (ALO) data i-Ready Diagnostic data Progress monitoring data for 95% (Phonics Screener for Intervention) to monitor specific deficit areas.	Acadience Learning Online (ALO) data i-Ready Diagnostic data Progress monitoring data for 95% (Phonics Screener for Intervention) to monitor specific deficit areas.

	Action Step 1	Action Step 2	Action Step 3
		Reading Tiered Fidelity Inventory results Implementation checklists	Reading Tiered Fidelity Inventory results Implementation checklists
Description of Funding	General Fund	General Fund	Title IIA- Improving Teacher Quality
Check-in/Review Date	Quarterly	Quarterly	Quarterly

Goal #4 Action Map- Grade 2: Increase the percentage of second grade students scoring at or above the benchmark standard in reading by 10% from 37% to 47% by Spring 2024 as measured by the composite score in Acadience Learning Online (ALO).

Evidence-Based Strategy or Strategies: Explicit and systematic instruction aligned with the science of reading.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Complete LETRS Professional Development Series and state prescribed dyslexia modules including systems coaching to assist building leadership teams in analyzing student and adult implementation data to develop a literacy building improvement plan.	Professional development in the new district adopted curriculums that are aligned to the science of reading, focusing on fidelity of implementation.	Instructional coaching focused on classroom implementation of structured literacy and the science of reading.
Timeline	December 2023- May 2024	August 2023-May 2024	August 2023-May 2024
Lead Person(s)	Jolinda Seiple, Elena Monahan	Jolinda Seiple, Elena Monahan	Jolinda Seiple, Elena Monahan
Resources Needed	LETRS Modules Facilitator Training Costs Compensation of teachers	Facilitator Training Costs Compensation of Instructional Coaches for professional development training costs	Ongoing Peer Coaching Support training through the Schlechty Center Read Ohio Literacy Coach

	Action Step 1	Action Step 2	Action Step 3
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Participation in LETRS for classroom teachers and administrators in need of completing the module series Professional development in data driven instructional decision making for administrators, Instructional Coaches, and classroom teachers utilizing Acadience Learning Online and the Phonics Screening Inventory	Participation in professional development with Great Minds (Wit and Wisdom) with administrators, teachers and Instructional Coaches Participation in professional development with 95% Group with administrators, teachers and Instructional Coaches.	Peer coaching and training in teacher based teams and individually Monthly Instructional Coaching meetings
Measure of Success	Completion of LETRS modules Acadience Learning Online (ALO) data i-Ready Diagnostic data Reading Tiered Fidelity Inventory	Acadience Learning Online (ALO) data i-Ready Diagnostic data Progress monitoring data for 95% (Phonics Screener for Intervention) to monitor specific deficit areas. Reading Tiered Fidelity Inventory results Implementation checklists	Acadience Learning Online (ALO) data i-Ready Diagnostic data Progress monitoring data for 95% (Phonics Screener for Intervention) to monitor specific deficit areas. Reading Tiered Fidelity Inventory results Implementation checklists
Description of Funding	General Fund	General Fund	Title IIA- Improving Teacher Quality
Check-in/Review Date	Quarterly	Quarterly	Quarterly

Goal #5 Action Map- Grade Three: Increase the percentage of third grade students scoring at or above the benchmark standard in reading by 10% from 38% to 48% by Spring 2024 as measured by the composite score in Acadience Learning Online (ALO).

Evidence-Based Strategy or Strategies: Explicit and systematic instruction aligned with the science of reading.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Complete LETRS Professional Development Series and state prescribed dyslexia modules including systems coaching to assist building leadership teams in analyzing student and adult	Professional development in the new district adopted curriculums that are aligned to the science of reading, focusing on fidelity of implementation.	Instructional coaching focused on classroom implementation of structured literacy and the science of reading.

