



March 22, 2024

Dear Superintendent Wright:

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

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

**Strengths of the Reading Achievement Plan:**

- The team responsible for writing the RAP includes individuals from a variety of roles within the district.
- RAP includes a variety of data points.
- Plan includes an analysis of student subgroups.
- The root cause analysis acknowledges the district's past efforts and builds upon key factors that the district still needs to address.
- The Action Maps for each strategy include a detailed plan that begins with selecting the areas of focus and continuing to support educators through the complete implementation of the strategy.
- Professional development plan is clear and specific.

**This plan will benefit from:**

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Cincinnati Public Schools revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to [readingplans@education.ohio.gov](mailto: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: Cincinnati Public Schools**

**DISTRICT IRN: 043752**

**DISTRICT ADDRESS: PO Box 5381, Cincinnati, OH 45201-5381**

**PLAN COMPLETION DATE: 12.31.2024**

**LEAD WRITERS:** Lanisha Simmons, Jessica Hoffman, Christine Reeves, Pamela Cocklin, Kellie Steele, Erin Sienicki, Janine Smith, Kristin Pearson, Christine Ballman

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## 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
Shakeatha Butler	Chief Academic Officer	District Office	<a href="#">Shakeatha Butler</a>
Alesia Smith	Chief of Schools	District Office	<a href="#">Alesia Smith</a>
Frankie Pollock	Chief of High School Transformation	District Office	<a href="#">Frankie Pollock</a>
Lanisha Simmons	K-12 ELA Manager	District Office	<a href="#">Lanisha Simmons</a>
Chrissy Reeves	Assistant Director of Student Services	District Office	<a href="#">Christine Reeves</a>
Emily Campbell	Director of Curriculum & Instruction	District Office	<a href="#">Emily Campbell</a>
Pamela Cocklin	K-4 ELA Coach, Certified Structured Literacy Specialist	District Office and Building Support	<a href="#">Pamela Cocklin</a>
Kellie Steele	K-4 ELA Coach	District Office and Building Support	<a href="#">Kellie Steele</a>
Erin Sienicki	5-8 ELA Coach	District Office and Building Support	<a href="#">Erin Sienicki</a>
Janine Smith	7-12 ELA Coach	District Office and Building Support	<a href="#">Janine Smith</a>
Kristin Pearson	Manager, Student Services	District Office and Building Support	<a href="#">Kristin Pearson</a>
Jane Renkiewicz	Manager, Student Services	District Office and Building Support	<a href="#">Jane Renkiewicz</a>
Christine Ballman	Reading Specialist PLC Leader, 7-12	Taft High School	<a href="#">Christine Ballman</a>
Sarah Morales	Manager, World Languages	District Office	<a href="#">Sarah Morales</a>
Dr. Adam Cooper	Manager, ESL	District Office	<a href="#">Adam Cooper</a>
Jessica Hoffman	Urban Literacy Specialist	District and Building Support	<a href="#">Jessica Hoffman</a>





## 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 RAP leadership team engaged in a 4-part Problem-Solving Process to develop this plan:

1. **Problem ID** - The team examined all learner performance data to develop discrepancy statements that identified the areas where students are performing differently than we expect or desire.
2. **Problem Analysis** - The team used the ICE protocol to identify root causes for our identified Problems related to Instruction, Curriculum, and Environment, to focus our discussion on the factors within our control. We then prioritized problems aligned with the district Strategic Plan (see next section below) to enable focus and implementation.
3. **Plan Development** - The team developed Goal and Action Plan Maps, which were based on Implementation Science to best ensure the plan will impact practice all the way down to the level of classroom implementation.
4. **Plan Evaluation** - The team included Action Steps to address ongoing monitoring of action step completion, analysis of data, and ongoing barrier removal and improvement.

Plan for monitoring:

1. Each action step map includes the team to monitor those steps, meeting dates for check-ins, and sources of monitoring data to be examined (see Section 5).

The plan will be shared in the following ways:

1. Housed online on Teaching and Learning public site
2. Shared in meetings by Chief Academic Officer and Chief of Schools to all building administrators
3. Office of Teaching and Learning will send out email notification to all teachers
4. ELA Manager will include highlights of the plan in an ongoing manner in the ELA recurring newsletter
5. PD providers will connect PD to the RAP by revisiting goals and key strategies in PD sessions
6. Presented to community members and family members via LSDMC, family literacy nights, and district newsletters

## 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.*

Cincinnati Public Schools, during the 2023-24 school released the board-approved Goals and Guardrails that will guide our work from 2023-2027. The district also re-envisioned the vision statements to ensure alignment of the work to the mission and vision. CPS has identified the following goals that are relevant to and aligned with this RAP:

Goal 1: The percent of third graders proficient in reading on the Ohio State Test will increase from 45% in June 2023 to 61% in June 2027.

Goal 2: The current gap in reading proficiency between 6th grade African American, Hispanic and Multi-Racial students and 6th grade white students on the Ohio State Test will shrink from 37% in June 2023 to 17% by June 2027.

Goal 4: The percent of African American, Hispanic and Multicultural students graduating with College Credit Plus credit or a workforce credential will increase from 16% in June 2023 to 56% by June 2027.

Goal 5: The percentage of students who meet the requirements for graduation will increase from 85% in June 2023 to 97% by June 2027.

CPS developed a theory of action, in collaboration with multiple stakeholders, and identified five strategies that will support all decision-making. The two most relevant to this RAP are:

*Support our Students: CPS will implement integrated, evidence-based practices for students. This strategy will provide students equitable access to the knowledge, skills, and resources to be in control of their future. This strategy is apparent in our RAP through our “1. Select” action steps focused on the selection of evidence-based practices (see Section 5).*

*Equip our Educators: We will build the capacity of all educators through high-quality, ongoing learning and development. This strategy will provide educators the knowledge, skills, and resources to meet the needs of our students. The Equip of Educators strategy specifically supports the Reading Achievement Plan because it*

addresses the need for our educators to receive high-quality professional learning in our Tier I and Tier II instructional programs and resources. It also supports ensuring our educators the skills and knowledge to provide effective instruction in foundational literacy strategies to students of CPS. It is apparent in our RAP through our “3. Provide PD/Train” action steps (see Section 5).

The district has also initiated a plan to strengthen and ignite the ABCs: Academics, Behavior, and Culture. The Academics in ABCs supports growing educator instruction capacity in the ELA Instructional Shifts, Pedagogy, and Student Engagement alongside the implementation of high-quality curriculum and instructional materials, all of which informed our planning in this RAP.

## 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.*

# Kindergarten Readiness Assessment 2020-2021

## Overall Score

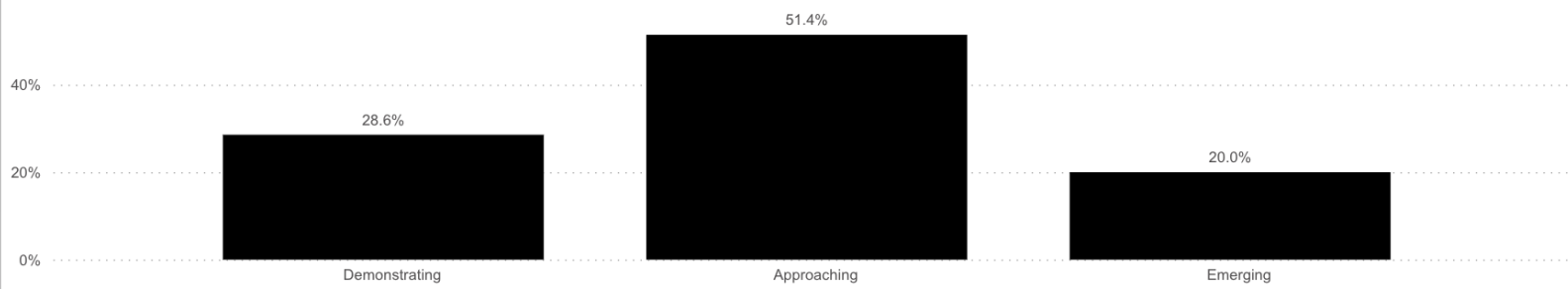
**Ohio** | Department of Education | **District Kindergarten Readiness Assessment (Revised) - Overall Score** 

Choose a School Year: 2020-2021 School Year

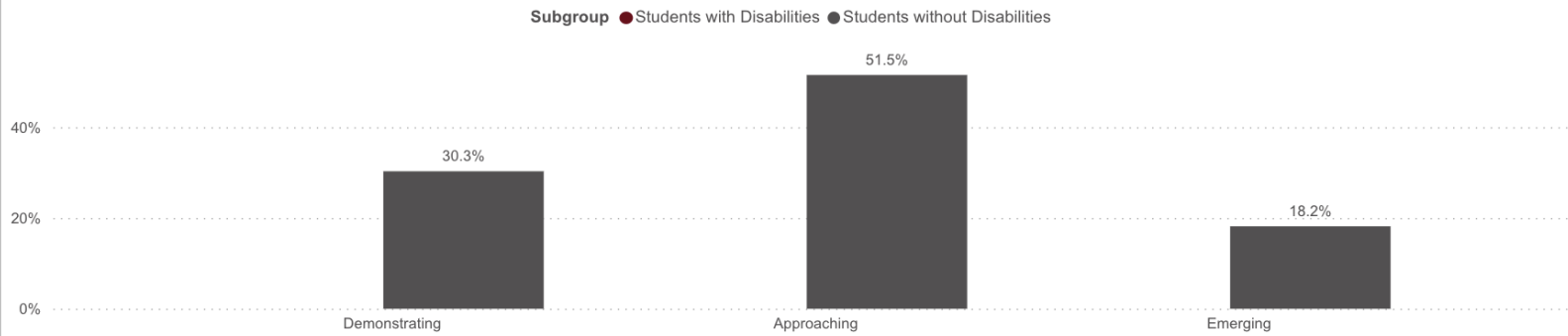
Choose a District: Cincinnati Public Schools - 043752 (Hamilton)

Choose a Subgroup: Students with Disabilities

Overall Score Proficiency Level Percentage for Cincinnati Public Schools - 043752 (Hamilton) by All Students



Overall Score Proficiency Level Percentage for Cincinnati Public Schools - 043752 (Hamilton) by Students with Disabilities





Department of Education

# District Kindergarten Readiness Assessment (Revised) - Overall Score



Choose a School Year

2021-2022 School Year

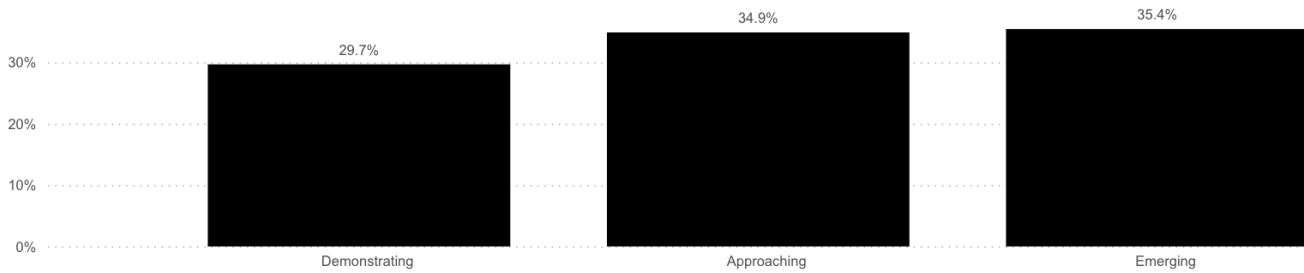
Choose a District

Cincinnati Public Schools - 043752 (Hamilton)

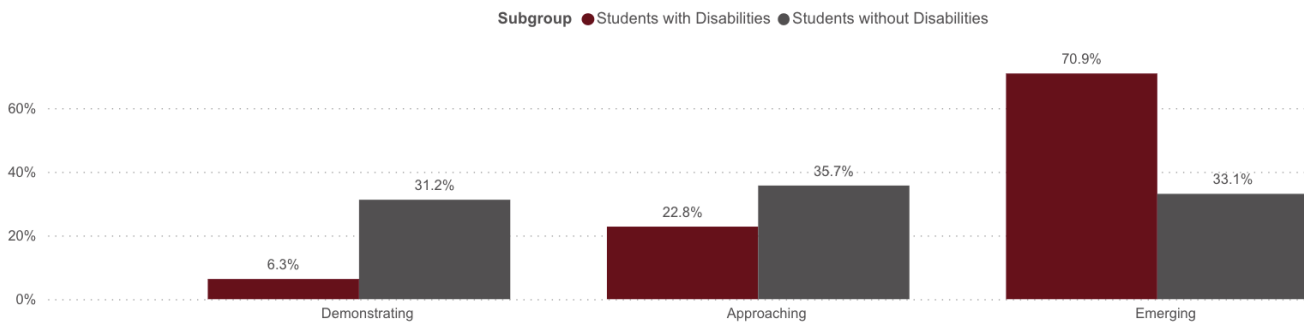
Choose a Subgroup

Students with Disabilities

Overall Score Proficiency Level Percentage for Cincinnati Public Schools - 043752 (Hamilton) by All Students



Overall Score Proficiency Level Percentage for Cincinnati Public Schools - 043752 (Hamilton) by Students with Disabilities



Department of Education

# District Kindergarten Readiness Assessment (Revised) - Overall Score



Choose a School Year

2022-2023 School Year

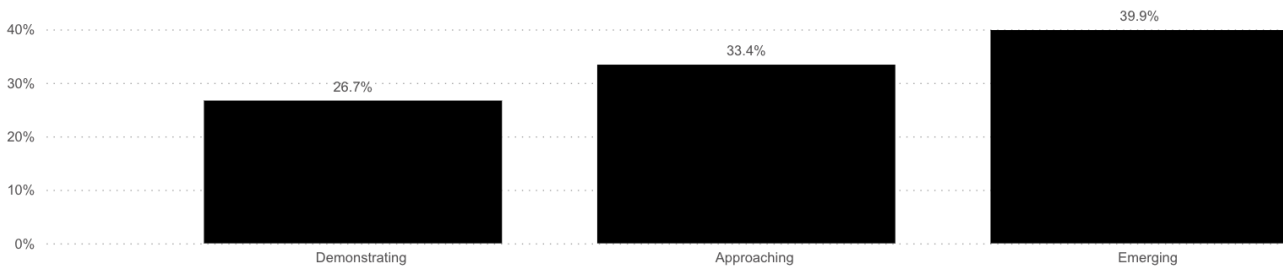
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Cincinnati Public Schools - 043752 (Hamilton)

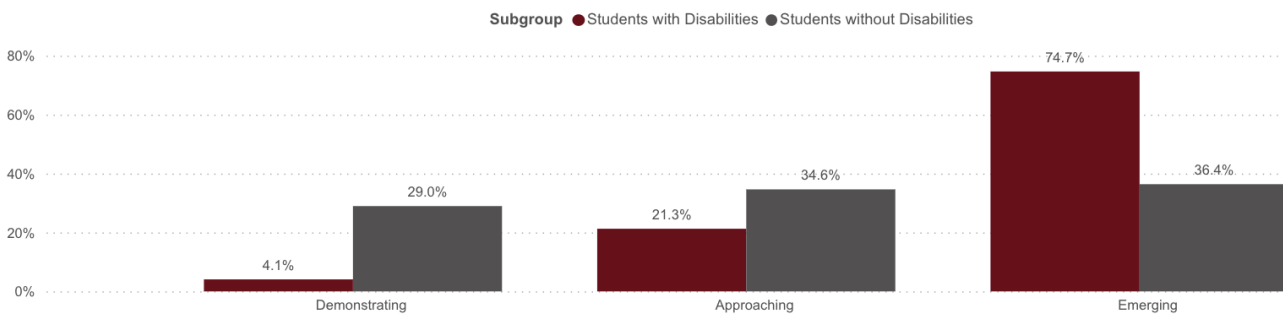
Choose a Subgroup

Students with Disabilities

Overall Score Proficiency Level Percentage for Cincinnati Public Schools - 043752 (Hamilton) by All Students



Overall Score Proficiency Level Percentage for Cincinnati Public Schools - 043752 (Hamilton) by Students with Disabilities



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

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Choose a School Year

2020-2021 School Year

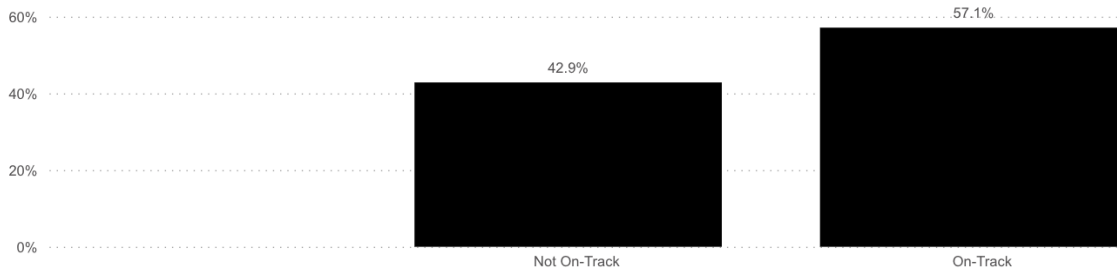
Choose a District

Cincinnati Public Schools - 043752 (Hamilton)

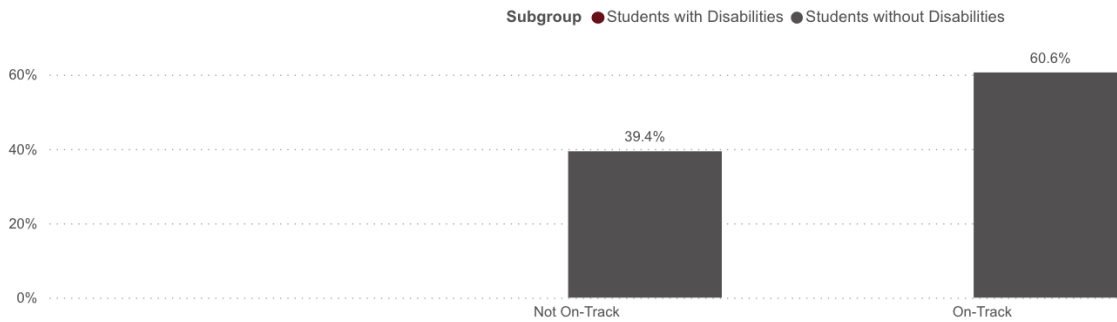
Choose a Subgroup

Students with Disabilities

### Overall Score Proficiency Level Percentage for Cincinnati Public Schools - 043752 (Hamilton) by All Students



### Overall Score Proficiency Level Percentage for Cincinnati Public Schools - 043752 (Hamilton) by Students with Disabilities



Choose a School Year

2022-2023 School Year

- 2022-2023 School Year
- 2021-2022 School Year
- 2020-2021 School Year

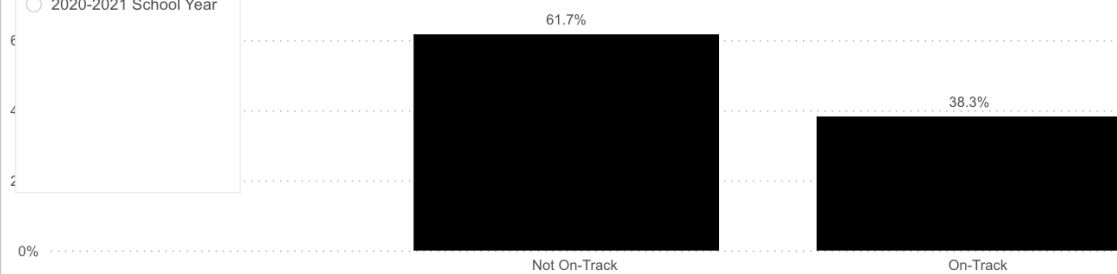
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Cincinnati Public Schools - 043752 (Hamilton)

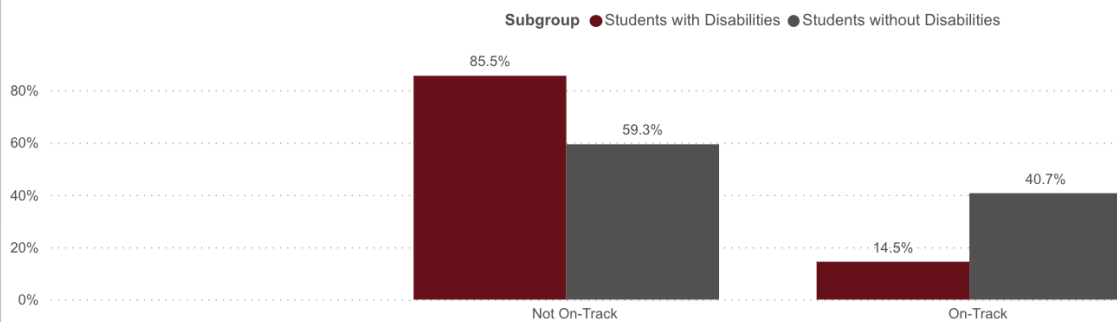
Choose a Subgroup

Students with Disabilities

### Overall Score Proficiency Level Percentage for Cincinnati Public Schools - 043752 (Hamilton) by All Students

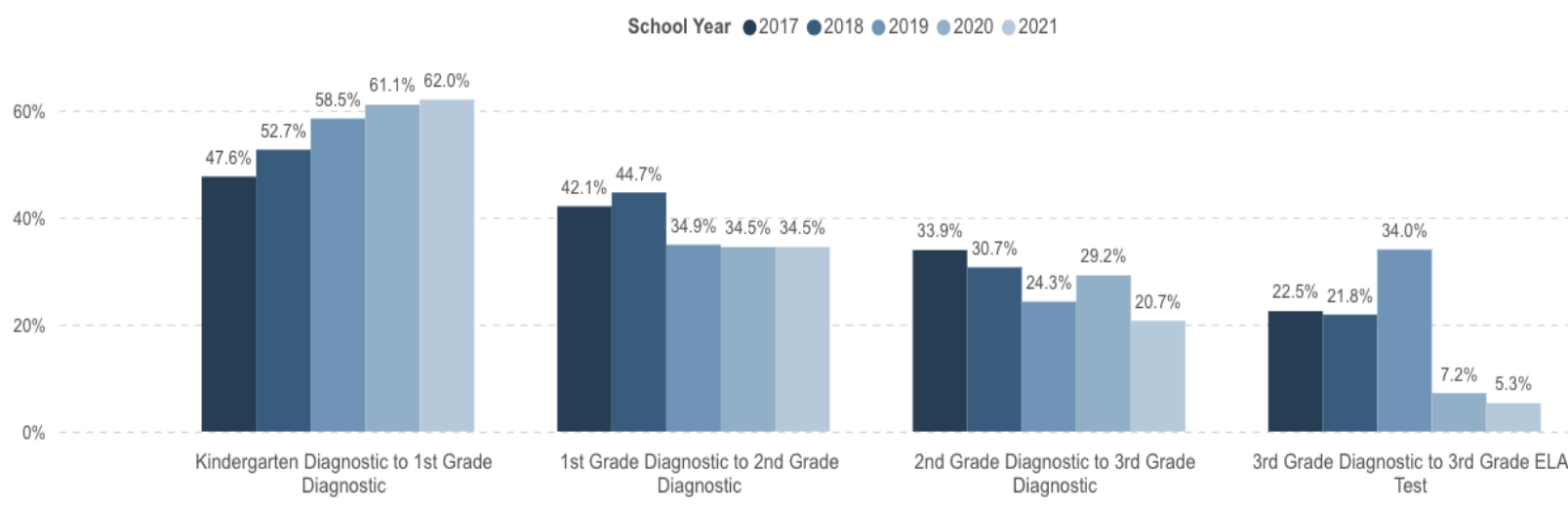


### Overall Score Proficiency Level Percentage for Cincinnati Public Schools - 043752 (Hamilton) by Students with Disabilities



KRA Language & Literacy Score  
K-3 Literacy Report Card

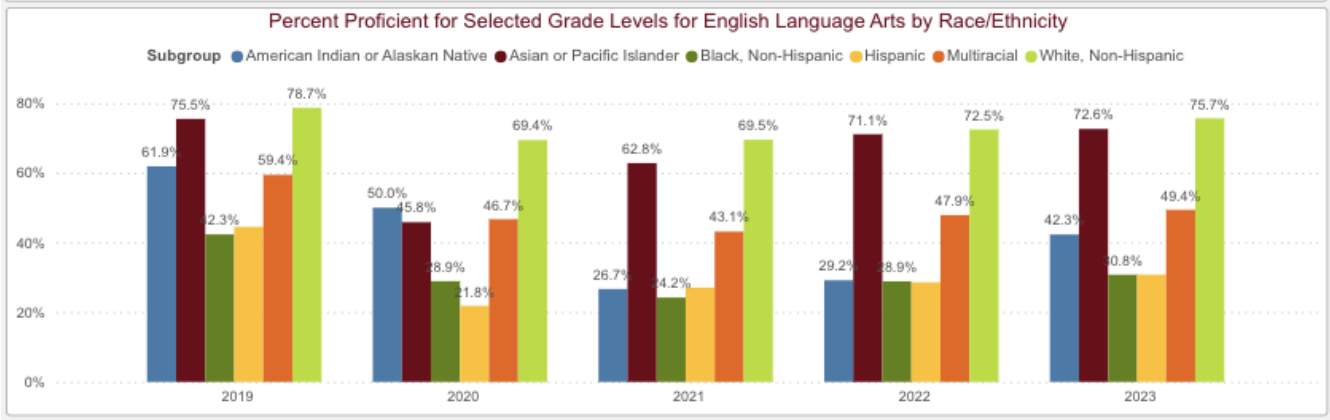
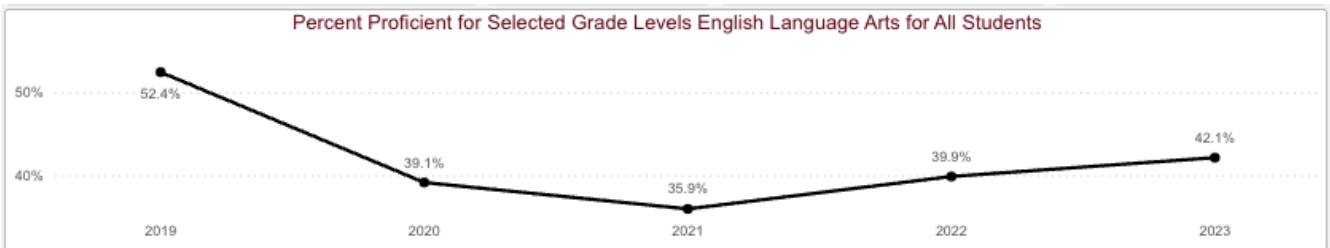
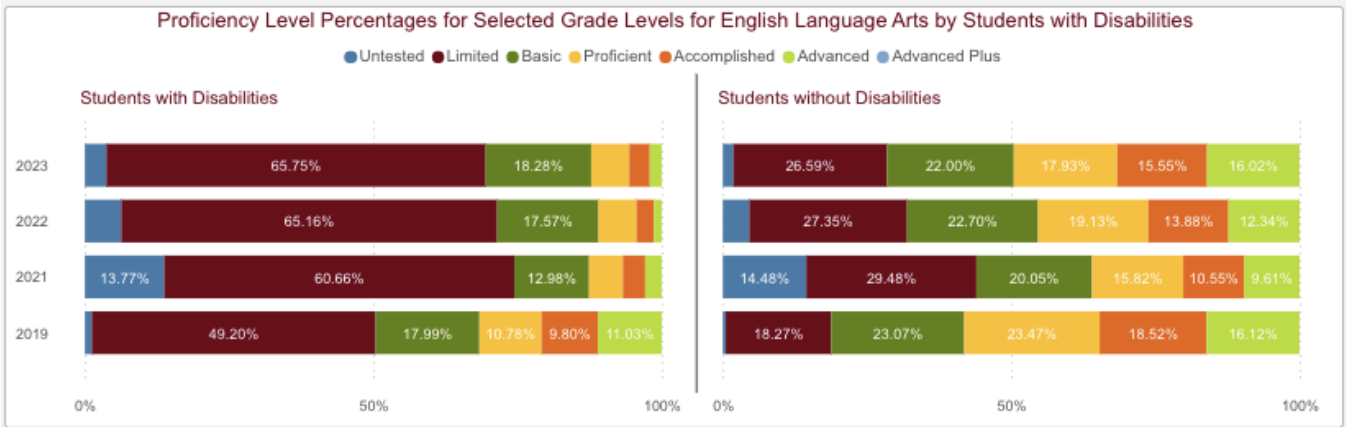
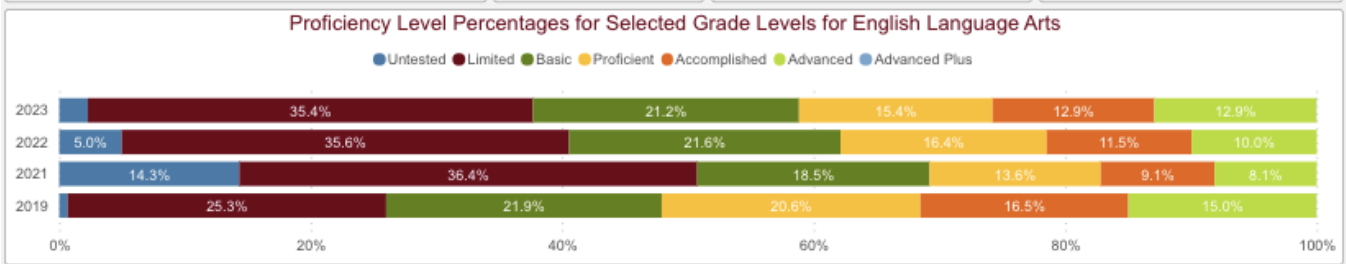
Moved to On-Track Percentages for Cincinnati Public Schools - 043752 (Hamilton)



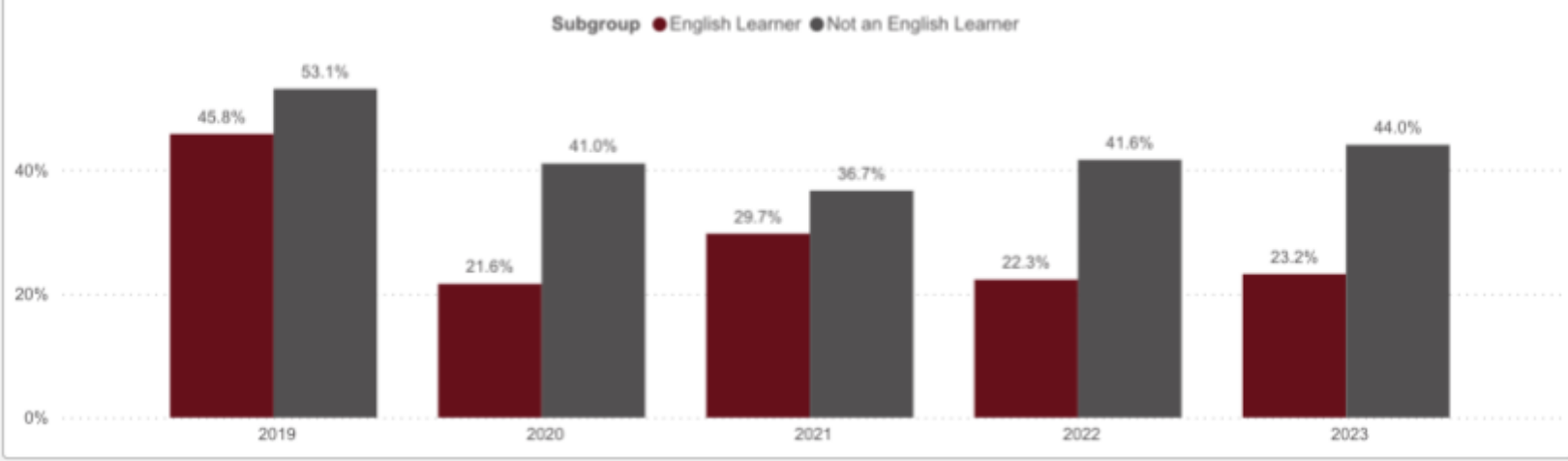


Ohio State Tests

Overall Achievement (all ELA tested grades)

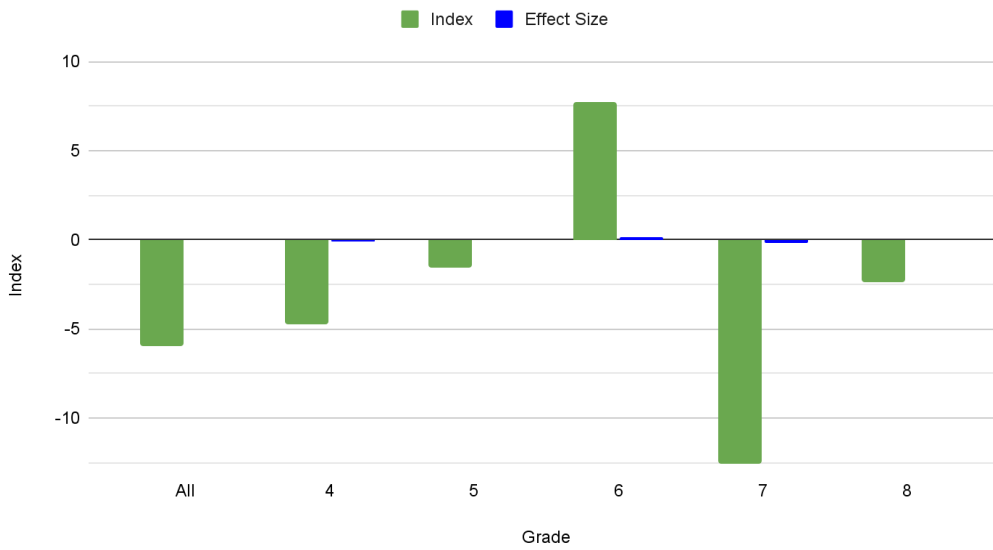


Percent Proficient for Selected Grade Levels for English Language Arts by English Learner



Overall Growth (all grades with Value Added data)

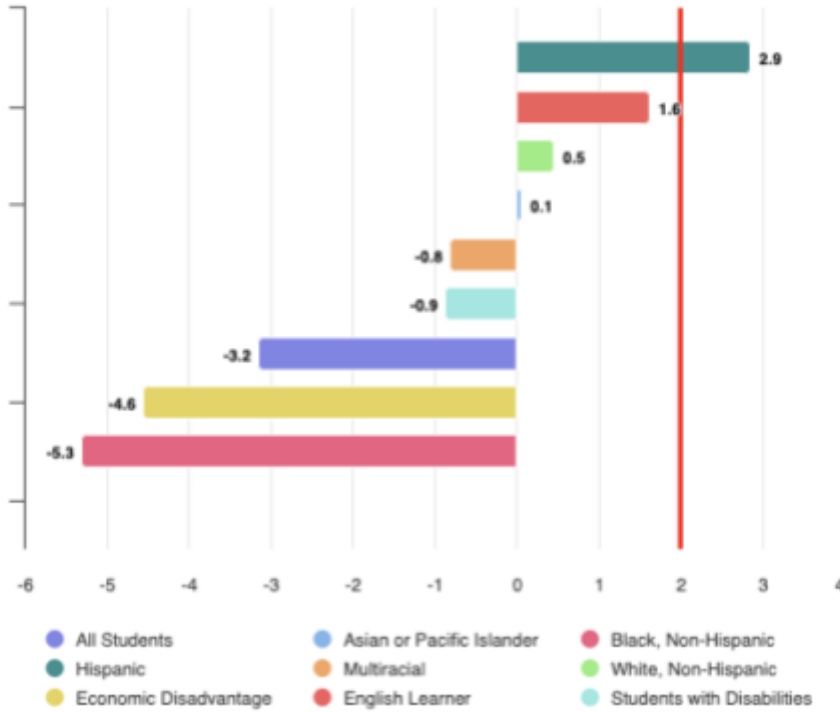
ELA Value Added Data by Grade Level - FY22 & 23



Growth Index by Subgroup

English Language Arts Growth

Growth Index by Subgroup



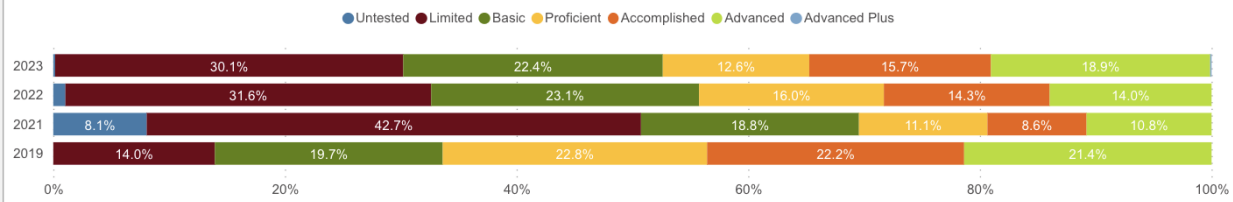
Gr. 3

Proficiency Level Trends for Cincinnati Public Schools - (Hamilton)

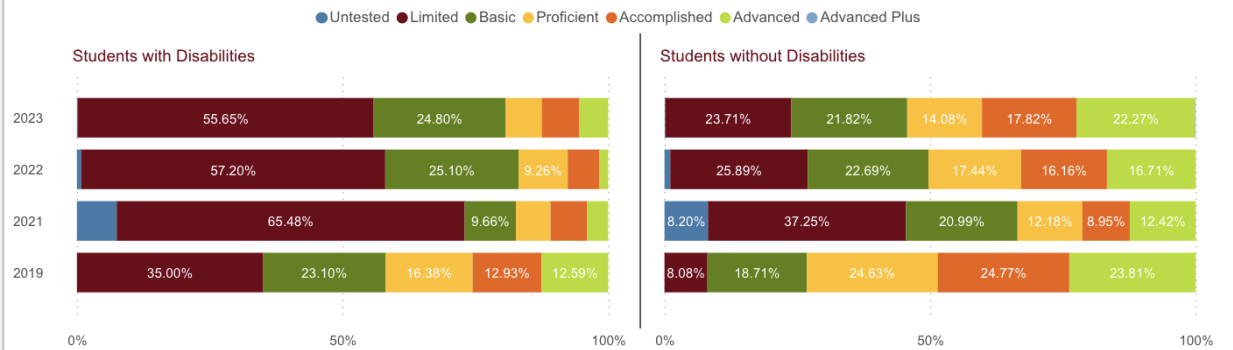


Choose a District: Cincinnati Public Schools - (Hamilton) | Choose a Grade: Third Grade | Choose a Subject: English Language Arts | Choose a Subgroup: Students with Disabilities

Proficiency Level Percentages for Third Grade for English Language Arts

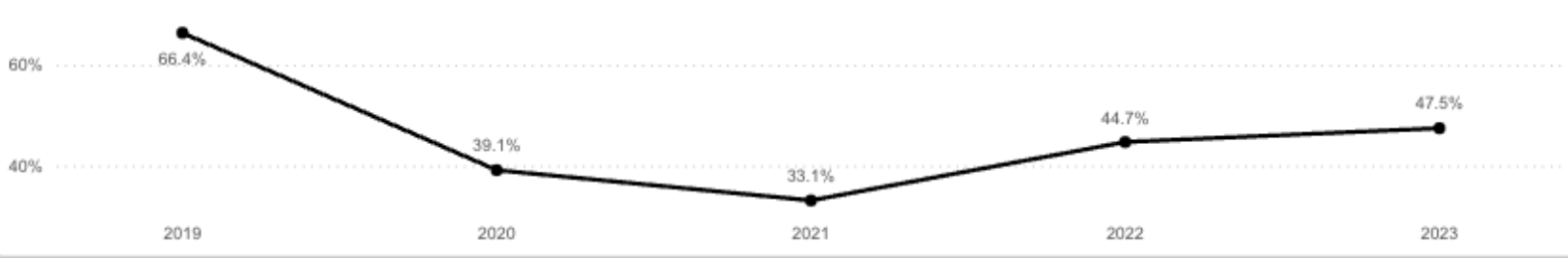


Proficiency Level Percentages for Third Grade for English Language Arts by Students with Disabilities

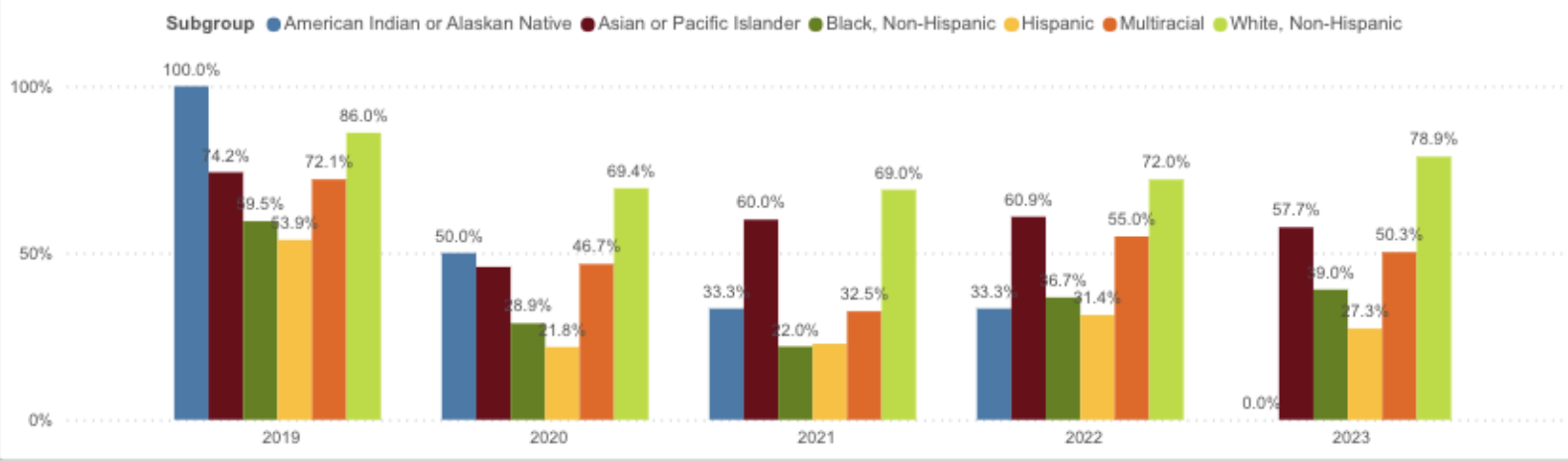


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**Percent Proficient for Third Grade English Language Arts for All Students**



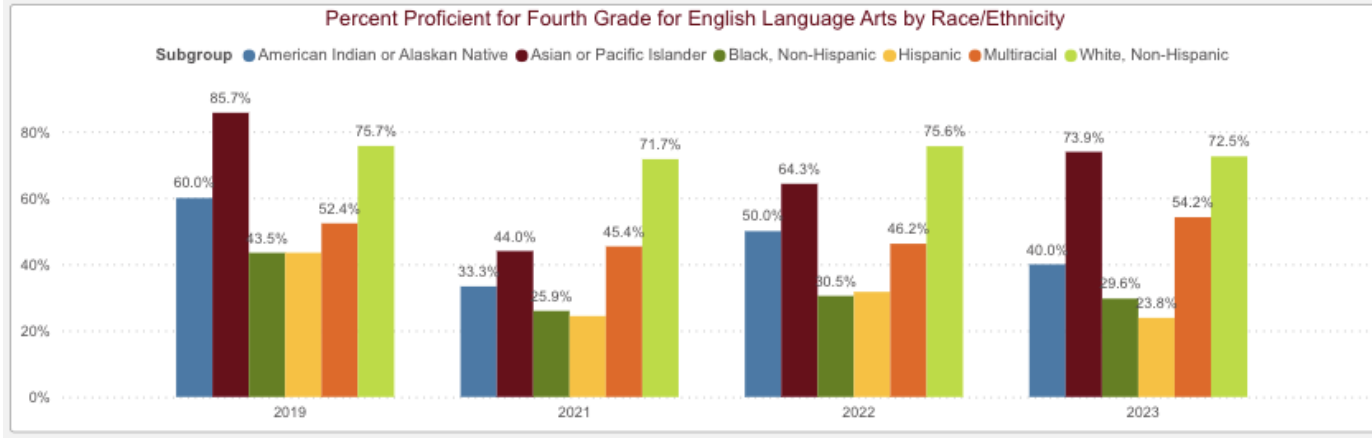
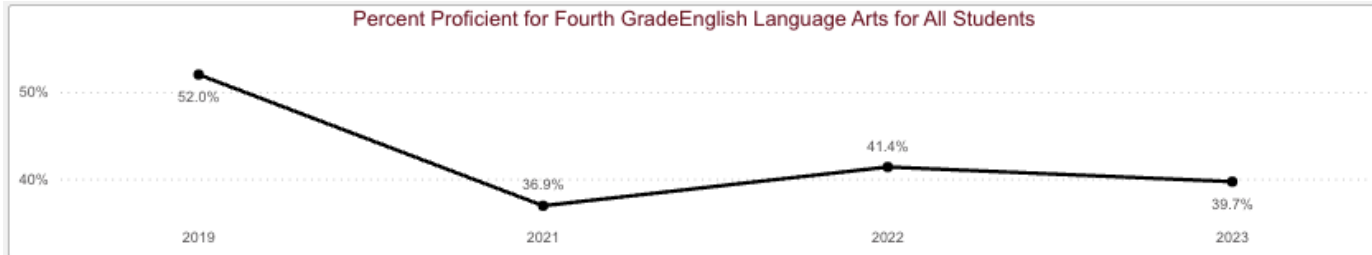
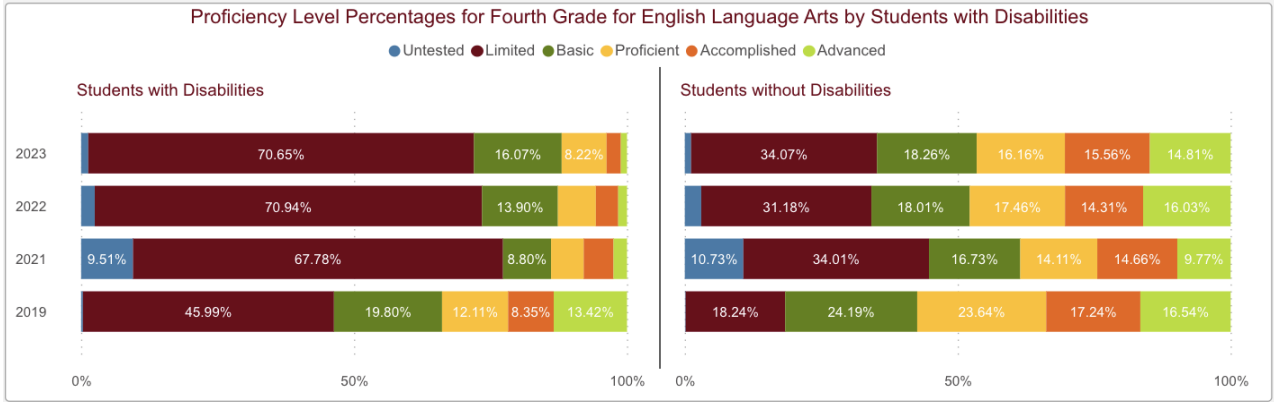
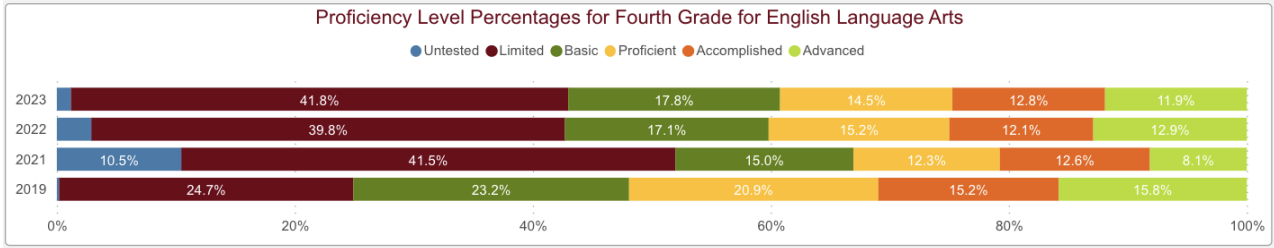
**Percent Proficient for Third Grade for English Language Arts by Race/Ethnicity**