	Action Step 1	Action Step 2	Action Step 3
	implementation data to develop a literacy building improvement plan.		
Timeline	December 2023- May 2024	August 2023-May 2024	August 2023-May 2024
Lead Person(s)	Jolinda Seiple, Elena Monahan	Jolinda Seiple, Elena Monahan	Jolinda Seiple, Elena Monahan
Resources Needed	LETRS Modules Facilitator Training Costs Compensation of teachers	Facilitator Training Costs Compensation of Instructional Coaches for professional development training costs	Ongoing Peer Coaching Support training through the Schlechty Center Read Ohio Literacy Coach
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Participation in LETRS for classroom teachers and administrators in need of completing the module series Professional development in data driven instructional decision making for administrators, Instructional Coaches, and classroom teachers utilizing Acadience Learning Online and the Phonics Screening Inventory	Participation in professional development with Great Minds (Wit and Wisdom) with administrators, teachers and Instructional Coaches Participation in professional development with 95% Group with administrators, teachers and Instructional Coaches.	Peer coaching and training in teacher based teams and individually Monthly Instructional Coaching meetings
Measure of Success	Completion of LETRS modules Acadience Learning Online (ALO) data i-Ready Diagnostic data Reading Tiered Fidelity Inventory	Acadience Learning Online (ALO) data i-Ready Diagnostic data Progress monitoring data for 95% (Phonics Screener for Intervention) to monitor specific deficit areas. Reading Tiered Fidelity Inventory results Implementation checklists Grade 3 Fall OST Scores Grade 3 Spring OST Scores	Acadience Learning Online (ALO) data i-Ready Diagnostic data Progress monitoring data for 95% (Phonics Screener for Intervention) to monitor specific deficit areas. Reading Tiered Fidelity Inventory results Implementation checklists
Description of Funding	General Fund	General Fund	Title IIA- Improving Teacher Quality

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	Quarterly	Quarterly	Quarterly

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.

Each goal will be progress monitored through the use of diagnostic assessments and individual student monitoring as needed. All students are administered the Acadience Online Learning (ALO) assessments (formerly DIBELS) three times per year (beginning, middle, and end). Students will also be progress monitored with Acadience Online Learning at least every two weeks to ensure that the instruction and interventions are appropriate for their needs. Additionally, students will be monitored three times per year by i-Ready to measure growth in phonological awareness, phonics, high-frequency words, vocabulary, and comprehension in both literature and informational text.

Additional monitoring measures will be utilized to ensure that students are progressing on individual sub skills. We will use the Phonics Screener for Intervention (PSI) from the 95% Group, which is a curriculum based assessment. Students are receiving Tier I Instruction utilizing the 95% Phonics Group curriculum and the companion Tier 2 intervention called the Phonics Lesson Library. Together, these tools provide teachers with data sources that identify students strengths as well as areas that need individualized reading intervention. The instruction, skill progression, and strategies are aligned which will maximize instructional time and provide the correct instruction to meet the needs of each student.

To monitor the overall progress on our literacy plan, each building will administer the Reading Tiered Fidelity Inventory (RTFI). This literacy assessment tool provides information on our implementation of effective practices in reading and evaluates the progress we are making. The results of the Reading Tiered Fidelity Inventory offers guidance on our strengths and areas for growth in our literacy instruction. The data from this plan will help to inform our One Needs Assessment and our overall strategic planning.

The continuation of the LETRS training modules for staff that need to complete them will be monitored by our Education Services Team and our Curriculum and Instruction Department. We have in-house district trainers who will provide professional development for teachers and administrators, which is how we have the capacity to train our staff. The strategies learned through the LETRS training will also be monitored through the Ohio

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

Improvement Process and Teacher Based Teams (OIP/TBT) as teachers analyze data and plan appropriate instruction. The BLT provides feedback to the TBTs and can monitor the strategies and implementation of this structured literacy approach.