Gr. 4

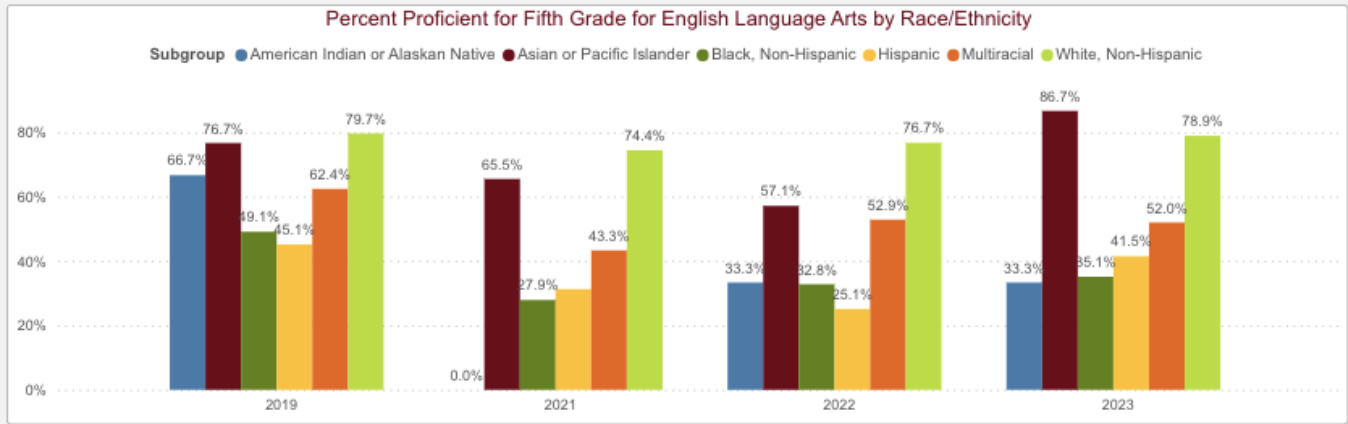
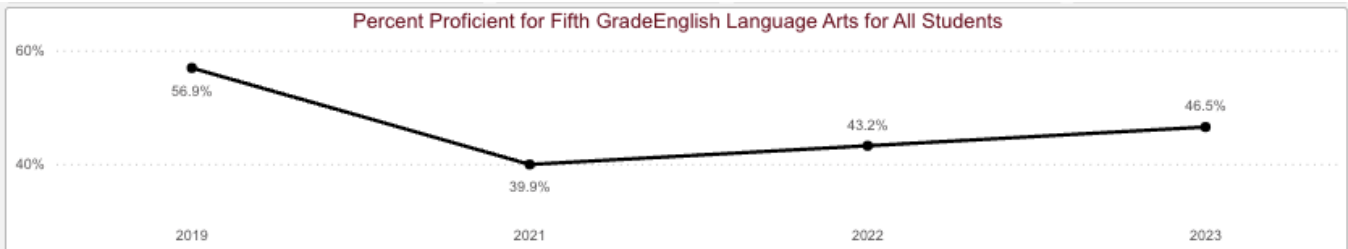
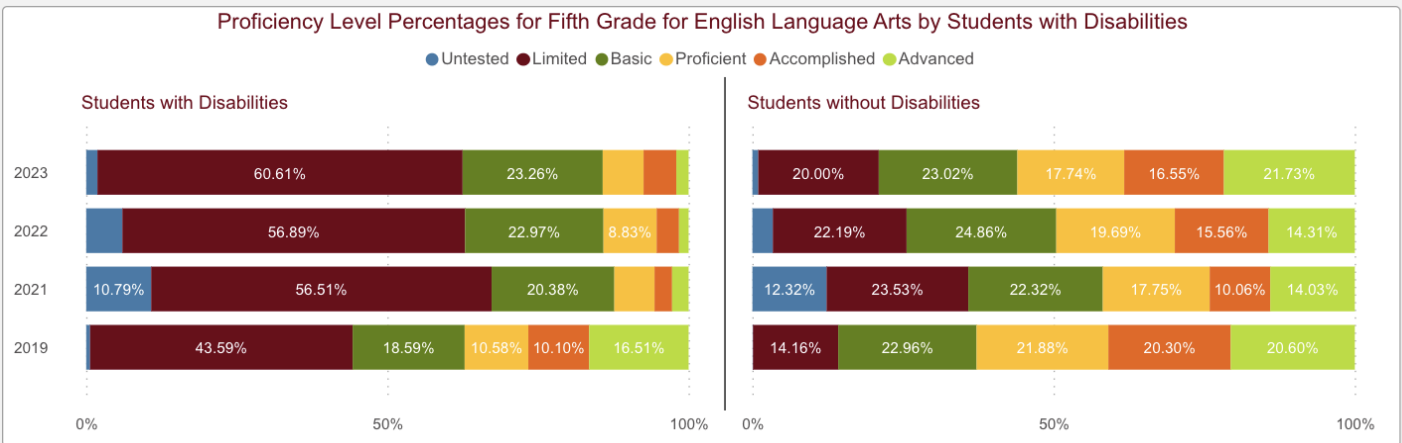
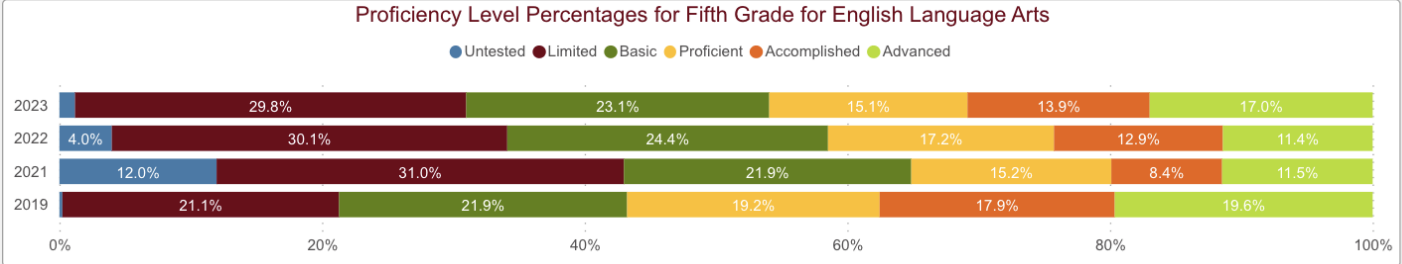
Proficiency Level Trends for Cincinnati Public Schools - (Hamilton)

Choose a District: Cincinnati Public Schools - (Hamilton) | Choose a Grade: Fourth Grade | Choose a Subject: English Language Arts | Choose a Subgroup: Students with Disabilities



Proficiency Level Trends for Cincinnati Public Schools - (Hamilton)

Choose a District: Cincinnati Public Schools - (Hamilton) | Choose a Grade: Fifth Grade | Choose a Subject: English Language Arts | Choose a Subgroup: Students with Disabilities



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

Proficiency Level Trends for Cincinnati Public Schools - (Hamilton)

Choose a District

Cincinnati Public Schools - (Hamilton)

Choose a Grade

Sixth Grade

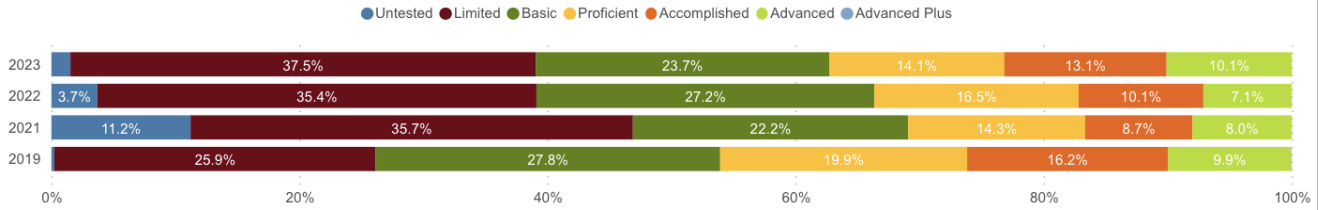
Choose a Subject

English Language Arts

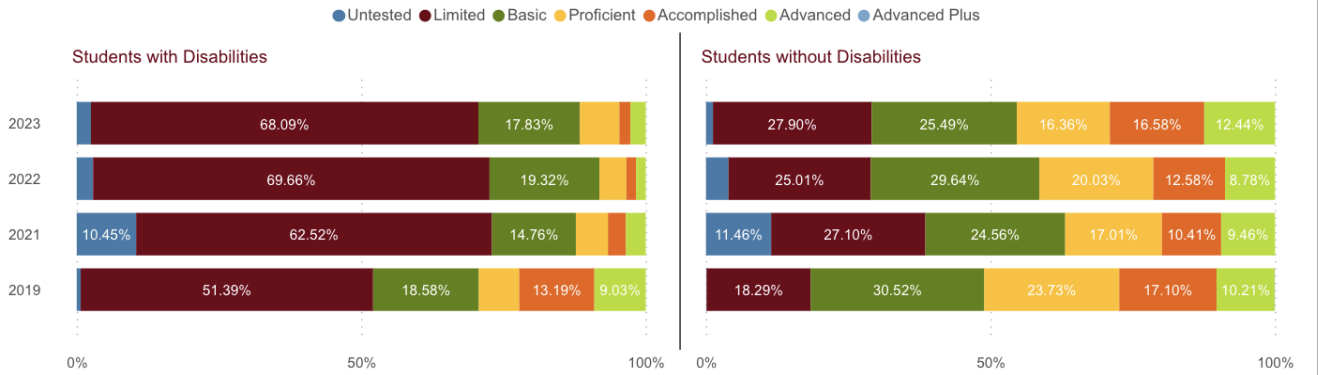
Choose a Subgroup

Students with Disabilities

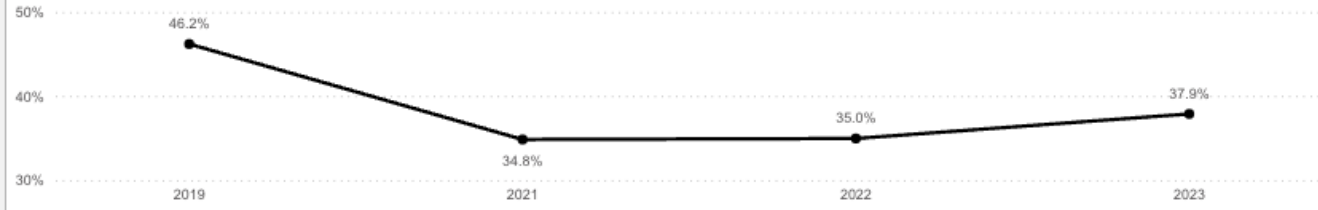
Proficiency Level Percentages for Sixth Grade for English Language Arts



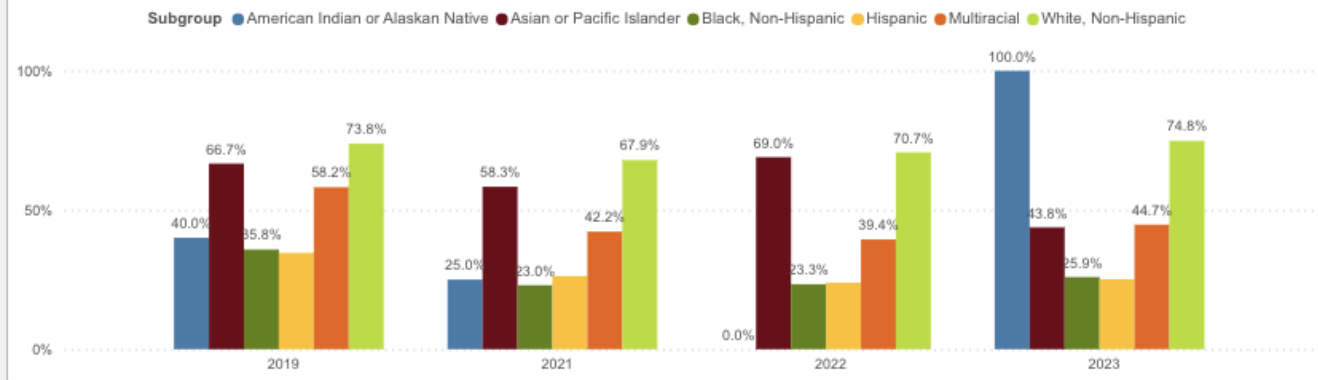
Proficiency Level Percentages for Sixth Grade for English Language Arts by Students with Disabilities



Percent Proficient for Sixth Grade English Language Arts for All Students



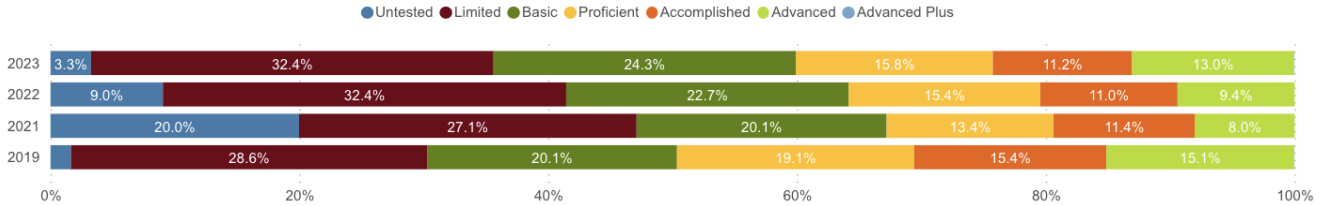
Percent Proficient for Sixth Grade for English Language Arts by Race/Ethnicity



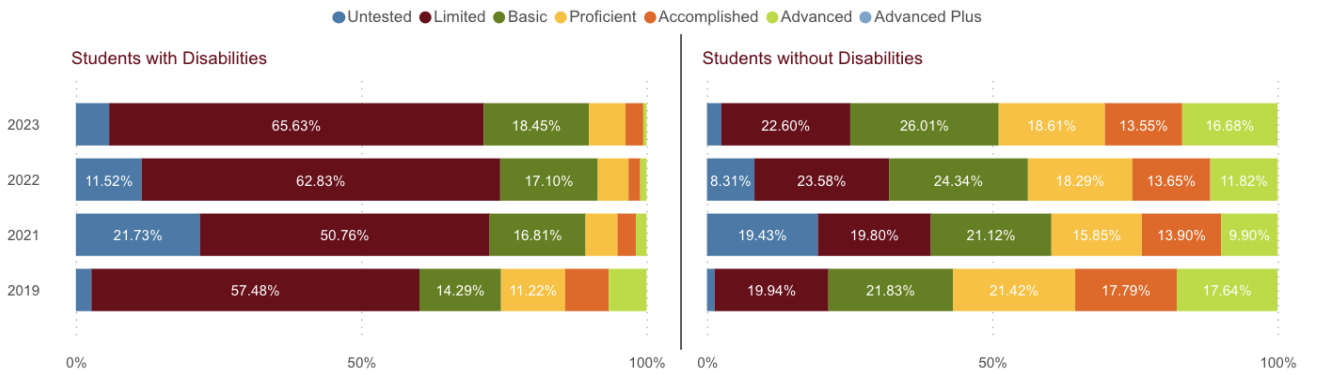
Proficiency Level Trends for Cincinnati Public Schools - (Hamilton)

Choose a District: Cincinnati Public Schools - (Hamilton) | Choose a Grade: Seventh Grade | Choose a Subject: English Language Arts | Choose a Subgroup: Students with Disabilities

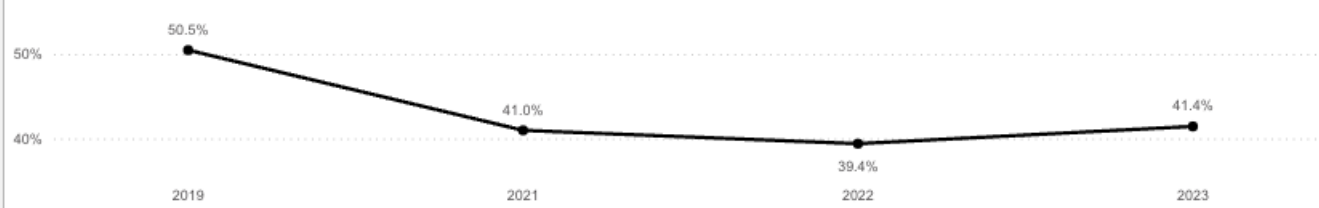
Proficiency Level Percentages for Seventh Grade for English Language Arts



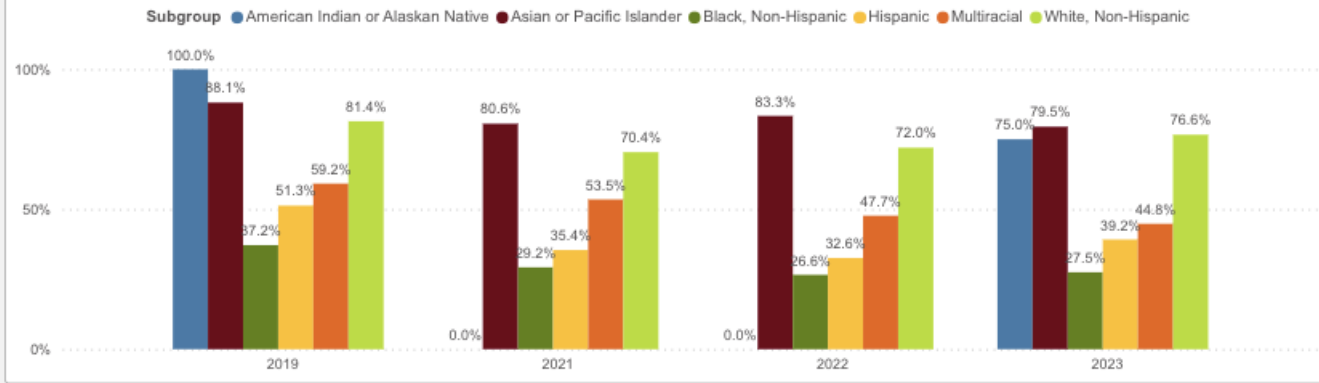
Proficiency Level Percentages for Seventh Grade for English Language Arts by Students with Disabilities



Percent Proficient for Seventh Grade English Language Arts for All Students



Percent Proficient for Seventh Grade for English Language Arts by Race/Ethnicity



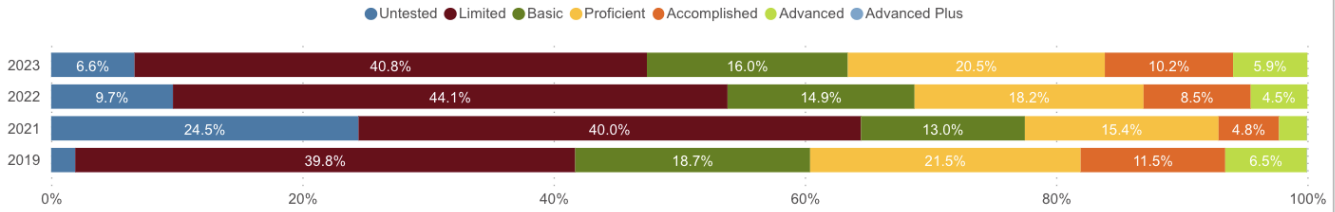


Proficiency Level Trends for Cincinnati Public Schools - (Hamilton)

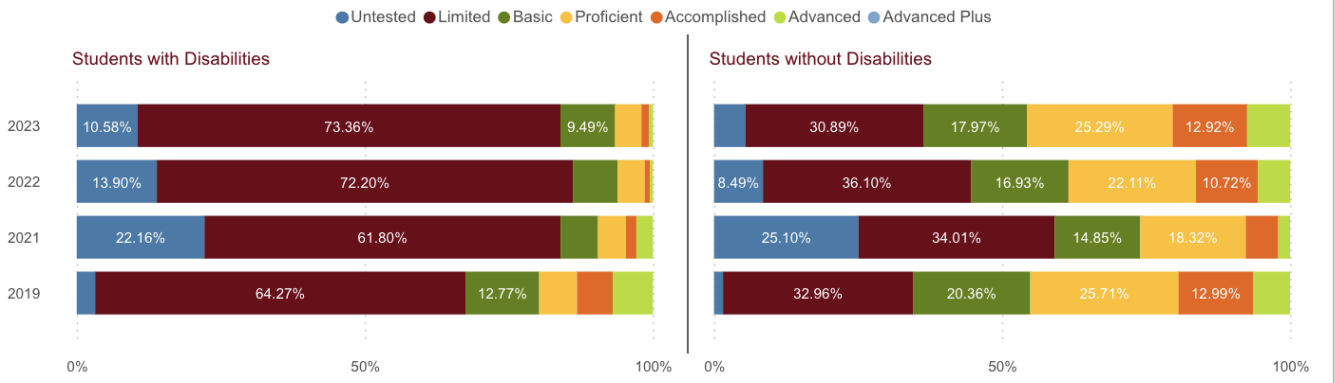


Choose a District: Cincinnati Public Schools - (Hamilton) | Choose a Grade: Eighth Grade | Choose a Subject: English Language Arts | Choose a Subgroup: Students with Disabilities

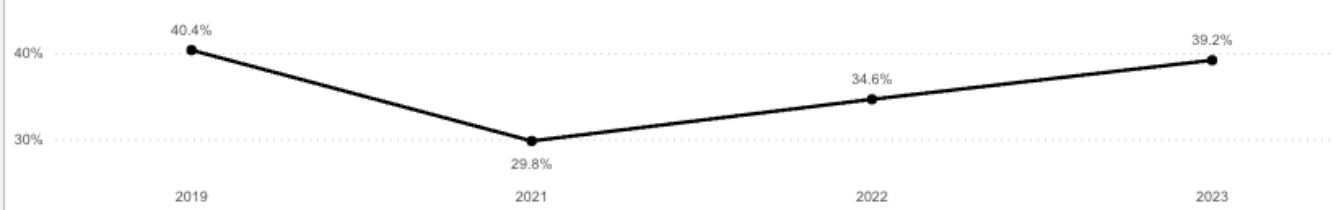
Proficiency Level Percentages for Eighth Grade for English Language Arts



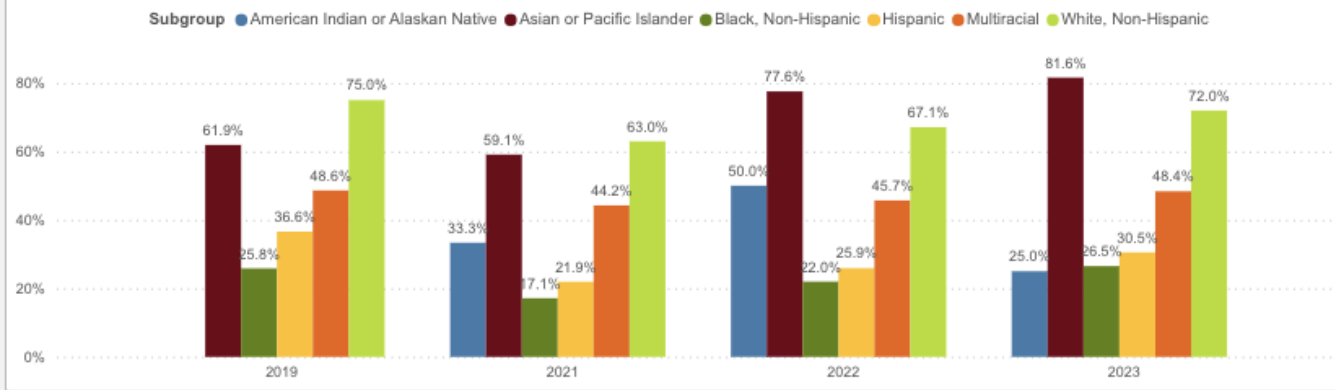
Proficiency Level Percentages for Eighth Grade for English Language Arts by Students with Disabilities



Percent Proficient for Eighth Grade English Language Arts for All Students



Percent Proficient for Eighth Grade for English Language Arts by Race/Ethnicity

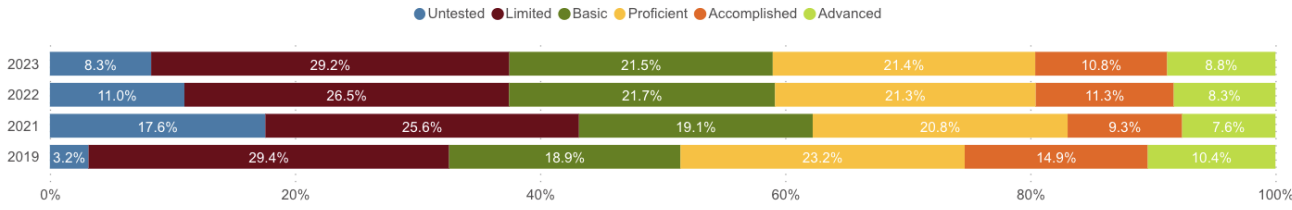


Proficiency Level Trends for Cincinnati Public Schools - (Hamilton)

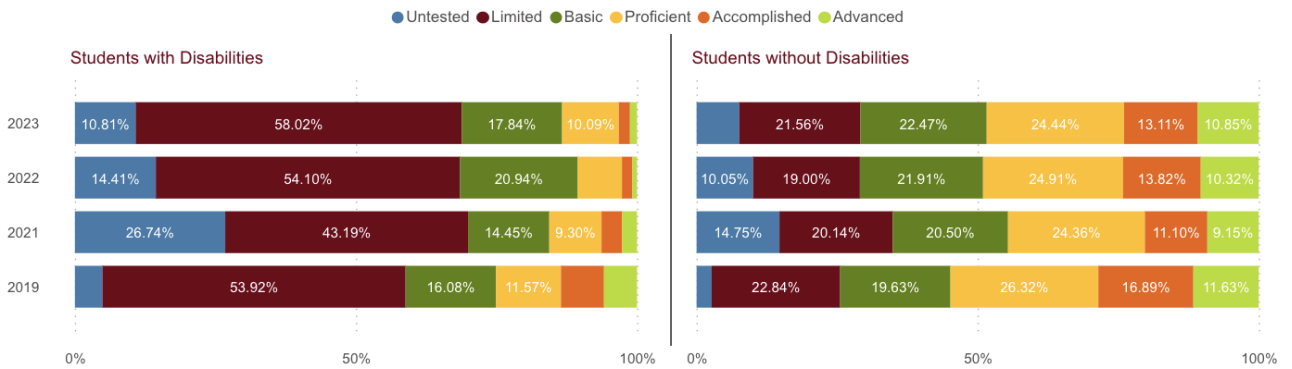


Choose a District: Cincinnati Public Schools - (Hamilton) | Choose a Grade: All | Choose a Subject: English Language Arts II | Choose a Subgroup: Students with Disabilities

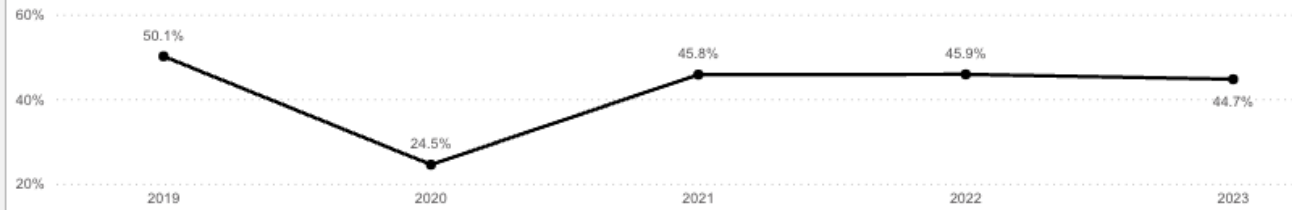
Proficiency Level Percentages for High School for English Language Arts II



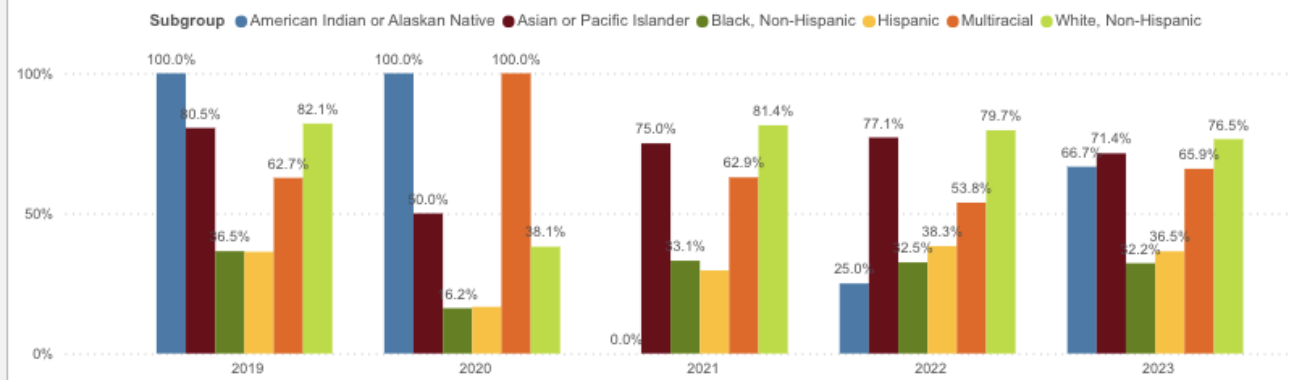
Proficiency Level Percentages for High School for English Language Arts II by Students with Disabilities



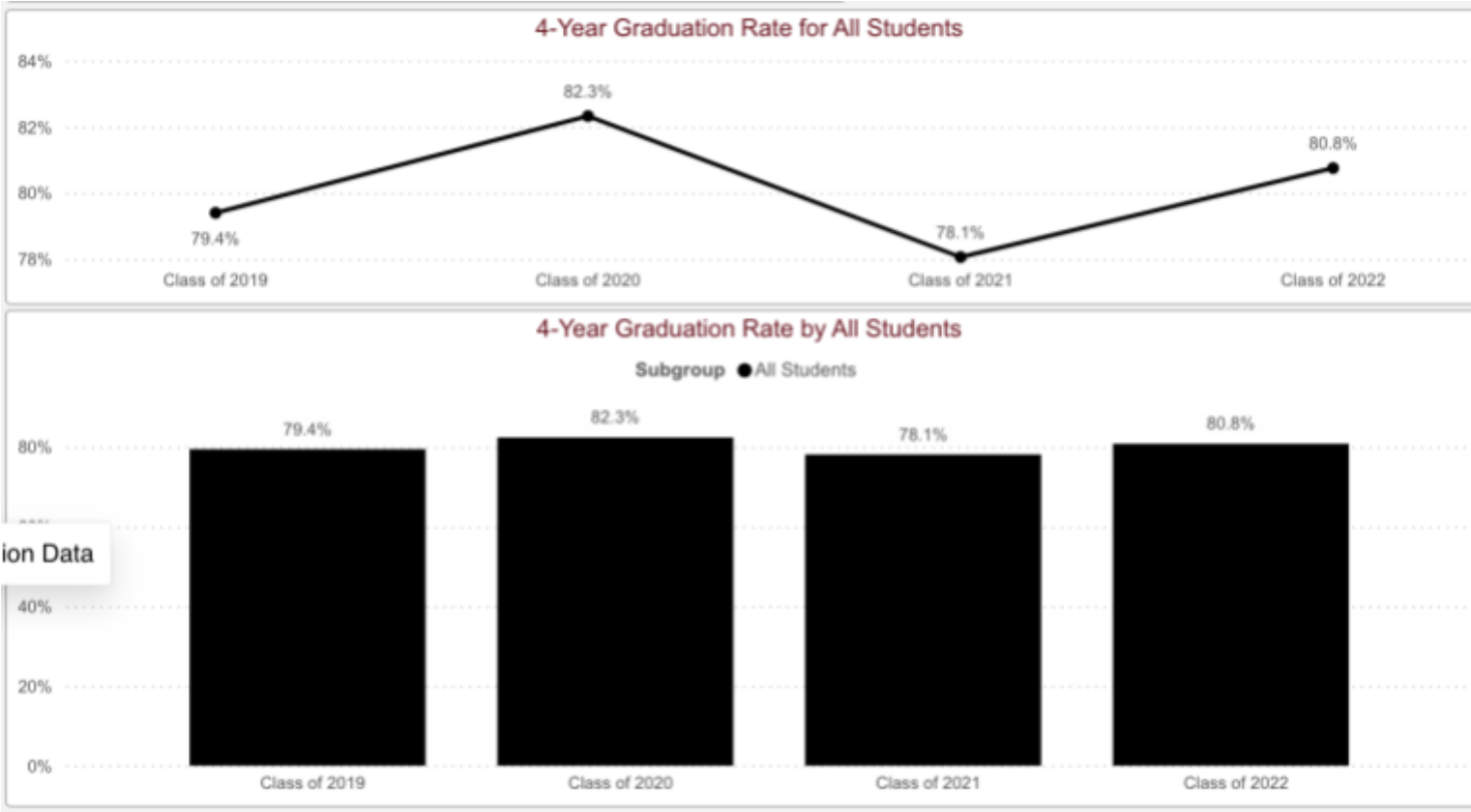
Percent Proficient for High School English Language Arts II for All Students



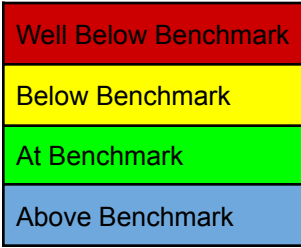
Percent Proficient for High School for English Language Arts II by Race/Ethnicity



## 4 Year Graduation

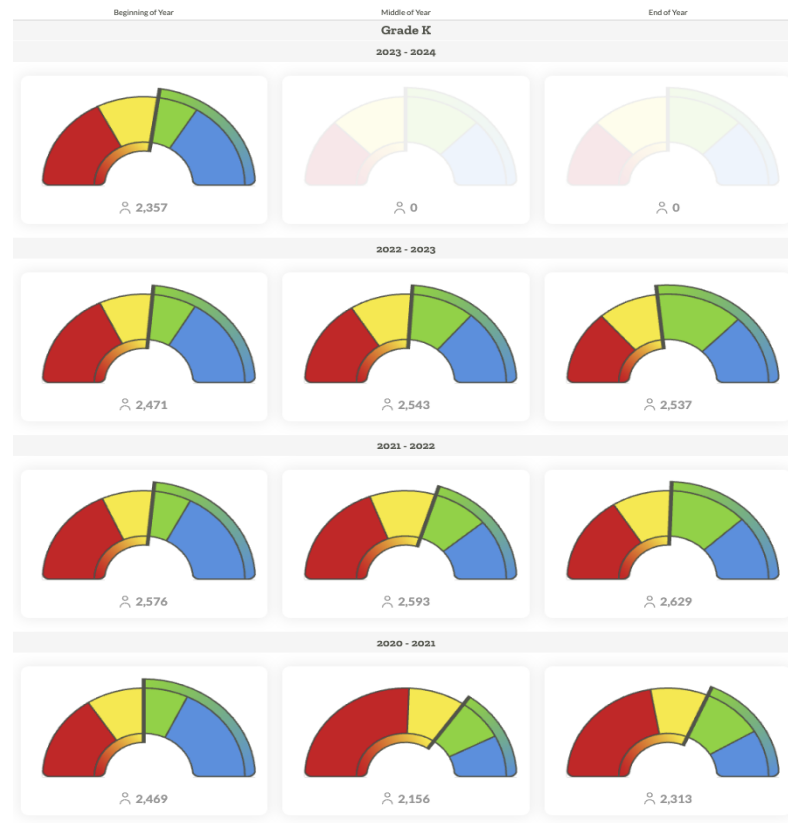


## Acadience Data Key

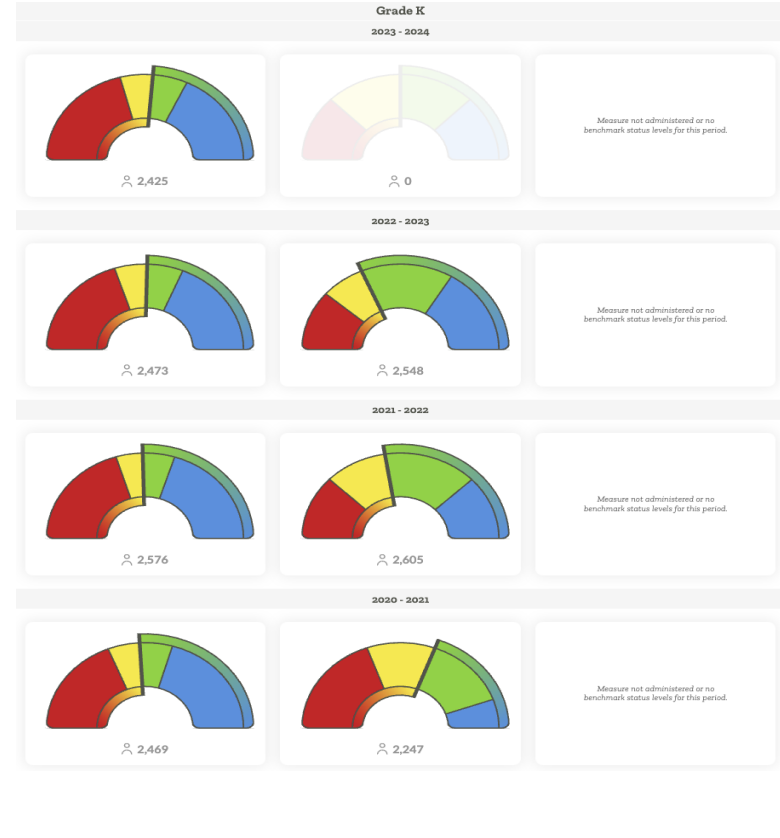


## Kindergarten

### Composite Score



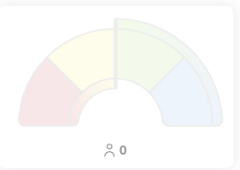
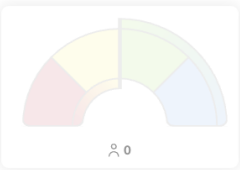
### First Sound Fluency



# PSF

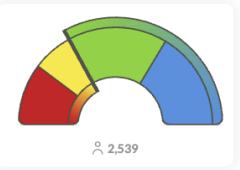
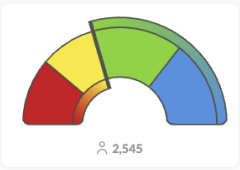
Grade K  
2023 - 2024

Measure not administered or no benchmark status levels for this period.



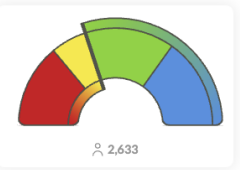
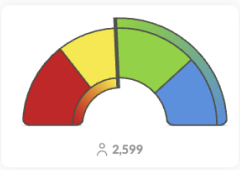
2022 - 2023

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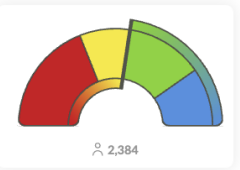
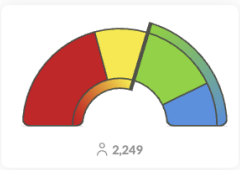
2021 - 2022

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2020 - 2021

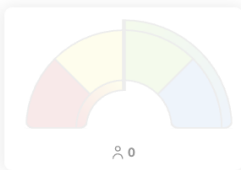
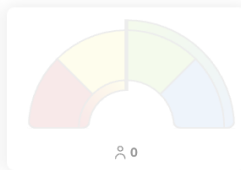
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# NWF-CLS

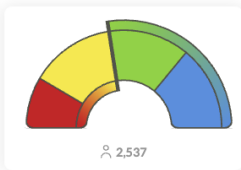
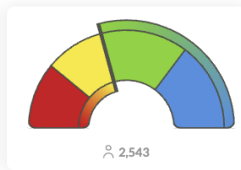
Grade K  
2023 - 2024

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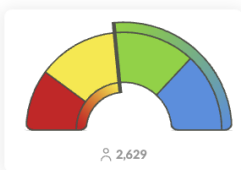
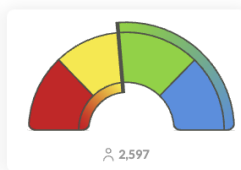
2022 - 2023

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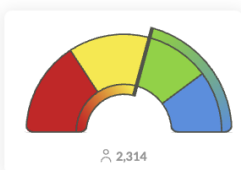
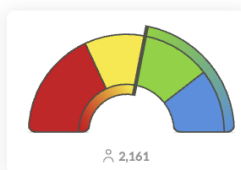
2021 - 2022

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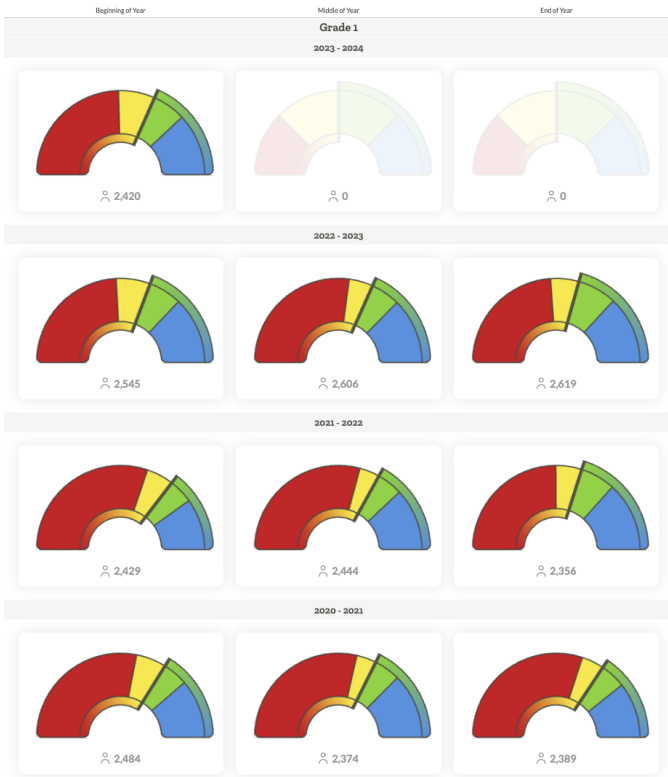
2020 - 2021

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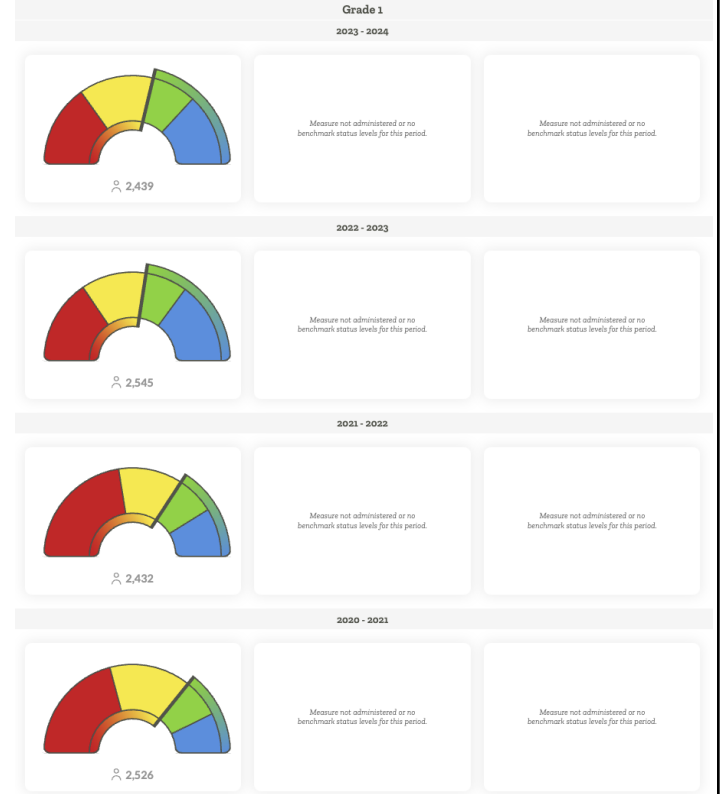