As we have implemented new curricula based on the science of reading, we have utilized the professional development from the publishers for each component. Teachers and administrative staff have participated in this professional development to ensure consistency in implementation. Professional development has been ongoing and strategically placed throughout the calendar to ensure that staff have follow-up with trainers and their questions can be answered. Survey data is collected after professional development sessions to ensure that the needs of the teachers are met and if not, additional coaching and support is provided through our Curriculum and Instruction team.

The Instructional Coaches have participated in professional development along with the teachers and administrators. We have also been able to utilize them with a “train the trainer” model. They offer district, school, and classroom support for implementation of our structured literacy program as they collaboratively work together to meet the needs of our teachers. The Instructional Coaches are active members of the Teacher Based Teams, Building Leadership Teams, and District Leadership Team (TBT/BLT/DLT) and communicate professional development needs as well as offer support.

Our Read Ohio Literacy Coach works with our Instructional Coaches, administrators, Education Services, and the Curriculum and Instruction Department by providing support and guidance in implementing evidence-based instructional practices across the district. She works with all of our Instructional Coaches to help identify needs and develop systems for improvement and offers guidance on progress monitoring. Additionally, our Read Ohio Literacy Coach works closely with specific buildings to target their improvement strategies for student success at the classroom level and supports the Ohio Improvement Process.

To further expand our Instructional Coaches effectiveness, we have embarked on professional development on coaching practices through the Schlechty Center. Having an effective coaching model is critical so that their support and guidance is well-received by our teachers. Professional development in this model works on communication skills and can assist them in guiding teachers to effectively implement the evidence based strategies needed for the growth of our students. The Education Services Team plans and monitors the coaching professional development sessions to ensure alignment across the district.

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.*

The evidence-based strategy that will be used to meet the needs of students is to utilize explicit and systematic instruction aligned with the science of reading. Daily instruction and practice in order to build literacy skills is essential so that students can become readers in all content areas. Through the use of structured literacy and core knowledge, we will be able to better meet the needs of our students through our tier one instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. Our students who may need more intensive support, will receive a tier two level of support. Students who require support at this level are placed on a Reading Improvement and Monitoring Plan. These students will have additional time and or intensity with individualized literacy instruction designed with a structured literacy approach.

Students who are not on track in any area of literacy (phonemic awareness, phonics, fluency, vocabulary, comprehension) as identified through our diagnostic data have a Reading Improvement and Monitoring Plan specific to their deficit area(s). Each student receives core instruction and intervention as needed to address the deficit area(s). Progress is monitored by sub skill and instruction is adjusted based on the student's progress. If a tier three level of instruction is needed, a student may need to work with a Certified Academic Language Practitioner (CALP) with additional time and/or intensity.

In addition to the above mentioned evidence-based strategies, instruction will improve due to the collaboration with our Read Ohio Literacy Coach, where the focus is on both systems coaching and instructional coaching. This work is based on analyzing student data to plan and provide effective literacy instruction, establishing and refining progress monitoring systems, and modeling instructional strategies to meet the needs of students. This coaching model provides guidance and support to our Instructional Coaches across the district which will directly impact each building and classroom as we collaborate and build capacity with our teachers, Instructional Coaches, and administrators through the Ohio Improvement Process.

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 evidence-based strategies chosen for the Reading Improvement Plan align with the approaches outlined in the science of reading. Through our professional development over the last few years in LETRS and structured literacy, our teachers and administrators have a much better understanding about how the brain learns to read. As we have continued to grow in our understanding of effective literacy instruction, we have taken the next step and aligned our instructional practices and our materials to ensure that all of our students are receiving high quality instruction utilizing appropriate materials. This plan is targeted and focuses on the essential components of early literacy. The plan ensures that the sub skills of the five components of reading are taught and monitored through various data points including Acadience Learning Online, i-Ready for the overall monitoring of growth throughout the year, and the Phonics Screener for Intervention to monitor each sub skill.