# Grade 1

## Composite

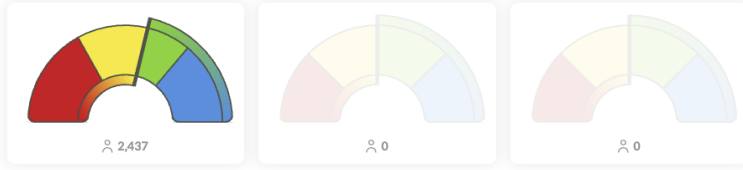


## PSF

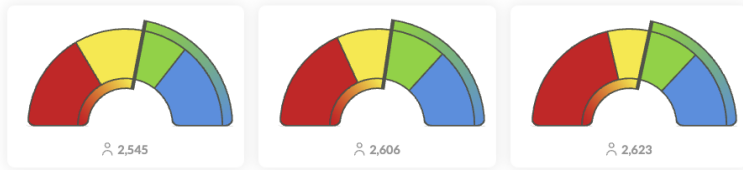


NWS-CLS

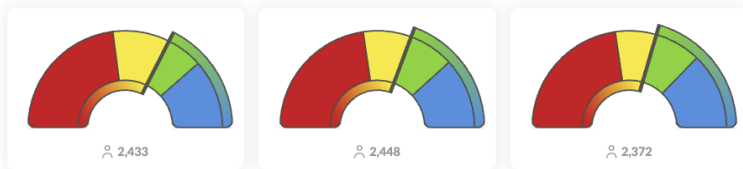
Grade 1  
2023 - 2024



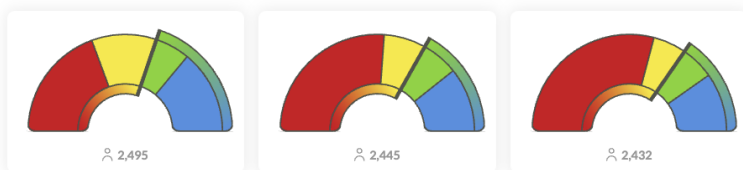
2022 - 2023



2021 - 2022



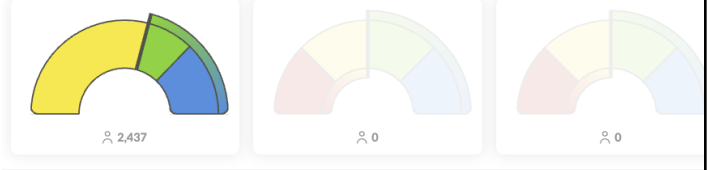
2020 - 2021



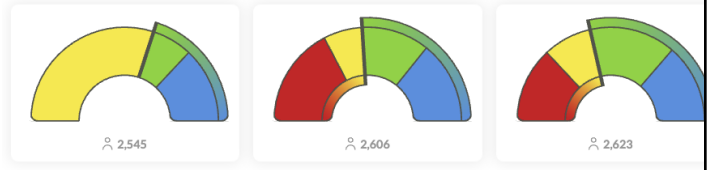
ORF Accuracy %

NWF-WWR

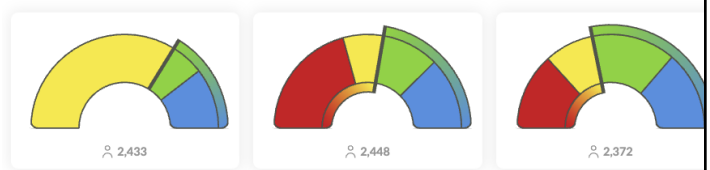
Grade 1  
2023 - 2024



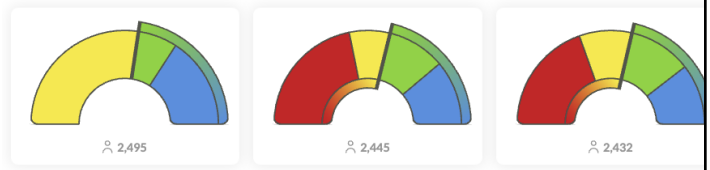
2022 - 2023



2021 - 2022



2020 - 2021



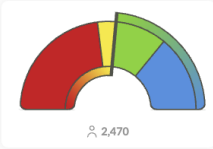
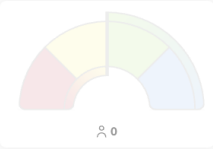
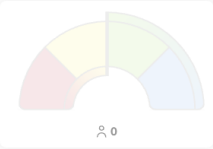
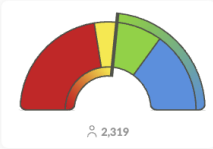
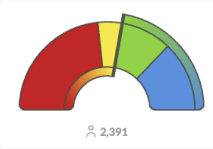
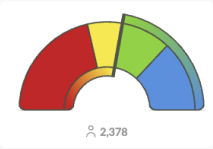
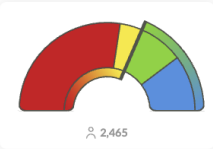
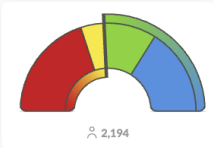
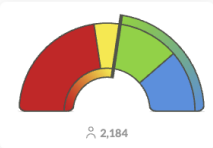
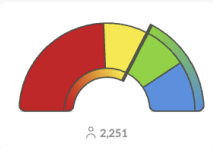
ORF Words Correct

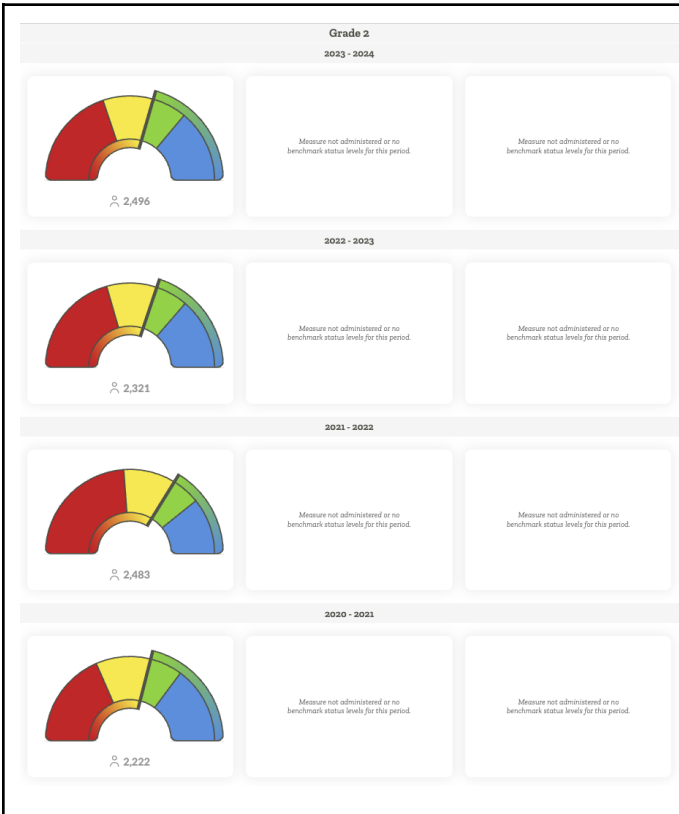


**Grade 2**

Composite



Grade 2		
2023 - 2024		
 2,470	 0	 0
2022 - 2023		
 2,319	 2,391	 2,378
2021 - 2022		
 2,481	 2,465	 2,435
2020 - 2021		
 2,194	 2,184	 2,251
NWS-CLS	NWF-WWR	



ORF Accuracy %



ORF Words Correct



Retell

Retell Quality



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

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Grade 3

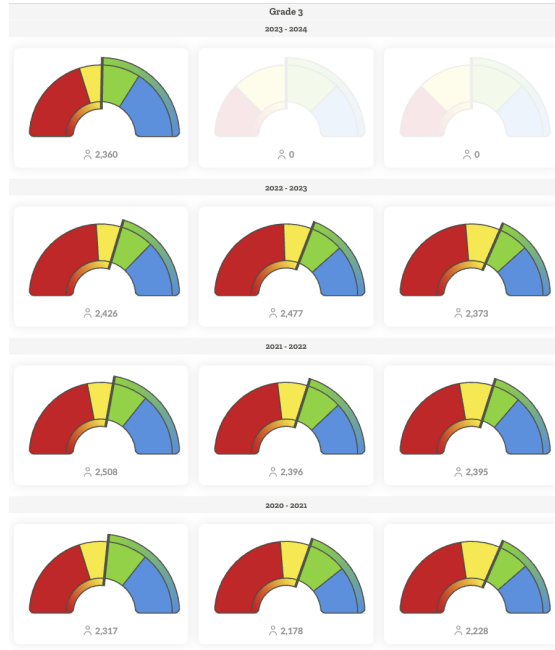
Composite



ORF Accuracy %



ORF Words Correct



## Retell



## Retell Quality



# Grade 4



ORF Accuracy %



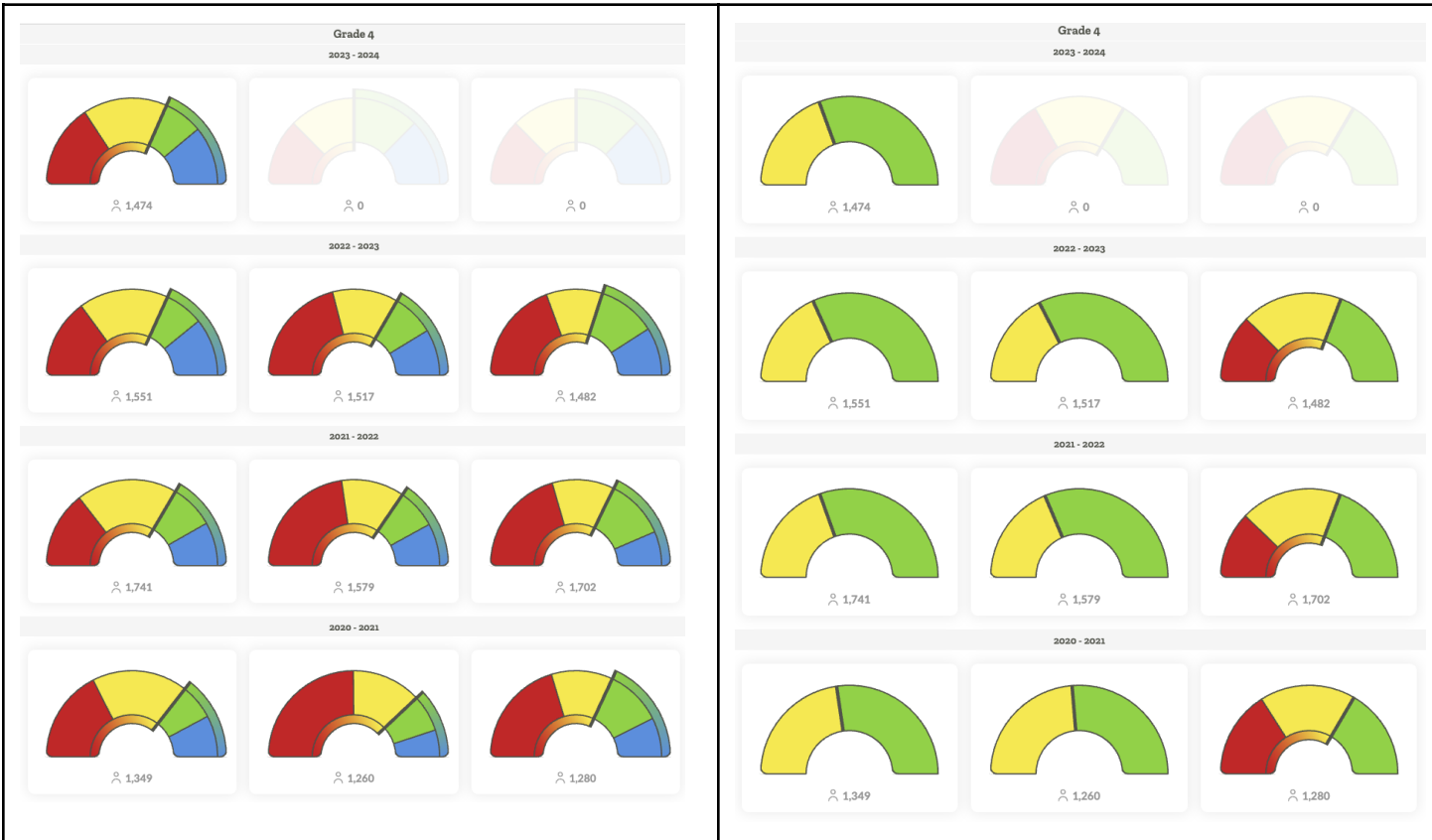
ORF Words Correct



Retell

Retell Quality





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 RAP leadership team engaged in a 4-part Problem-Solving Process to develop this plan. Steps 1-2 comprise the analysis of factors believed to contribute to low reading achievement. Steps 3-4 are included in later Sections of this RAP.

1. **Problem ID** - The team examined all learner performance data to develop discrepancy statements that identified the areas where students are performing differently than we expect or desire.
2. **Problem Analysis** - The team used the ICE protocol to identify root causes for our identified Problems related to Instruction, Curriculum, and Environment, to focus our discussion on the factors within our control. We then prioritized problems aligned with the district Strategic Plan (see next section below) to enable focus and implementation.

Our previous Reading Improvement Plan used the Simple View of Reading (Gough & Tunmer, 1986) to analyze root causes for student performance in each of the two factors involved in Reading Comprehension. Over the course of implementing that plan (2020-2023), we selected and began implementing practices and programs to fill identified gaps in instruction in Word Recognition and Language Comprehension. As a result, this most recent iteration of the Problem-Solving Process to develop this RAP brought our focus to improving implementation of our practices and programs that already address both factors of the Simple View of Reading, to result in overall improvement in Reading Comprehension.

**Step 1: Is there a problem?**

Problem ID Discrepancy Statements that captures the discrepancy between expectations and current data:

We expect...	But we see...
At least 80% of students off track in Fall of 1st to move to on track in fall of 2nd grade	~35% of students move from off to on.
Subgroups' performance to go up as all students go up; a narrowing of the gap between racial subgroups.	Subgroups' data is stagnant Virtually the same performance levels between black, non-Hispanic and Hispanic students' performance, and then a large gap to the higher performance of white and Asian students, which remains steady over time.

Subgroups' performance to go up as all students go up; a narrowing of the gap between linguistic subgroups.	A persistent 20% point gap between English Learners and English only speakers on OST ELA tests.
Students without disabilities to achieve at similar levels to students without disabilities.	Gap of ~33% between the % of students without disabilities (54%) and SWDs (21%) who scored proficient or above in all tested grades.
Full implementation (80%) of the high-quality instructional materials that are aligned to the Simple View of Reading (Wit & Wisdom, Geodes, Foundations, Heggerty)	During Instructional Rounds 73% of classrooms had evidence of curriculum implementation; however, anecdotally, the number is much less for classrooms that would be considered implementing with fidelity
K-12 ELA/Literacy educators to have a deep understanding of Structured Literacy practices aligned to the Simple View of Reading to implement Tier I and Tier II with differentiation and based directly on student needs.	Many educators require additional professional learning in the Simple View of Reading to implement curricular resources and programs with fidelity.
A minimum of 90 minutes is allotted for Literacy Instruction that includes small group and differentiated instruction.	Many CPS schools do not currently meet the minimum number of minutes required and those that do may not have the literacy block structured appropriately to meet the needs of all learners.

**Step 2: Why is the problem occurring?** What factors related to instruction, curriculum, or environment (ICE) might be causing the problem?

Prompts the team considered:

Instruction	Curriculum	Environment
<ul style="list-style-type: none"> <li>• Explicit?</li> <li>• Systematic?</li> <li>• Routinized?</li> <li>• Engaging?</li> <li>• Enough practice/ reps and feedback?</li> <li>• Have all adults been effectively trained in practices?</li> <li>• Are they easy enough for all adults to implement effectively?</li> <li>• Implemented consistently with integrity?</li> </ul>	<ul style="list-style-type: none"> <li>• Research or evidence-based?</li> <li>• Adequate materials?</li> <li>• Engaging and representative?</li> <li>• Fully aligned with grade level expectations?</li> <li>• Have all adults been effectively trained in curriculum implementation?</li> <li>• Is it easy enough for all adults to implement effectively?</li> <li>• Is it implemented consistently with integrity?</li> </ul>	<ul style="list-style-type: none"> <li>• Enough time allotted daily?</li> <li>• Schedule easy enough for adults and students to implement?</li> <li>• Leadership actively supportive?</li> <li>• Adequate financial investment?</li> <li>• Equity of voices informing the system?</li> <li>• Collaboration time for adults to team and share the load?</li> <li>• Are students accessing instruction?</li> </ul>

Problem Addressed	Plausible Hypothesis Statement (that you have control over)	Data Sources to Support
Performance of all students and subgroups	<p><b>Hypothesis 1: Adequate allotted minutes for literacy instruction</b></p> <p>If we have adequate allotted minutes for instruction, then we will see more effective core.</p> <p>If we have intentional scheduling for interventions outside of Tier 1, then more students will access intervention without missing Tier 1 instruction.</p>	Building schedules, classroom schedules, research-based recommendations for instructional minutes
Performance of all students and subgroups	<p><b>Hypothesis 2: Making Tier 1 more Effective and Intensive</b></p> <p>If we have the resources, human and instructional materials. for all adults to implement Tier 1 and 2 effectively, then we will see improved implementation of explicit instruction across Tiers 1 and 2.</p> <p>If... we prioritize explicit instruction, Then... we would see improved student outcomes.</p> <p>If... all teachers had a clearer vision of what explicit instruction looks like Then... they would be able to implement it more effectively.</p> <p>If content area teachers also teach Tier 1 instruction for literacy, then... we would have more time for literacy instruction.</p> <p>If World Languages teachers also teach Tier 1 instruction for literacy in the language of the classroom... Then... more Hispanic and Multilingual students will learn transferable literacy skills in their native language and show increased growth in English reading.</p> <p>If we had small group differentiated instruction based on data for all grades... Then... students would receive more instruction that targets their needs and would make more growth.</p> <p>If teachers were consistently implementing the curriculum with integrity... Then... more students would consistently receive research-based, grade level instruction to make the growth needed to grade level reach proficiency</p>	Materials audit Classroom learning walks for elements of EI Curriculum audits for elements of EI Curriculum adult implementation data

<p>Performance of all students and subgroups</p>	<p><b>Hypothesis 3: Culturally Responsive Teaching</b></p> <p>If we create a space that is psychologically safe and engaging for students... Then more students will more deeply engage in their learning.</p> <p>If we effectively intervene with attendance Then, more students will be present for explicit instruction across the Tiers.</p> <p>If we create classroom environments that are organized, effectively managed... Then we will have more learning time and deeper engagement in learning.</p>	<p>Instructional Review data Attendance data Current attendance interventions and outcomes Personnel equity audit</p>
<p>Performance of all students and subgroups</p>	<p><b>Hypothesis 4: Systematic Tier 2</b></p> <p>If we systematize Tier 2 guidelines, then more students would equitably access evidence-based Tier 2 interventions that target their specific needs.</p> <p>If we have the resources, human and instructional materials for all adults to implement Tier 1 and 2 effectively, Then we will see improved implementation of explicit instruction across Tiers 1 and 2.</p>	<p>Tier 2 definitions Tier 2 decision rules Tier 2 intervention materials audit Personnel equity audit Tier 2 intervention PD data</p>
<p>Performance of SWDs</p>	<p><b>Hypothesis 4: IEPs that Better Address Root Skill Deficits</b></p> <p>If we develop IEPs and provide SDI that better addresses students' root skill deficits, then more students would equitably access evidence-based SDI that targets their specific needs.</p> <p>If we have the resources, human capital and data analysis processes, for all ETR and IEP teams to analyze diagnostic data and identify root skill deficits effectively, Then we will see improved development of IEP Goals, SDI, and PM that is aligned to address root skill deficits.</p>	<p>IEP Internal Monitoring forms and data All Students Can Read series Exit Ticket data</p>

**Adult Implementation Data Analysis**

*Insert an analysis of factors believed to contribute to low reading achievement in the school district or community school.*

In order to analyze the impact of adult implementation factors on student performance, it is important to outline the steps the district has already taken to address previously identified root causes:

District has already:

1. Selected and purchased high-quality evidence-based core curricular phonics program for all K-3 teachers (FUNdations [plus Heggerty in K]).
2. Selected and began training in a core Word Recognition program for all Gr. 4-6 ELA teachers to systematically teach syllabication and morphology (based on Advanced Word Study by Hicks & Kilgour, 2020).
3. Selected, purchased, and provided ongoing PD and coaching in high-quality standards- and knowledge-based core curricular programs for all K-12 teachers to support language comprehension (K-6: Wit & Wisdom or EL [in four buildings]; 7-12 MyPerspectives).
4. Selected, purchased and provided training in high-quality standards- and knowledge-based core curriculum to support phonics and language comprehension for Spanish Language Arts in Dual Immersion programs (K-6 Benchmark Adelante and Taller)
5. Developed Structured Literacy targeted intervention Decision Rules that outline interventions and resources that directly address student needs and appropriate progress monitoring for the determined intervention.
6. Provided evidence-based Word Recognition intervention resources to all buildings, e.g., Sound Partners, S.P.I.R.E., SRA, Phonics for Reading, REWARDS.
7. Provided evidence-based Spanish literacy interventions to schools that teach Spanish daily and have a high population of Spanish speaking students (K-6: LEAP; 7-12: Aiken, AMIS, Dater, Roberts, Western Hills, Withrow; eg. Palabras a su Paso [Words Their Way Spanish], Read Live Spanish, Heggerty Spanish).
8. Used district-wide screening assessments, e.g., i-Ready or MAP and Acadience, administered to all\* students.
9. Selected and began training and data collection of Tier 2 Diagnostic (developmental spelling inventory + intervention-based diagnostics as needed).
10. Consistently carved out space and time for teacher and leadership professional development during contract time.
11. Formed an MTSS Steering Committee to facilitate the development of a consistent MTSS framework for all schools.
12. Provided 10 CPS High Schools and all Title 1 Elementary Schools with full-time Reading Specialists who implement Tier II strategies and supports based on building data and needs

13. Included collaboration between the Departments of Student Services and Curriculum and Instruction in all improvement efforts.
14. Conducted district-wide Instructional Rounds and Review process of Cincinnati Public School classrooms that allows for a common observation tool to collect qualitative and quantitative implementation data.
15. Exhibited an ongoing desire for change and progress within and among departments.

*\*All students may mean almost all students. We do not have systematic data yet on whether or not students with the most complex needs are included in universal screening.*

### **Trends Described from Adult Implementation Data Analysis: Systems to build capacity and consistency**

All of these strengths above demonstrate how the district is striving for student growth. The district also knows “every system is designed to get the results it gets,” and without careful consideration of the systemic changes necessary to build capacity and consistency, we will not achieve meaningful or lasting improvements in student learning. Qualitative analysis of Instructional Review data revealed varying levels of implementation of core curriculum across buildings and teachers, which has created inequities for students across the district.

The highest impact ways that school systems can improve student learning is through improvements in curriculum and instruction (Carnegie, 2020), and the most effective way to improve implementation of high-quality curriculum and instruction is through implementation science (NIRN, 2005). To this end, we have provided high-quality professional learning to equip our educators with the knowledge and skills necessary to improve implementation of the curriculum and develop a deeper understanding of the Simple View of Reading alongside the ELA Instructional Shifts, Pedagogy and Student Engagement.

Therefore, this RAP focuses on improving our implementation of the previously selected research-based programs and practices to ensure our students access the instruction they need in the most effective ways possible. To do so, we identified four key strategies:

**Strategy 1:** Allocate research-based recommendations for minutes of literacy instruction, especially when large numbers of students read below grade level.

**Strategy 2:** Increase explicit instruction in all Tier 1 literacy instruction at all grade levels.

**Strategy 3:** Integrate culturally responsive teaching and learning into daily practice.

**Strategy 4:** Equitably provide evidence-based Tier 2 intervention to all students who are not reading at grade level and making significant gap-closing growth from Tier 1 alone.

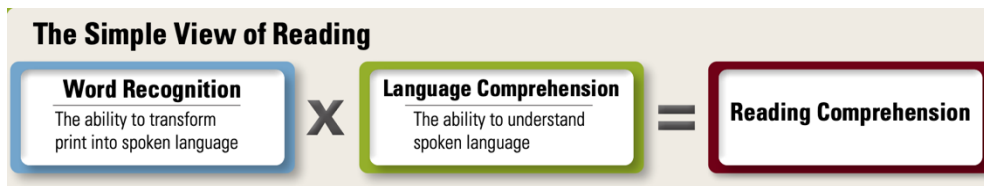
**Strategy 5:** Increase IEP alignment with research-based Reader Profile strategy to Address Specific Root Skill Deficits



## 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 below*

Analysis of student data and resulting previous action plans in the district Reading Improvement Plan (2020-2023) were framed by the Simple View of Reading (SVR) (Gough & Tunmer, 1986), which positions reading comprehension as the product of two factors, Word Recognition and Language Comprehension. We also specifically examined outcomes for students with disabilities (SWDs) and English learners (ELs). Even though we know planning for improved outcomes for all students can include planning for SWDs and ELs, we also know that without intentional focus on their needs, SWDs and ELs can become lost when subsumed under the umbrella of “all students.”



We have consistently found deficits in large numbers of students in both factors of the SVR. Previous improvement efforts focused on filling identified gaps in curriculum. For example, the district adopted Heggerty to fill the gaps in phonemic awareness instruction in our phonics program. We also recently adapted the Advanced Word Study (Hicks & Kilgour, 2020) to address the gap in ongoing word recognition instruction in the upper elementary grades that contributed to a lack of reading fluency for many students in Gr. 4 and up.

Over the past 3 years, we have addressed many of the curricular root causes previously identified; therefore, this plan is focused on improving implementation of Tier 1 programs and practices in both Word Recognition and Language Comprehension at all grade levels through generalizable strategies, such as increasing instructional minutes, increasing the explicitness of instruction, and integrating culturally responsive instruction. Similarly, at Tier 2, we have selected evidence-based programs and created data-based decision rules. Now, we need to turn attention to systematizing how students access those programs to increase appropriate implementation.

## 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.

We have already previously selected and installed the specific programs and practices to address student skills gaps in each grade level (as planned and implemented in our last Reading Improvement Plan 2021-2024). Therefore, this plan is focused on improving implementation of those programs and practices. **Because our selected Strategies to improve implementation are broad, global strategies not bound to a particular grade band or reading strand, our Learner Goals are the same for all five strategies:**

### SMART Learner Performance Goal(s):

#### K-6

- The percentage of **K-4 students who meet Acadience Benchmark** will increase from 41% to 65% by June 2027.
- The percentage of **K-6 students meeting grade-level “on track” scores on the iReady Diagnostic** assessment will increase from a range of 36-41% to 61% by June 2024.
- The percent of **third graders proficient on the ELA Ohio State Test** will increase from 48% to 61% by June 2027.
- The current **gap in proficiency between 6th grade African American, Hispanic, Multi-Racial, and English Learner students and 6th grade white English only students** will decrease based on the ELA Ohio State Test from 47% to 27% by June 2027.

#### 7-12

- The percentage of students who meet the **projected proficiency score on the NWEA MAP Reading Growth** assessment from a range of 37% to 40% to a range of 42-60% by June 2027.
- The percentage of students who meet the **requirements for graduation** will increase from 81.4% to 94% by June 2027.

## **K-12**

- The current % of **SWDs who score proficient in reading will increase** based on the Ohio State Test from 12.7% to 21% by June 2027.

### **SMART Adult Implementation Goals by Strategy**

This RAP is focused on improving adult implementation, with specific adult implementation goals for each improvement strategy.

#### **Strategy 1: Allocate Instructional Minutes for Literacy**

*Allocate research-based recommendations for minutes of literacy instruction, especially when large numbers of students read below grade level.*

##### **SMART Adult Implementation Goal(s):**

- Increase the number of Building Master Schedules and Classroom Schedules (K-6) that are aligned to the literacy minutes recommendations in the CPS Master Guidelines from x to 80%, by June 2027. ( x = no baseline data currently available)

#### **Strategy 2: Explicit Instruction in Tier 1**

*Increase explicit instruction in all Tier 1 literacy instruction at all grade levels.*

##### **SMART Adult Implementation Goal(s):**

- Increase the percentage of educators implementing the Tier I and Tier II curricular programs and resources with fidelity and based on student needs from 71% to 80% by June 2027. (Baselined data is less than 71% as it does identify levels of implementation)
- Increase the percentage of educators implementing Explicit Instruction protocols and strategies by June 2027 using an EI learning walk form during Instructional Review from x to 80%. ( x = no baseline data currently available)

#### **Strategy 3: Culturally Responsive Teaching**

*Integrate culturally responsive teaching and learning into daily practice.*

**SMART Adult Implementation Goal(s):**

- Increase the percentage of educators implementing Culturally Responsive Teaching as evidenced by using the Instructional Review Rubric tool components inclusive of *Culture of Learning*, *Essential Content*, *Academic Ownership*, *Demonstration of Learning*, and *Classroom Culture* from x to 80% by June 2027. ( x = no baseline data currently available)

**Strategy 4: Systematize Tier 2**

*Equitably provide evidence-based Tier 2 intervention to all students who are not reading at grade level and making significant gap-closing growth from Tier 1 alone.*

**SMART Adult Implementation Goal(s):**

- Increase the percentage of educators implementing the Tier I and Tier II curricular programs and resources with fidelity and based on student needs from 71% to 80% by June 2027. (Baseline data is less than 71% as it does not identify levels of implementation)
- Increase the percentage of buildings with a Multidisciplinary Team with a Structured Literacy Certified Specialist that are using the Tier 2 Decision Rules to assign and progress monitor Tier 2 interventions from x to 80% by June 2027. ( x = no baseline data currently available)

**Strategy 5: Increase IEP alignment with research-based Reader Profile strategy to Address Specific Root Skill Deficits**

**Strategy:** Use the Simple View of Reading Reader Profiles and diagnostic data to guide data selection in the ETR and development of Reading/ELA IEP goals and associated SDI that specifically address student root skill deficits.

**SMART Adult Implementation Goal(s):**

- Increase the percentage of Reading/ELA IEP Goals and associated SDI that use the Simple View of Reading Reader Profiles and diagnostic data to specifically address student root skill deficits from <10% to 80% by June 2027.

## 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.*

Our action plan maps are rooted in implementation science (Ogden & Fixsen, 2014), with steps connected to implementation drivers and stages. Each Strategy has an Action Plan that walks through the same 7 implementation steps:

1. Select
2. Contextualize
3. Provide PD / Train
4. Support/Coach
5. Monitor
6. Problem-solve / Improve
7. Lead (ongoing)

### Strategy 1: Allocate Instructional Minutes for Literacy

*Allocate research-based recommendations for minutes of literacy instruction, especially when large numbers of students read below grade level.*

#### SMART Learner Performance Goal(s):

See all Learner Performance Goals on p. 38.

#### SMART Adult Implementation Goal(s):

- Increase the number of Building Master Schedules and Classroom Schedules (K-6) that are aligned to the literacy minutes recommendations in the CPS Master Guidelines from x to 80%, by June 2027. (x = no baseline data currently available)

Action Step 1: Select	
Implementation Component	Gather research for recommendations for literacy instructional minutes and framework structures of literacy block.
Timeline	Due December 21, 2023 to inform Master Scheduling Guidelines
Lead Person(s)	Accountable: Chief Butler and Chief Smith Responsible: ELA Manager; C&I Director, DSS Director, ELA Instructional Coaches Consulted: ELA Team Informed: District Master Schedule Guideline Leadership
Resources Needed	Dedicated time for ELA Team to research, communication plan to ensure all Principals and Master Scheduling committees are aware and implementing updates
Specifics of Implementation	<ul style="list-style-type: none"> <li>• Gather research on recommendations for instructional minutes for literacy, K-12</li> </ul>

	<ul style="list-style-type: none"> <li>Collect data on departmentalization (especially at the primary level) and its impact on literacy instructional minutes</li> <li>Gather information on how to capitalize on literacy in every content area</li> <li>Determine District requirement for minimum min. of literacy instruction for grade levels</li> <li>Content area program implementation -</li> </ul>
Measure of Success	Written summary of research-based recommendations for instructional minutes K-12 for district leadership consideration in Step 2, developed and published in CPS Master Schedule Guidelines
Check-in/Review Date	December 15, 2023
<b>Action Step 2: Contextualize Guidance</b>	
Implementation Component	Develop district guidance for literacy instructional minutes in master scheduling guidelines
Timeline	Due December 21, 2023 *before the kick-off for mastering scheduling to prep for Lanisha Simmons to share
Lead Person(s)	Accountable: Chief Butler and Chief Smith Responsible: ELA Manager; C&I Director, DSS Director Consulted: ELA Team Informed: DSLs, Principals, Building-based Master Schedule Leads and Committees
Resources Needed	The evidence-based research developed in Action step 1, Connect with Master Schedule District Committee
Specifics of Implementation	<ul style="list-style-type: none"> <li>Develop feasible, contextualized district guidance for literacy instructional minutes in master scheduling guidelines</li> <li>Include recommendations/requirements for departmentalization and impact on minutes</li> <li>Include guidance for capitalizing on literacy in every content area</li> <li>Include intervention scheduling guidelines, and samples</li> <li>Explore after school options High Dosage Tutoring</li> <li>Develop sample schedules for grade bands based on research</li> <li>Revise Master Scheduling Guidelines</li> </ul>
Measure of Success	Revised Master Scheduling Guidelines
Check-in/Review Date	Workgroup date December 21, 2023.
<b>Action Step 3: Provide PD / Train</b>	
Implementation Component	Develop a PD on the Master Scheduling Guidelines
Timeline	Due: May 2024
Lead Person(s)	Accountable: C&I Director, DSS Director Responsible: ELA Manager; ELA Team Informed: DSLs, Principals, Chiefs
Resources Needed	<ul style="list-style-type: none"> <li>The Adopted Master Scheduling Guidelines</li> <li>Time</li> <li>Support/ Leads for PD delivery</li> </ul>

	<ul style="list-style-type: none"> <li>● PD Schedule</li> </ul>
Specifics of Implementation	<ul style="list-style-type: none"> <li>● Develop Teacher PD - in-depth PD of developing the minutes using all of the adopted programs <ul style="list-style-type: none"> <li>○ Develop the Teacher PD aligned to the researched-based documentation and the district-adopted programs - ELA Team</li> <li>○ Receive the PD: Classroom teachers, ISs, RSs, related service providers, Teacher Team Leads</li> </ul> </li> <li>● Develop Administrator PD - system level master scheduling planning, look for <ul style="list-style-type: none"> <li>○ Develop the Administrator PD - Office of Teaching &amp; Learning and Master Scheduling Team</li> <li>○ Receive the PD: Master scheduling building teams, principals/APs, DSLs, C&amp;I managers, DSS managers, school psychologists, CUES (HCESC) Coaches, Principal Coach, Chief of High School Transformation</li> </ul> </li> </ul>
Measure of Success	<ul style="list-style-type: none"> <li>● Slide decks for PDs</li> <li>● PD scheduled for all stakeholders</li> <li>● PD attendance data</li> <li>● PD feedback data</li> <li>● Adult implementation data</li> </ul>
Check-in/Review Date	<p>Workgroup times to develop PD - Feb-May?  PD for Administrators provided by May 2024  PD for Teachers to be provided by August 2024</p>
<b>Action Step 4: Support &amp; Coach</b>	
Implementation Component	Support for scheduling implementation in buildings.
Timeline	Dec 2024 - Dec. 2025
Lead Person(s)	<p>Accountable: Career Tech Curriculum Manager, Master Schedule Leads  Responsible for Administrator Coaching: DSLs, Principal Coach, CUES Coaches, SST Consultants  Responsible for Teacher Coaching: C&amp;I Coaches, CUES Coaches, Teacher Team Leads  Informed: Chief Academic Officer, Chief of Schools</p>
Resources Needed	<p>Master Schedule committee leads information and timeline  Building-based Master Schedule submissions</p>
Specifics of Implementation	<p>Receive the Administrator Coaching support: Principals, APs  Receive the Teacher Coaching support: Teachers, RS, IS, related services</p>
Measure of Success	Adult implementation, Master schedule submissions
Check-in/Review Date	<p>Sept - Dec. 2024  ELA Team Meetings  School Data and Tiered Support Meetings with C&amp;I Managers, DSLs, Chief Academic Officer and Chief of Schools</p>
<b>Action Step 5: Monitor</b>	
Implementation Component	Make a look fors/checklist for building administration for instructional schedules (simple enough to be efficient)

Timeline	Beginning in August 2024 and ongoing
Lead Person(s)	Accountable: C&I Director, Content Managers, DSLs Responsible for Monitoring: Principals/APs, SST, CUES Coaches Informed: DSLs, Chief Academic Officer Chief of Schools
Resources Needed	Developed checklist/Look Fors
Specifics of Implementation	Once a month monitoring using the "Look For checklist" as data collection tool
Measure of Success	Adult implementation - monitoring data collected
Check-in/Review Date	Jan - May 2024 ELA Team Meetings School Data and Tiered Support Meetings with C&I Managers, DSLs & Chiefs
<b>Action Step 6: Problem-solve &amp; Improve</b>	
Implementation Component	Analyze adult implementation data and student outcome data in improvement cycles (QI)
Timeline	Benchmark check in ( Sept-Nov / Dec-Feb / March-May
Lead Person(s)	Accountable: C&I Director, Content Managers Responsible for Problem-solving & Improving Building-level Implementation: Principals/APs Informed: DSLs, Chiefs
Resources Needed	Adult implementation of scheduling data Benchmark Data
Specifics of Implementation	Collect Data within the benchmark timestamps **see Timeline
Measure of Success	Ongoing improvement in the data
Check-in/Review Date	November/ February/ May
<b>Action Step 7: Lead</b>	
Implementation Component	Lead for implementation of scheduling guidelines
Timeline	Jan 2024 - ongoing
Lead Person(s)	Accountable: Chief Academic Officer, Chief of Schools Responsible: C&I Director, DSLs Consulted: Content Managers, Coaches Informed: Principals, APs, Managers
Resources Needed	Schedule of check in/update meetings
Specifics of Implementation	District communication, look fors, principal PD and support, connections in teacher PD, CFT collaboration
Measure of Success	Ongoing improvement in the data
Check-in/Review Date	Chief Academic Officer and Chief of Schools team bi-monthly team check-in





**Strategy 2: Explicit Instruction in Tier 1**

*Increase explicit instruction in all Tier 1 literacy instruction at all grade levels.*

**SMART Learner Performance Goal(s):**

See all Learner Performance Goals on p. 38.

**SMART Adult Implementation Goal(s):**

- [Increase the percentage of educators implementing the Tier I and Tier II curricular programs and resources with fidelity and based on student needs from 71% to 80% by June 2027. (Baselined data is less than 71% as it does identify levels of implementation)
- Increase the percentage of educators implementing Explicit Instruction protocols and strategies by June 2027 using an EI learning walk form during Instructional Review from x to 80%. ( x = no baseline data currently available) ]

<b>Action Step 1: Select</b>	
Implementation Component	Explicit Instruction framework and guidance
Timeline	August 2023-May 2024
Lead Person(s)	Responsible: ELA Manager, ELA Coaches Accountable: Director of C&I and DSS, Chief of Schools and Chief Academic Officer Consulted: DSS Managers (Intervention Specialists, ELL, etc.), Core Content Area Manager (ELA, Math, Social Studi Informed: DSLs, Principals, Educators
Resources Needed	Explicit Instruction Framework, structure to provide professional development
Specifics of Implementation	Completed: Core programs already in place are research-based and focused on knowledge-building, rigorous, grade-level work. K-6 Wit and Wisdom, Expeditionary Learning K-3 FUNdations, (Heggerty - K) 4-6 Advanced Word Study 7-12 MyPerspectives, ThinkCERCA  Needed: Our programs do not lay out guidance and protocols clearly enough for teachers to include adequate modeling, guidance, practice, and feedback to teach all needed skills to mastery.  1. Investigate elements of EI 2. Research protocols for teachers and students to embed EI in existing programs
Measure of Success	Research protocols for teachers and students to embed EI in existing programs
Check-in/Review Date	Dec. 2023 - Feb. 2024
<b>Action Step 2: Contextualize Guidance</b>	
Implementation Component	Defining explicit instruction in Tier 1: <ul style="list-style-type: none"> <li>• Learning goal (aligned with a standard)</li> </ul>

	<ul style="list-style-type: none"> <li>• Modeling</li> <li>• Shared and guided practice</li> <li>• Independent practice with feedback - multiple reps</li> <li>• Capitalizing on literacy in every content area</li> <li>• Explicit writing instruction</li> </ul>
Timeline	Spring 2024
Lead Person(s)	ELA Curriculum Coaches ELA Manager DSS Managers Chief of Staff and Chief Academic Officer
Resources Needed	High-quality curriculum with research-based framework and pedagogy Shared understanding of Explicit Instruction Model of Explicit Instruction and Practices Easy-to-use platform to ensure resource is readily available to CPS educators
Specifics of Implementation	All stakeholders need a shared understanding of what strong explicit instruction looks like in the classroom. Lead persons need models of explicit instruction. In order to gain a shared understanding, lead persons will need collaborative professional learning opportunities.
Measure of Success	Development of a CPS Literacy Instructional Framework with a clear definition of explicit instruction that includes the following components: <ul style="list-style-type: none"> <li>• Learning goal (aligned with a standard)</li> <li>• Modeling</li> <li>• Shared and guided practice</li> <li>• Independent practice with feedback - multiple reps</li> <li>• Capitalizing on literacy in every content area</li> <li>• Explicit writing instruction</li> </ul>
Check-in/Review Date	Dec. 2023 - Feb. 2024
<b>Action Step 3: Provide PD / Train</b>	
Implementation Component	Come up with a Professional Learning plan for how and when all teachers will be trained. Accountability and monitoring for PD completion PD series to differentiate - e.g., Level 1, 2, 3 Accountability to achieve at least 80%.
Timeline	Begin August 2024
Lead Person(s)	Instructional Leaders (Principals and Assistant Principals) Teachers Curriculum Coaches Curriculum Managers Chief of Staff and Chief Academic Officer
Resources Needed	Completed Guidance Document (From Step 2) Physical Space (Locations for PD) Facilitator Development structure and framework to build facilitator capacity Structure to embed into district-wide professional learning days Materials for Professional Learning sessions Budget to fund Extended Time pay for CPS facilitators to practice and plan

Specifics of Implementation	During district provided professional learning days, ELA teachers will attend sessions focused on Explicit Instruction. The ELA Manager and Curriculum coaches will identify teachers to serve as professional learning facilitators who will need training on leading the sessions throughout the year.
Measure of Success	Professional Learning Slide Decks, Materials, and Agenda, Attendance, Exit Tickets
Check-in/Review Date	Planned by May 2024 Provided throughout the 24-25 School Year, on district-wide PD days
<b>Action Step 4: Support &amp; Coach</b>	
Implementation Component	Plan for how to support teachers using Curriculum Coaches, DSS managers, CUES coaches, Reading Specialists
Timeline	Begin August 2024
Lead Person(s)	Responsible: Curriculum Coaches, DSS Managers, CUES coaches, Reading Specialists Accountable: Curriculum Managers, Directors Consulted: Instructional Leaders (Principals and Assistant Principals) Informed: Chief Academic Officer, Chief of Schools
Resources Needed	Structured building-based planning time, i.e. Common Planning, Team Meetings, etc., Structure for job-embedded support and coaching cycle Consistent opportunities for professional learning and collaboration for coaches
Specifics of Implementation	During the 24-25 school year, teachers will receive PD on explicit instruction during district-wide PD days. Between the PD sessions, managers and coaches will provide additional support and coaching within school buildings to ensure teachers receive support and feedback on implementing explicit instruction in core instruction. Additional support will be offered to teachers and/or schools with an observed need or request.
Measure of Success	Coaching Cycle Notes Walkthrough "Look Fors" Data
Check-in/Review Date	Throughout the 24-25 School Year, following district wide PD sessions
<b>Action Step 5: Monitor</b>	
Implementation Component	Develop tools and conduct walkthroughs to monitor the level of implementation of EI in core instruction.
Timeline	Begin Fall 2024
Lead Person(s)	<ul style="list-style-type: none"> <li>• Responsible - Develop the monitoring tools - ELA Team; DSS manager; ESL manager</li> <li>• Responsible - Conduct the learning walks - Principals, ELA department heads, IS team leads, ESL team leads, <b>Reading Specialists and/or Curriculum Coaches - required</b></li> <li>• Accountable - Directors, DSLs</li> <li>• Consulted - Teacher leaders, Principals/APs</li> <li>• Informed - CFT leadership, principals, ELA department heads, IS team leads, ESL team leads, RS, teacher leads, all teachers who should be implementing</li> </ul>
Resources Needed	Completed "Look fors" Form for Explicit Instruction

	Cross Departmental Learning Walk structure to gather qualitative and quantitative data related to implementation and support needs
Specifics of Implementation	<ul style="list-style-type: none"> <li>• Develop “look fors” tool for EI embedded in core instruction with core programs</li> <li>• Communicate/train principals and walk through teams in those look fors</li> <li>• Schedule and conduct the learning walks</li> <li>• Gather/enter/house the data in a way that can be fully analyzed at classroom, building, and district level</li> </ul>
Measure of Success	“Look Fors” form Walkthrough data accurately collected
Check-in/Review Date	Throughout 24-25 school year, following each district wide PD session, at least 3x over the year.
<b>Action Step 6: Problem-solve &amp; Improve</b>	
Implementation Component	Plan for analyzing walk-through data in improvement cycles (QI)
Timeline	Begin Fall 2024
Lead Person(s)	Responsible: Instructional Leaders (Principals and APs), CUES coaches, ILTs Accountable: Curriculum Managers, Chief of Schools and Chief Academic Officer Consulted: Teachers, SST Consultants Informed: Chief of Schools and Chief Academic Officer
Resources Needed	Time to analyze data QI Training
Specifics of Implementation	<ul style="list-style-type: none"> <li>• Analyze walkthrough data for trends surrounding Explicit Instruction and create a plan of action moving forward to remove barriers and improve implementation over time.</li> <li>• Teacher voice will also be valued during the data analysis sessions to develop action plans.</li> </ul>
Measure of Success	Data Analysis Tools and QI process notes Adult implementation walk-through data increasing over time
Check-in/Review Date	Throughout the 24-25 school year, following district wide PD sessions
<b>Action Step 7: Lead</b>	
Implementation Component	Lead for implementation of EI.
Timeline	Aug. 2024 - ongoing
Lead Person(s)	Responsible: Building Level Instructional Leaders, Accountable: ELA Manager, DSLs, Directors, Chief Academic Officer, Chief of Schools Consulted: Teachers, intervention providers, Curriculum Coaches Informed: Teachers, intervention providers, Curriculum Coaches
Resources Needed	Time, money, and space for continued collaboration and implementation Walkthrough data analysis and problem-solving plans

Specifics of Implementation	During this step, Instructional Leaders within buildings, need to monitor implementation of Explicit Instruction practices. District-level leadership also needs to monitor building-level leadership monitoring of implementation. Opportunities must be provided for teachers' job-embedded ongoing Explicit Instruction professional learning. Continued cycles of practice and reflection need to be implemented to identify areas of improvement and growth. All levels of leadership need to maintain an ongoing commitment to focusing on EI implementation and intentionally plan how to remove barriers and not distract from this work with other priorities.
Measure of Success	"Look Fors" Form data Agenda and Notes from meetings between DSL and building level instructional leaders
Check-in/Review Date	Monthly beginning Fall 2024

### Strategy 3: Culturally Responsive Teaching

*Integrate culturally responsive teaching and learning into daily practice.*

#### SMART Learner Performance Goal(s):

See all Learner Performance Goals on p. 38.