These strategies, along with a strong coaching model and professional development, will ensure that progress is shown in student data as well as adult implementation of our practices. The coaching model, which includes instructional coaching and systems coaching, allows us to build capacity across our system and ensure that students are receiving the right instruction and support at the right time. We are developing the knowledge and skills across our teacher based teams, building leadership teams, and the district leadership team. This plan improves upon the previous strategies used over the last two years due to the application of knowledge and skills through professional development. With the support of the coaching model, we are improving systems and instructional practices across the district. In prior years, we have had some components in place, however, this plan is cohesive and the evidence based practices are aligned with the science of reading and supported by a strong coaching model.

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.**

Training	Description	Participants	Timeline
LETRS Training	Language Essentials for Teachers of Reading and Spelling	New K-6 ELA teachers	<ul style="list-style-type: none"> ● Summer 2024 ● Fall 2024 ● Spring 2025
Dyslexia Training	State approved professional development identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.	New K-6 ELA teachers and K-12 Intervention Specialists,	<ul style="list-style-type: none"> ● Winter 2024 ● Spring 2024 ● Summer 2024 ● Fall 2024 ● Spring 2025
Peer Coaching Training	Training to expand the collaborative process in which staff work together to identify areas for improvement and set goals to address them.	Instructional Coaches	<ul style="list-style-type: none"> ● 2023-2024 ● Summer 2024 ● Fall 2024 ● Spring 2025
Acadience Leadership Training	Train-the-trainer model designed to help participants dig deeper into Acadience data and later facilitate discussion with staff that will in turn empower teachers to adjust instruction to better meet the needs of the students they serve.	Lead Instructional Coaches and Curriculum Specialists	<ul style="list-style-type: none"> ● Fall 2023 ● Fall 2024 ● Spring 2025
Orton Gillingham Training	Cohort training on a structured	Cohorts of teachers	<ul style="list-style-type: none"> ● Winter 2023

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

	literacy approach that will ultimately lead to staff being Certified Academic Language Practitioners.	K-12	<ul style="list-style-type: none"> ● Summer 2024 ● Fall 2024 ● Spring 2025
i-Ready Training	Leadership and teacher level training surrounding diagnostic data and instructional design based on student performance.	Principals, Instructional Coaches, Curriculum Specialists, General Ed Teachers and Intervention Specialists.	<ul style="list-style-type: none"> ● 2023-2024 ● Fall 2024 ● Winter 2025

The professional development plan focuses on building capacity at all levels to make data driven instructional decisions based on the knowledge and skills learned about the science of reading. Through our work with LETRS and the science of reading, our teachers, Instructional Coaches, and administrators have a strong foundation in evidence-based instructional practices in the essential components of early literacy. The district data sources are approved vendor assessments for Ohio and our staff have been trained to utilize the data to make instructional decisions that meet the needs of individual students. In order to continue building our staff capacity to design instruction that meets the individual needs of our students and ensure that our practices are culturally responsive, we have ongoing, job-embedded professional development. Our district has had training on Diversity, Equity, and Inclusion during the 2022-2023 school year and we continue to develop strategies to reflect on and engage our students to meet their individual needs. This is supported through our collaboration in the Ohio Improvement Process. We are also planning professional development in universal design for learning that will be ongoing as part of the 11 District Plan.

Our professional development plan is sustainable because we have invested in a train-the trainer model so that we can build capacity within our district utilizing our Instructional Coaches and our Curriculum and Instruction Department. Training and professional development are ongoing to ensure that all staff have the knowledge and skills to provide high quality instruction that is based on the science of reading. Our approach is multi-tiered which includes instructional practices and materials that are based on the science of reading that increase in intensity to meet the needs of each student. We have created a professional development system to train staff in the science of reading and we have also built our internal capacity to build multiple cohorts of teachers who are now Certified Academic Language Practitioners. Together with our Ohio Reads Literacy Coach, we have created a comprehensive plan that is sustainable.

APPENDICES

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