#### SMART Adult Implementation Goal(s):

Increase the percentage of educators implementing Culturally Responsive Teaching as evidenced by using the Instructional Review Rubric tool components inclusive of *Culture of Learning*, *Essential Content*, *Academic Ownership*, *Demonstration of Learning*, and *Classroom Culture* from x to 80% by June 2027. ( x = no baseline data currently available)

<b>Action Step 1: Select</b>	
Implementation Component	Identify and select research-based culturally responsive education practices that allow culturally and linguistically diverse students who have been marginalized in schools build their skill and capacity to do rigorous work and increase academic achievement
Timeline	August 2023 - ongoing
Lead Person(s)	Responsible: RAP team, ELA Manager, ELA Instructional Coaches Accountable: C&I Director, DSS Director; Chief Academic Office, Chief of Schools Consulted: Content Managers Informed: CPS Educators, Principals, APs
Resources Needed	Identification of research practices aligned to culturally responsive practices Researched-based Instructional Framework to embed and align practices with (above) Opportunities for job-embedded professional learning
Specifics of Implementation	<ul style="list-style-type: none"> <li>● Identify and research culturally responsive practices that support achievement for, specifically, marginalized communities</li> <li>● Embed culturally responsive, student-centered practices within instructional frameworks</li> <li>● Provide professional learning and highlight embedded practices</li> <li>● High-quality instructional practices are at the core of culturally responsive practices</li> </ul>
Measure of Success	Guidance developed and embedded into CPS Instructional Frameworks <ul style="list-style-type: none"> <li>● Instructional Review Rubric</li> <li>● ELA Instructional Framework</li> </ul>
Check-in/Review Date	Ongoing - Oct/Nov and Feb/Mar
<b>Action Step 2: Contextualize Guidance</b>	
Implementation Component	Create CPS guidance for exactly how, when, where to integrate selected CRT practices into teaching and learning
Timeline	August 2023 - May 2024
Lead Person(s)	Responsible: ELA Instructional Coaches, RAP Team Accountable: ELA Manager, C&I Director, DSS Director; DSLs and Chief Academic Officer and Chief of Schools

	Consulted: Content Managers Informed: CPS Educators, Principals, Assistant Principals
Resources Needed	Space and time to research, and develop guidance aligned to current frameworks
Specifics of Implementation	<ul style="list-style-type: none"> <li>• Research and define Culturally Responsive Teaching &amp; Learning within CPS</li> <li>• Align practices to current instructional frameworks (Instructional Review Rubric, ELA Instructional Framework)</li> <li>• Provide specific examples and “call outs” of where practices live within current frameworks</li> </ul>
Measure of Success	Discussion and reflection post Instructional Review or Round Educators have a deeper understanding of what the practices “look like, feel like, sound like,” within current CPS Instructional Frameworks (Qualitative and Quantitative)
Check-in/Review Date	Ongoing
<b>Action Step 3: Provide PD / Train</b>	
Implementation Component	Components and actions embedded in <b>every</b> PD. Standing placeholder to include this in every PD.
Timeline	August 2023 - May 2024
Lead Person(s)	Responsible: ELA Manager, ELA Instructional Coaches, ELA PD Facilitators Accountable: C&I Director, DSS Director, Chief Academic Officer, Chief of Schools Consulted: CPS Professional Development Steering Committee Informed: CPS Educators, Principals, Directors
Resources Needed	Time to embedded components and actions into professional learning Extended time budget allotted to build facilitator capacity Job embedded opportunities for educator implementation and feedback
Specifics of Implementation	<ul style="list-style-type: none"> <li>• Complete contextualized guidance and embed into current and upcoming professional learning via the ELA Accelerated Learning Framework</li> <li>• Develop Professional Learning opportunities (PD Series)</li> <li>• Train the Trainers and provide PD during the 24-25 school year</li> <li>• Ensure every tool provided to teachers will embed strategies that culturally responsive educators</li> </ul>
Measure of Success	Percentage of teachers trained Percentage of those trained whose knowledge increased regarding where practices live within current frameworks as evidenced by Exit Ticket data
Check-in/Review Date	May 2024, Aug/Sep 2024, Jan/Feb 2024 (post district PD days)
<b>Action Step 4: Support &amp; Coach</b>	
Implementation Component	Support & Coach educators on the components and actions in their instruction and classroom environments
Timeline	August 2023 - May 2025
Lead Person(s)	Responsible: PD Leaders, ELA Instructional Coaches, SST, CUES Coaches



	<p>Accountable: ELA Manager Informed: CPS Educators, Principals, District-wide mentors</p> <p>Receive the support: Coaches, Principals, Teachers district-wide mentors, principals Providing: coaches, district-wide mentors, principals</p>
Resources Needed	<p>CPS Instructional Coaching Model (in process) to embed practices into coaching model and strategies</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Co-teaching</li> <li>• Modeling</li> <li>• Providing feedback</li> </ul>
Specifics of Implementation	<ul style="list-style-type: none"> <li>• During the 23-24 school year we will embed practices into the CPS Coaching Model.</li> <li>• Update the Instructional Coaching Cycle blueprint.</li> <li>• We will begin piloting the model with a subset of classrooms/teachers beginning the second semester of the 23-24 school year.</li> </ul>
Measure of Success	<p>Evidence within the Coaching Cycle completion Learning Walk data Instructional Rounds and Reviews</p>
Check-in/Review Date	Ongoing
<b>Action Step 5: Monitor</b>	
Implementation Component	Utilizing the CPS Instructional Review Rubric as well as look fors for CRT in Explicit Instruction rubric
Timeline	August 2023-September 2024
Lead Person(s)	<p>Responsible: ELA Instructional Coaches, Principals, Assistant Principals, CUES Coaches Accountable: ELA Manager, C&amp;I and DSS Directors, Chief Academic Officer, Chief of Schools Consulted: Informed: Teachers</p>
Resources Needed	Meeting structure that allows for cross departmental monitoring (Teaching & Learning meeting or Chief Academic Officer & Chief of Schools Tiers of Support meeting)
Specifics of Implementation	<ul style="list-style-type: none"> <li>• Ensure embedded in learning walk rubrics and look for tools</li> <li>• Build capacity across departments so we are “looking” for the same practices</li> </ul>
Measure of Success	Evidence of implementation via qualitative and quantitative learning walk data (IR rubric, EI Look-for tool)
Check-in/Review Date	Ongoing
<b>Action Step 6: Problem-solve &amp; Improve</b>	
Implementation Component	Plan for analyzing data in improvement cycles (QI)
Timeline	Learning Walk Data check-in ( Sept-Nov / Dec-Feb / March-May)
Lead Person(s)	Responsible: ELA Manager, ELA Instructional Coaches

	Accountable: C&I Director, DSS Director, Content Managers Responsible for Problem-solving & Improving Building-level Implementation: Principals/APs Informed: DSLs, Chiefs
Resources Needed	Space and time for improvement cycles to be embedded in all other RAP Strategy related meetings (i.e Tier I, Tier II, etc.)
Specifics of Implementation	<ul style="list-style-type: none"> <li>• Collaborative with other departments to embed data review into data meetings related to Tier I, etc.</li> <li>• Learning walk data check in (see timeline)</li> <li>• Use data to inform adjustments that need to be made to guidance or to adjust professional learning opportunities</li> </ul>
Measure of Success	Ongoing improvement in the data
Check-in/Review Date	November/ February/ May
<b>Action Step 7: Lead</b>	
Implementation Component	Lead for implementation of CRT: Leads and collaboration with Building-based Instructional leaders determine plan to implement at the building level  District communication, look fors, principal PD and support, connections in teacher PD, CFT collaboration
Timeline	August 2023 - ongoing
Lead Person(s)	Responsible: Building Level Instructional Leaders, CUES Coaches, Accountable: ELA Manager, DSLs, Directors, Chief Academic Officer, Chief of Schools Consulted: Teachers, intervention providers, Curriculum Coaches Informed: Teachers, intervention providers, Curriculum Coaches
Resources Needed	Structure for continued collaboration and implementation Walkthrough data analysis and problem solving plans
Specifics of Implementation	<ul style="list-style-type: none"> <li>• During this step, Instructional Leaders within buildings, need to monitor implementation of culturally responsive instructional practices.</li> <li>• District-level leadership also needs to monitor building-level leadership monitoring of implementation.</li> <li>• Structure that allows for ongoing, job-embedded, culturally responsive practices. professional learning Continued cycles of practice and reflection need to be implemented to identify areas of improvement and growth.</li> <li>• All levels of leadership need to maintain an ongoing commitment to focusing on culturally responsive instructional practice implementation and intentionally plan how to remove barriers and not distract from this work with other priorities.</li> </ul>
Measure of Success	"Look Fors" Form data Agenda and Notes from meetings between DSL and building level instructional leaders
Check-in/Review Date	Ongoing

**Strategy 4: Systematize Tier 2**

*Equitably provide evidence-based Tier 2 intervention to all students who are not reading at grade level and making significant gap-closing growth from Tier 1 alone.*

**SMART Learner Performance Goal(s):**

See all Learner Performance Goals on p. 38.

**SMART Adult Implementation Goal(s):**

Increase the percentage of educators implementing the Tier I and Tier II curricular programs and resources with fidelity and based on student needs from 71% to 80% by June 2027. (Baseline data is less than 71% as it does not identify levels of implementation)

Increase the percentage of buildings with a Multidisciplinary Team with a Structured Literacy Certified Specialist that are using the Tier 2 Decision Rules to assign and progress monitor Tier 2 interventions from x to 80% by June 2027. ( x = no baseline data currently available)

<b>Action Step 1: Select</b>	
Implementation Component	Select high-quality, researched-based Tier 2 intervention materials for students who are not reading on grade level, including students on RIMPs, and SWDs
Timeline	December 2023 - June 2024
Lead Person(s)	Responsible: ELA Manager, ELA Coaches, DSS Assistant Director Accountable: MTSS Work Group, Directors, Chief Academic Officer, Chief of Schools Consulted: Reading Specialists, School Psychologists, DSS Managers Informed: DSS, CPS Educators and Specialists
Resources Needed	Selection committee for materials Budget line allotted for upcoming school year to purchase K-2 and 6-12 CPS Tier II resource
Specifics of Implementation	<ul style="list-style-type: none"> <li>● Select Tier 2 Intervention materials and progress monitoring assessments</li> <li>● Ensure all intervention providers have access to evidence-based Tier 2 intervention materials</li> <li>● Ensure all stakeholders are informed (PD, newsletters, Structured Literacy Decision Rules)</li> </ul>
Measure of Success	Tier 2 platform outlining Tier 2 interventions available for students not reading on grade level, including students on RIMPs and SWDs
Check-in/Review Date	May 2024
<b>Action Step 2: Contextualize Guidance</b>	
Implementation Component	Defining Tier 2 in CPS and in the Literacy Decision Rules around interventions Providing guidance for access to literacy interventions for SWDs
Timeline	May 2023-Feb 2024

Lead Person(s)	Responsible: Literacy Leaders (ELA Instructional Coaches, Reading Specialists, etc.), ELA Manager, DSS Directors Accountable: MTSS Steering Committee, Directors, Chief Academic Officer, Chief of Schools Consulted: Reading Specialists, School Psychologists, DSS Managers Informed: DSS, IS
Resources Needed	Structured Literacy experts: <ul style="list-style-type: none"> <li>• review and contextualize guidance</li> <li>• Align selected materials to current resources to inform Structured Literacy Decision Rules</li> </ul>
Specifics of Implementation	<ul style="list-style-type: none"> <li>• Finalize MTSS and Decision Rules documents with clear definition of Tier 2</li> <li>• Clearly explain what Tier 2 is and is not in all relevant documents</li> <li>• Present Final documents to <b>ALL</b> CPS employees</li> </ul>
Measure of Success	MTSS document, Developed and published guidance Decision Rules Exit ticket from attendance of presentation
Check-in/Review Date	Jan 2024 - for addition to ELA documents May 2024 - for inclusion in MTSS documents
<b>Action Step 3: Provide PD / Train</b>	
Implementation Component	All intervention providers are trained on CPS Structured Literacy Decision Rules: <ul style="list-style-type: none"> <li>• Decision Rules</li> <li>• Tier 2 interventions</li> <li>• Progress monitoring</li> </ul>
Timeline	August 2023-Dec 2024
Lead Person(s)	Responsible: ELA Manager, ELA Instructional Coaches, Reading Specialists Accountable: MTSS Work Group, Directors, Chiefs Consulted: District PD Committee Informed: CPS Educators, DSLs, Principals, MTSS Building Committees
Resources Needed	Structure for job-embedded professional learning and coaching Extended time budget allotted to build facilitator capacity for district-wide PD days and “train the trainer” model Incentives for additional professional learning opportunities (LaunchEd, online, afterschool, etc.)
Specifics of Implementation	<ul style="list-style-type: none"> <li>• Ensure all intervention providers have access to Tier 2 intervention materials</li> <li>• Train all intervention providers to select and implement appropriate interventions based on data, decision rules, and progress monitor through chosen assessment tool</li> <li>• Train intervention providers on the specific materials, where necessary</li> </ul>
Measure of Success	Evidence of PD training offered - exit ticket of attendance Tier 2 materials are accessible to all
Check-in/Review Date	Ongoing
<b>Action Step 4: Support &amp; Coach</b>	

Implementation Component	Provide ongoing support and coaching plan for how to support using coaches, CUES coaches, school psychs, RS
Timeline	August 2023-December 2024
Lead Person(s)	Responsible: ELA Instructional Coaches, Reading Specialists PLC Leaders, Reading Specialists Accountable: ELA Manager, Directors, Chiefs Consulted: Reading Specialists, Vendor Curriculum Specialists Informed: Principals, DSLs
Resources Needed	Maintain a robust staff of ELA/Literacy Coaches and Reading specialists MTSS Structure the analyze data and monitor implementation and student progress
Specifics of Implementation	<ul style="list-style-type: none"> <li>● establish an equitable framework for requesting coaching/support</li> <li>● planning of PD at building/individual level</li> <li>● ongoing PD offerings for new CPS employees</li> <li>● office hours for individualized support</li> <li>● Train the trainer professional learning opportunities</li> </ul>
Measure of Success	<ul style="list-style-type: none"> <li>● Evidence of implementation (PD attendance, Train the trainer attendees)</li> <li>● Written plan of coaching support</li> <li>● Coaching cycle documents</li> </ul>
Check-in/Review Date	Ongoing August 2024-May 2025
<b>Action Step 5: Monitor</b>	
Implementation Component	Develop a plan to monitor Tier 2 intervention implementation
Timeline	December 2023-December 2024
Lead Person(s)	Responsible: ELA Coaches, Reading Specialists, Building Leaders Accountable: ELA Manager, Directors, Chiefs Consulted: Informed: Educators, CFT Leadership, ELA Leadership, DSS  Develop the monitoring tools - ELA Team Conduct the learning walks - Principals, ELA department heads, IS team leads, ESL team leads, RS, teacher leads, school psychs Communicated to/trained in - CFT leadership, principals, ELA department heads, IS team leads, ESL team leads, RS, teacher leads, all teachers who should be implementing
Resources Needed	Monitoring Guidance (Look fors) MTSS Structure the analyze data and monitor implementation and student progress
Specifics of Implementation	<ul style="list-style-type: none"> <li>● create quick checklists for each intervention that is selected to ensure implementation fidelity</li> <li>● train Principals, DSLs, DSS managers, lead teachers in use of Tier 2 checklists</li> <li>● create a timeframe for monitoring</li> </ul>
Measure of Success	<ul style="list-style-type: none"> <li>● written evidence of checklists</li> <li>● exit ticket from training</li> <li>● monitoring calendar</li> </ul>

Check-in/Review Date	Ongoing August 2024-May 2025
<b>Action Step 6: Problem-solve &amp; Improve</b>	
Implementation Component	Plan for analyzing data in improvement cycles (QI) within school-based teams
Timeline	ongoing
Lead Person(s)	Responsible: Principals, Building Literacy Specialists Accountable: ELA Manager, ELA Instructional Coaches, DSLs, Directors, Chief Academic Officer, Chief of Schools Consult: Department of Improvement Science
Resources Needed	MTSS Structure the analyze data and monitor implementation and student progress collaboration with Improvement Department
Specifics of Implementation	<ul style="list-style-type: none"> <li>• Teams establish system for discussing data</li> <li>• analyze data collected from intervention checklists</li> <li>• provide feedback to ensure appropriate interventions are being implemented</li> </ul>
Measure of Success	agenda from team meetings for analyzing data, evidence of students receiving appropriate intervention
Check-in/Review Date	Ongoing
<b>Action Step 7: Lead</b>	
Implementation Component	Lead for implementation of Systematic Tier 2: District communication, look fors, principal PD and support, connections in teacher PD, CFT collaboration
Timeline	Aug. 2024 - ongoing
Lead Person(s)	Responsible: Building Level Instructional Leaders, Accountable: ELA Manager, DSLs, Directors, Chief Academic Officer, Chief of Schools Consulted: Teachers, intervention providers, Curriculum Coaches Informed: Teachers, intervention providers, Curriculum Coaches
Resources Needed	MTSS Structure the analyze data and monitor implementation and student progress Walkthrough data analysis and problem solving plans
Specifics of Implementation	During this step, Instructional Leaders within buildings, need to monitor implementation of Tier II interventions (resources utilized and progress monitoring) District level leadership also needs to monitor building level leadership monitoring of implementation via building learning walks and collaboration with Reading Specialists. Time, money and space need to be provided for teachers' ongoing professional learning around appropriate Tier II interventions. Continued cycles of practice and reflection need to be implemented in order to identify areas of improvement and areas for growth. All levels of leadership need to maintain an ongoing commitment to focusing on ensuring students are being provided appropriate literacy interventions and intentionally plan how to support MTSS teams
Measure of Success	Tier II data and progress monitoring embedded in team meetings Improvement in literacy data

Check-in/Review Date	Monthly beginning Fall 2024
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**Strategy 5: Increase IEP alignment with research-based Reader Profile strategy to Address Specific Root Skill Deficits**

Use the Simple View of Reading Reader Profiles and diagnostic data to guide data selection in the ETR and development of Reading/ELA IEP goals and associated SDI that specifically address student root skill deficits.

**SMART Learner Performance Goal(s):**

See all Learner Performance Goals on p. 38.

**SMART Adult Implementation Goal(s):**

Increase the percentage of Reading/ELA IEP Goals and associated SDI using the Simple View of Reading Reader Profiles and diagnostic data to address student root skill deficits from <10% to 80% by June 2027.

<b>Action Step 1: Select</b>	
Implementation Component	Build knowledge of the Simple View of Reading and Reader Profiles as research-based strategy to assist IEP development of Reading/ELA Goals and associated SDI.
Timeline	December 2023 - August 2024
Lead Person(s)	Responsible: DSS Assistant Director Accountable: DSS Director and Chief Academic Officer Consulted: DSS Managers, Urban Support, Urban Literacy Specialist, OCALI Literacy Specialist, School Psychologists, Intervention Specialists, Reading Specialists Informed: Principals, APs
Resources Needed	Professional Learning structure to develop background knowledge in DSS meetings Job-embedded opportunities for learning and implementation and collaboration
Specifics of Implementation	Develop series of mini-PD based on All Students Can Read for DSS Manager meetings
Measure of Success	Exit Tickets from DSS Manager Meetings demonstrate learning
Check-in/Review Date	June 2024
<b>Action Step 2: Contextualize Guidance</b>	
Implementation Component	Develop district guidance for IEP teams that incorporates the Simple View of Reading and Reader Profiles as research-based strategy to assist IEP development of Reading/ELA Goals and associated SDI that targets root skill deficits.
Timeline	June 2024 - August 2024
Lead Person(s)	Responsible: DSS Assistant Director, DSS Managers Accountable: DSS Director and Chief Academic Officer Consulted: Urban Support, OCALI Literacy Specialist, School Psychologists, Intervention Specialists, Reading Specialists Informed: Principals, APs
Resources Needed	Collaborative team to develop guidance



Specifics of Implementation	<ul style="list-style-type: none"> <li>Form a small team of DSS Managers to develop guidance, in collaboration with Urban Literacy Specialist, Urban Support, SST Special Education consultant, lead Reading Specialists</li> <li>Develop or revise district guidance for ETR and IEP processes to prompt for use of Reader Profiles, diagnostic data, and aligned SDI and PM</li> </ul>
Measure of Success	Revised district guidance forms/processes
Check-in/Review Date	Monthly in special team meetings June-August 2024
<b>Action Step 3: Provide PD / Train</b>	
Implementation Component	Develop and provide PD on the district guidance for IEP teams that incorporates the Simple View of Reading and Reader Profiles as research-based strategy to assist IEP development of Reading/ELA Goals and associated SDI that targets root skill deficits.
Timeline	September 2024 - March 2025
Lead Person(s)	<p>Responsible: DSS Managers focal group  Accountable: DSS Directors and Chief Academic Officer  Consulted: DSS Managers, Urban Support, OCALI Literacy Specialist, School Psychologists, Lead Intervention Specialists, Reading Specialists  Informed/Receive PD: Principals, APs, School Psychologists, Intervention Specialists, Reading Specialists</p>
Resources Needed	Professional Learning structure and opportunities to build DSS Manager capacity Extended time budget allotted for developing “train the trainer” model
Specifics of Implementation	<ul style="list-style-type: none"> <li>Form a small team of DSS Managers to develop PD series, in collaboration with Urban Literacy Specialist, Urban Support, SST Special Education consultant, lead Reading Specialists</li> <li>Team develops the series of PD based on All Students Can Read for DSS Building Team Meetings or for CPS PD days</li> <li>Provide series of PD to all ISs, Case Coordinators, Lead ISs</li> <li>Provide training in all needed intervention/instructional materials and assessments</li> <li>Plan for and provide ongoing PD offerings for new ISs and DSS staff</li> </ul>
Measure of Success	Exit Tickets from PD that demonstrate learning
Check-in/Review Date	Monthly - in team meetings
<b>Action Step 4: Support &amp; Coach</b>	
Implementation Component	Provide ongoing support and coaching plan for how to support use of new guidance in ETRs, IEP development and IEP monitoring of Reading/ELA Goals and associated SDI.
Timeline	April 2025 - ongoing
Lead Person(s)	<p>Responsible: DSS Managers, Lead IS, Case Coordinators  Accountable: DSS Directors and Chief Academic Officer  Consulted: DSS Managers, Urban Support, School Psychologists, Reading Specialists</p>

	Informed/Receive coaching: Principals, APs, Intervention Specialists
Resources Needed	Reviewing current job description and adjusting roles and responsibilities as needed Job embedded structured time provided for coaching in meetings and 1-1 support for ISs
Specifics of Implementation	<ul style="list-style-type: none"> <li>• Establish an equitable framework for requesting/receiving coaching/support</li> <li>• Planning of small group ongoing PD at building/individual level</li> <li>• Office hours for individualized support</li> <li>• Train the trainer professional learning opportunities</li> </ul>
Measure of Success	Written plan of coaching support Coaching report documents
Check-in/Review Date	Bi-Monthly at DSS Meetings
<b>Action Step 5: Monitor</b>	
Implementation Component	Monitor ETR and IEP Guidance implementation for Reading/ELA Goals and associated SDI in all new and revised IEPs.
Timeline	April 2025 - ongoing
Lead Person(s)	Responsible: DSS Managers, Lead IS, Case Coordinators Accountable: DSS Directors and Chief Academic Officer Consulted: DSS Managers, Urban Support, School Psychologists, Reading Specialists Informed: Principals, APs, Intervention Specialists
Resources Needed	Internal Monitoring Guidance (Look fors added to forms)
Specifics of Implementation	<ul style="list-style-type: none"> <li>• Develop the monitoring look fors, add to Internal Monitoring docs</li> <li>• Create a schedule for internal monitoring</li> <li>• Collect Internal Monitoring data using new look fors</li> </ul>
Measure of Success	Internal Monitoring data with look fors specific to new guidance for ETRs and IEPs
Check-in/Review Date	Bi-Monthly at DSS Meetings
<b>Action Step 6: Problem-solve &amp; Improve</b>	
Implementation Component	Plan for analyzing implementation (Internal Monitoring) data of Reading/ELA Goals and associated SDI in improvement cycles (QI) within school-based teams.
Timeline	June 2025 - ongoing
Lead Person(s)	Responsible: DSS Managers, Lead IS, Case Coordinators Accountable: DSS Directors and Chief Academic Officer Consulted: DSS Managers, Urban Support, School Psychologists, Reading Specialists Informed: Principals, APs, Intervention Specialists
Resources Needed	Internal Monitoring data analysis embedded in DSS Manager Meetings Support from Director of School Improvement as needed
Specifics of Implementation	<ul style="list-style-type: none"> <li>• Teams establish system for analyzing Internal Monitoring data</li> <li>• Analyze data collected from Internal Monitoring process</li> </ul>

	<ul style="list-style-type: none"> <li>Provide feedback to teams to improve implementation of ETR and IEP Guidance</li> </ul>
Measure of Success	Agenda from team meetings for analyzing data Next steps/feedback to teams to improve implementation of ETR and IEP Guidance
Check-in/Review Date	June 2025 - ongoing
<b>Action Step 7: Lead</b>	
Implementation Component	Lead for implementation of ETR and IEP Guidance in new and revised IEPs for Reading/ELA Goals and associated SDI.
Timeline	June 2025 - ongoing
Lead Person(s)	Responsible: DSS Directors (district), DSS Managers (building) Accountable: Chief Academic Officer (district), Principal (building) Consulted: Intervention Specialists, School Psychologists, Reading Specialists Informed: All stakeholders
Resources Needed	District and building-based structured to review and revise guidance
Specifics of Implementation	During this step, Instructional Leaders within buildings and at the district level, need to stay informed of Internal Monitoring data analysis and building-level reports of problem-solving processes. Time, money, and space need to be provided for ongoing professional learning and support for the alignment of IEPs with the Science of Reading, and the next steps of aligning the actual implementation of SDI with the Science of Reading and Structured Literacy practices. Continued cycles of practice and reflection need to be implemented in order to identify areas of improvement and areas for growth. All levels of leadership need to maintain an ongoing commitment to the implementation of the new ETR and IEP guidance and intentionally plan how to remove barriers and not distract from this work with other priorities.
Measure of Success	Internal Monitoring data Agenda and Notes from meetings between DSS and building level instructional leaders
Check-in/Review Date	June 2025 - ongoing

## 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 Action Plan Map above outlines the precise plans for monitoring and problem-solving each strategy and action step. As a reminder, all learner goals apply to all five strategies in this RAP.

### **K-6**

- The percentage of **K-4 students who meet Acadience Benchmark** will increase from 41% to 65% by June 2027.
- The percentage of **K-6 students meeting grade-level "on track" scores on the iReady Diagnostic** assessment will increase from a range of 36-41% to 61% by June 2024.
- The percent of **third graders proficient on the ELA Ohio State Test** will increase from 48% to 61% by June 2027.
- The current **gap in proficiency between 6th grade African American, Hispanic, Multi-Racial, and English Learner students and 6th grade white English only students** will decrease based on the ELA Ohio State Test from 47% to 27% by June 2027.

### **7-12**

- The percentage of students who meet the **projected proficiency score on the NWEA MAP Reading Growth** assessment from a range of 37% to 40% to a range of 42-60% by June 2027.
- The percentage of students who meet the **requirements for graduation** will increase from 81.4% to 94% by June 2027.

### **K-12**

- The current **% of SWDs who score proficient in reading will increase** based on the Ohio State Test from 12.7% to 21% by June 2027.

To reiterate our monitoring processes, here are the monitoring action steps from the Action Plan Maps summarized below for each Strategy outlined in Section 5:

#### **Strategy 1: Allocate Instructional Minutes for Literacy**

*Allocate research-based recommendations for minutes of literacy instruction, especially when large numbers of students read below grade level.*

#### **SMART Adult Implementation Goal(s):**

- Increase the number of Building Master Schedules and Classroom Schedules (K-6) that are aligned to the literacy minutes recommendations in the CPS Master Guidelines from x to 80%, by June 2027. (x = no baseline data currently available)

We will analyze adult implementation data and student outcome data in improvement cycles (QI) at each Benchmark check-in ( Sept-Nov / Dec-Feb / March-May) each year. Check ins will examine adult implementation of scheduling data and Benchmark data. The following individuals will guide this work:

Accountable: C&I Director, Content Managers

Responsible for Problem-solving & Improving Building-level Implementation: Principals/APs

Consulted: DSS Managers, Coaches

Informed: DSLs, Chiefs

## **Strategy 2: Explicit Instruction in Tier 1**

*Increase explicit instruction in all Tier 1 literacy instruction at all grade levels.*

### **SMART Adult Implementation Goal(s):**

- Increase the percentage of educators implementing the Tier I and Tier II curricular programs and resources with fidelity and based on student needs from 71% to 80% by June 2027. (Baselined data is less than 71% as it does identify levels of implementation)
- Increase the percentage of educators implementing Explicit Instruction protocols and strategies by June 2027 using an EI learning walk form during Instructional Review from x to 80%. ( x = no baseline data currently available)

We will analyze walk-through data in improvement cycles (QI), beginning Fall 2024 following district-wide PD sessions, for trends surrounding Explicit Instruction in practice, and create a plan of action moving forward to remove barriers and improve implementation over time.

The following individuals will guide this work:

Responsible: Instructional Leaders (Principals and APs), CUES coaches, ILTs

Accountable: Curriculum Managers, Chief of Schools and Chief Academic Officer, DSS Managers and C&I Directors

Consulted: Teachers, SST Consultants

Informed: Chief of Schools and Chief Academic Officer

## **Strategy 3: Culturally Responsive Teaching**

*Integrate culturally responsive teaching and learning into daily practice.*

### **SMART Adult Implementation Goal(s):**

- Increase the percentage of educators implementing Culturally Responsive Teaching as evidenced by using the Instructional Review Rubric tool components inclusive of *Culture of Learning*, *Essential Content*, *Academic Ownership*, *Demonstration of Learning*, and *Classroom Culture* from x to 80% by June 2027. ( x = no baseline data currently available)

We will analyze walk-through data in improvement cycles (QI), beginning Fall 2024 following district-wide PD sessions, for trends surrounding CRT in practice, using data to inform adjustments that need to be made to guidance or to adjust professional learning opportunities.

The following individuals will guide this work:

Responsible: ELA Manager, ELA Instructional Coaches

Accountable: C&I Director, DSS Director, Content Managers

Responsible for Problem-solving & Improving Building-level Implementation: Principals/APs

Informed: DSLs, Chiefs

#### **Strategy 4: Systematize Tier 2**

*Equitably provide evidence-based Tier 2 intervention to all students who are not reading at grade level and making significant gap-closing growth from Tier 1 alone.*

##### **SMART Adult Implementation Goal(s):**

- Increase the percentage of educators implementing the Tier I and Tier II curricular programs and resources with fidelity and based on student needs from 71% to 80% by June 2027. (Baseline data is less than 71% as it does not identify levels of implementation)
- Increase the percentage of buildings with a Multidisciplinary Team with a Structured Literacy Certified Specialist that are using the Tier 2 Decision Rules to assign and progress monitor Tier 2 interventions from x to 80% by June 2027. ( x = no baseline data currently available)

We will analyze school-based teams' data in improvement cycles (QI), beginning Fall 2024 following PD for Tier 2 teams, for trends around Tier 2 assignment processes, Tier 2 fidelity of implementation, and Tier 2 student data and create a plan of action moving forward to remove barriers and improve implementation of the Tier 2 Decision Rules over time.

The following individuals will guide this work:

Responsible: Principals, Building Literacy Specialists

Accountable: ELA Manager, ELA Instructional Coaches, DSLs, Directors, Chiefs

Consult: Department of Improvement Science

Informed: Reading Specialists, Building Teams that inform Tier 2

### **Strategy 5: Increase IEP alignment with research-based Reader Profile strategy to Address Specific Root Skill Deficits**

*Use the Simple View of Reading Reader Profiles and diagnostic data to guide data selection in the ETR and development of IEP goals, SDI, and PM that specifically address student root skill deficits.*

#### **SMART Adult Implementation Goal(s):**

- Increase the percentage of IEP Goals, SDI, and PM that use the Simple View of Reading Reader Profiles and diagnostic data to specifically address student root skill deficits (in addition to all requirements for compliance) from <10% to 80% by June 2027.

We will analyze building implementation through IEP Internal Monitoring data of Goals, SDI, and PM in improvement cycles (QI) within school-based teams, while maintaining all requirements for compliance. beginning January 2025 following PD for all IEP teams. Data analysis will result in ongoing revisions to our plan of action moving forward to remove barriers and improve implementation of ETR and IEP guidance and supports over time.

The following individuals will guide this work:

Responsible: DSS Managers, Lead IS, Case Coordinators

Accountable: DSS Directors and Chief Academic Officer

Consulted: DSS Managers, Urban Support, School Psychologists, Reading Specialists

Informed: Principals, APs, Intervention Specialists

## 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.*

#### **Strategy 1: Allocate Instructional Minutes for Literacy**

*Allocate research-based recommendations for minutes of literacy instruction, especially when large numbers of students read below grade level.*

#### **Evidence Tier: ESSA Tier 4 (Demonstrates a Rationale)**

The role of amount of instructional time on learning has been studied repeatedly over many decades, demonstrating a consistent finding the amount of instruction is one important factor affecting student learning of any content, including reading (Gay, Sonnenschein, Sun, & Baker, 2021; Sonnenschein, Stapleton, & Benson, 2010; Walberg, Fraser, & Welch, 1986). Merely allotting instructional time on a schedule does not achieve the end goal of increasing student engagement in learning; however, it is one important first step to systematizing students' access to the instructional time they need to succeed ([Shanahan, 2019](#)). When schools add in systems for monitoring implementation of recommended instructional minutes, as well as incorporation of Strategies 2-3 to increase explicitness and CRT in core instruction, the anticipated effect size compounds, as demonstrated in Hattie's meta-analyses of factors contributing to student achievement (2018) which calculated an effect size of .49 for time on task.

This strategy benefits all students, including students on RIMPs, SWDs, ELs, and subgroups currently demonstrating large numbers of students falling below proficiency on state tests by ensuring students receive adequate instructional time for focused practice and explicit instruction in literacy skills (also see Strategy 2).



## **Strategy 2: Explicit Instruction in Tier 1**

*Increase explicit instruction in all Tier 1 literacy instruction at all grade levels.*

### **Evidence Tier: ESSA Tier 3 (Promising)**

Many IES Guides refer to the importance of explicit instruction in all areas of reading development, in both factors of Word Recognition and Language Comprehension.

- Provide explicit vocabulary instruction (Improving Adolescent Literacy: Effective Classroom and Intervention Practices, 2008)
- Provide direct and explicit comprehension strategy instruction. (Improving Adolescent Literacy: Effective Classroom and Intervention Practices, 2008)
- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (which includes several references to explicit instruction) (Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, 2019)
- Teach reading comprehension strategies by using a gradual release of responsibility (which includes several references to explicit instruction) (Improving Reading Comprehension in Kindergarten Through 3rd Grade, 2010)

In addition, Hattie's meta-analyses of factors contributing to student achievement (2018) determined high effect sizes for several factors related to Explicit Instruction:

- Deliberate practice .79
- Teacher clarity .75
- Feedback .70
- Direct Instruction .60
- Explicit teaching strategies .57

This strategy benefits all students, including students on RIMPs, SWDs, ELs, and subgroups currently demonstrating large numbers of students falling below proficiency on state tests by ensuring students receive explicit instruction, which research consistently demonstrates is crucial for literacy success, especially for populations most at risk for reading failure (Archer & Hughes, 2010).

### Strategy 3: Culturally Responsive Teaching

*Integrate culturally responsive teaching and learning into daily practice.*

Evidence Tier: ESSA Tier 4 (Demonstrates a Rationale)

A growing body of research is showing how culturally responsive teaching practices are increasing student brain power while motivating and engaging students. Culturally responsive pedagogy draws on a brain-based approach to instruction that creates safe spaces for historically marginalized groups. “We also know from **neuroscience research** that culture drives how brains process information; for instance, students who share strong oral traditions are primed to learn new information best through music and storytelling. For this reason, when culturally responsive teachers use repetition, rhythm, movement, and visuals during instruction they’re also strengthening neural pathways for comprehension” (5 Ways Culturally Responsive Teaching Benefits Learners, 2019). Culturally responsive pedagogy has shown great promise as it provides research on how one’s culture programs the brain to process information and affects learning relationships. The research identifies high-leverage moves that build student brain power and prepares them to become independent learners. An independent learner: relies on the teacher to carry some of the cognitive load temporarily; utilizes strategies and processes for tackling a new task; regularly attempts new tasks without scaffolds; has cognitive strategies for getting unstuck; and has learned how to retrieve information from long-term memory.

To move students from dependent to independent learners Zaretta Hammond, author of *Culturally Responsive Teaching and the Brain* (2014) focuses on 4 key areas:

Awareness:

- Awareness of the larger sociopolitical context alongside and educators individual lens during instruction

Learning Partnership:

- Building authentic partnerships with students for the purpose of creating trust to provide feedback and hold students to a high standard

Information Processing:

- We focus on strengthening and expanding students’ intellectual capacity so that they can engage in deeper and more complex learning

- The culturally responsive teacher uses processes, strategies, tactics, and tools for engaging students in high-leverage social and instructional activities that over time build higher order thinking skills

#### Community Building

- We focus on creating an environment that feels socially and intellectually safe for dependent learners to stretch themselves and take risks
- The culturally responsive teacher tries to create an environment that communicates care, support, and belonging in ways that students recognize. This includes setting up rituals and routines that reinforce self-directed learning and academic identity (Culturally Responsive Teaching & the Brain, Hammond, 2014)

This strategy benefits all students, including students on RIMPs, SWDs, ELs, but most significantly, is designed to improve outcomes for historically marginalized groups (Hammond, 2014).

#### **Strategy 4: Systematize Tier 2**

*Equitably provide evidence-based Tier 2 intervention to all students who are not reading at grade level and making significant gap-closing growth from Tier 1 alone.*

***Evidence Tier: ESSA Tier 1 (Strong), Tier 2 (Moderate), Tier 3 (Promising) - Tier 4 (Demonstrates a Rationale)***

This strategy is focused on implementation of our intervention platform consisting of solid, evidence-based intervention programs such as S.P.I.R.E., Sound Partners, Phonics for Reading, and REWARDS. The components of these programs are mostly based on Tier 1 evidence, such as:

- Develop awareness of the segments of sounds in speech and how they link to letters. (IES Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, 2019)
- Teach students to decode words, analyze word parts, and write and recognize words. (IES Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, 2019)
- Build students' decoding skills so they can read complex multisyllabic words (IES Guide Providing Reading Interventions for Students in Grades 4–9, 2020)
- Provide purposeful fluency-building activities to help students read effortlessly (IES Guide Providing Reading Interventions for Students in Grades 4–9, 2020)

The systematic practices involved in MTSS using Decision Rules to fairly automatically assign groups of students to interventions based on screening and diagnostic data is less well researched. Most of these processes are based on ESSA Tier 3 (Promising) - Tier 4 (Demonstrates a Rationale) evidence as noted in *Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades* (2009).

- Provide time for differentiated reading instruction for all students based on assessments of students' current reading level.
- Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.
- Monitor the progress of tier 2 students at least once a month.

In addition, Hattie's meta-analyses of factors contributing to student achievement (2018) determined high effect sizes for RTI (closely related to MTSS) of 1.29 and interventions for students with learning needs of .77. We also looked to the work of McIntosh & Goodman (2016), who laid out very detailed guidelines for research-based recommended approaches to MTSS, which include systematic assignment to and implementation of Tier 2 interventions.

This strategy benefits all students, especially including students on RIMPs, SWDs, ELs, and subgroups currently demonstrating large numbers of students falling below proficiency on state tests by ensuring students equitably receive the interventions they need, targeted at their precise skills gaps.

### **Strategy 5: Increase IEP alignment with research-based Reader Profile strategy to Address Specific Root Skill Deficits**

*Use the Simple View of Reading Reader Profiles and diagnostic data to guide data selection in the ETR and development of IEP goals, SDI, and PM that specifically address student root skill deficits.*

#### ***Evidence Tier: Tier 4 (Demonstrates a Rationale)***

We framed our professional learning goals and intended guidance around the Ohio All Students Can Read series (Turner & Elia, 2022), OCALI's Access to the General Education Curriculum for ALL Learners series (Benson, 2021), and Intensifying Literacy Instruction - Essential Practices (St. Martin, et al., 2020).

This strategy is focused on implementation of:

- Use diagnostic data to identify root skill deficits (Turner & Elia, 2022, Session 2; Benson, 2021, Ch. 2-3; St. Martin, et al., 2020, Practice 3)
- Use the Simple View of Reading and Reading Profiles to frame root skill deficits and plan aligned instruction (Turner & Elia, 2022, Session 3; Benson, 2021, Ch. 5-7; St. Martin, et al., 2020, Practice 1)
- Support ETRs and IEP teams to use ongoing data-based decision making to develop and refine literacy goals & SDI (Turner & Elia, 2022, Session 5; Benson, 2021, Ch. 9; St. Martin, et al., 2020, Practices 3-4).

This strategy benefits all students, especially students with disabilities (who are also on RIMPs) by ensuring they equitably receive the focused instruction they need, targeted at their precise skills gaps.

## 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.*

Our previous Reading Improvement Plan used the Simple View of Reading (Gough & Tunmer, 1986) to analyze root causes for student performance in each of the two factors involved in Reading Comprehension. Over the course of implementing that plan (2021-2023), we selected and began implementing practices and programs to fill identified gaps in instruction in Word Recognition and Language Comprehension. As a result, this most recent iteration of the Problem-Solving Process to develop this RAP brought our focus to improving implementation of our practices and programs that already address both factors of the Simple View of Reading, to result in overall improvement in Reading Comprehension.

The strategies we selected are research-based strategies, with action plan maps rooted in implementation science (Ogden & Fixsen, 2014). The action steps are connected to implementation drivers and stages, and each Strategy has an Action Plan that walks through the same 7 implementation steps:

8. Select
9. Contextualize
10. Provide PD / Train
11. Support/Coach
12. Monitor
13. Problem-solve / Improve
14. Lead (ongoing)

Using Implementation Science to plan action steps ensures that we fully address each necessary aspect of implementation support ahead of time, with a careful installation plan. This careful planning results in a road map to follow through the implementation process, which makes the process more efficient, effective, and much more likely to result in socially significant outcomes for students (NIRN, 2023).

Because Monitoring and Problem-Solving is already included in the planning process, data sources, plans for data collection and analysis, and a system for problem-solving has already been established. Dates and structures already exist for the recurring evaluation of implementation of this plan (see Action Plans for details).



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 135<sup>th</sup> 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.

**Professional Development Plan Template**

<b>Strategy 1:</b> Allocate research-based recommendations for minutes of literacy instruction.							
PD Description	<b>(Check all that apply for each activity)</b>						
	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. Master Schedule Committee Training- Training Master Schedule Leads	January 2024		X	X	X	X	X
2. Building Based Master Scheduling Support	Jan 2024 -May 2025	X		X			X
3. Curriculum Training aligned to Literacy Block Expectations	Jan 2024 -May 2025	X	X	X	X	X	X
Resources Required	Outcomes/Evaluation						
1. Time with building leadership	1. Learning Walk data						
2. Collaboration with Master Schedule Committee	2. Master Schedule submissions						
3. Training for ongoing building support	3. Learning Walk data						

<b>Strategy 2:</b> Increase explicit instruction in all Tier 1 literacy instruction at all grade levels.							
PD Description	<b>(Check all that apply for each activity)</b>						
	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. What is Explicit Instruction?	Aug 2024	X	X	X	X	X	X
2. Integrating EI with Core Curriculum	Sept 2024	X	X	X	X	X	X



3. Advanced EI: Differentiation & Scaffolding	Jan 2025	X	X	X	X	X	X
4. Train-the-Trainer EI	Jan 2025		X	X	X	X	X
<b>Resources Required</b>	<b>Outcomes/Evaluation</b>						
1. Time	1. Attendance data						
2. Trainers	2. Exit Ticket data						
3. Funds for Trainer extended time pay	3. Adult Implementation data in EI look fors through Instructional Reviews						

<b>Strategy 3:</b> Integrate culturally responsive teaching and learning into daily practice.							
<b>PD Description</b>	<b>(Check all that apply for each activity)</b>						
	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. Culturally Responsive Teaching & the Brain Part I	August 2024-January 2025	X	X	X	X	X	X
2. Culturally Responsive Teaching & The Brain Part II: Putting it into Practice	August 2024-January 2025	X	X	X	X	X	X
3. Culturally Responsive Teaching & The Brain: Moving Students from Dependent to Independent Learning	August 2024-January 2025	X	X	X	X	X	X
<b>Resources Required</b>	<b>Outcomes/Evaluation</b>						
1. Time	1. Attendance data						
2. Trainers	2. Exit Ticket data						
3. Funds for Trainer extended time pay	3. Adult Implementation data in Instructional look fors through Instructional Reviews						

<b>Strategy 4:</b> Equitably provide evidence-based Tier 2 intervention to all students who are not reading at grade level and making significant gap-closing growth from Tier 1 alone.							
<b>PD Description</b>	<b>(Check all that apply for each activity)</b>						
	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. Intervention Programs training for all intervention providers	Jan 2024 - May 2024		X	X	X	X	X
2. Tier 2 Decision Rules Training and Practice	Jan 2024 - May 2024		X	X	X	X	X

3. Tier 2 Assessments Training (Acadience Benchmark & PM; Tier 2 Diagnostic)	Nov 2023 - ongoing		X	X	X	X	X
<b>Resources Required</b>	<b>Outcomes/Evaluation</b>						
1. Time with intervention providers	1. Attendance data						
2. Trainers	2. Exit Ticket data						
3. Funds for Trainer and Teacher extended time pay if outside of contract time	3. Adult Implementation data from Tier 2 literacy intervention look fors						

<b>Strategy 5: Align IEPs with the Reader Profiles to Address Specific Root Skill Deficits.</b>							
<b>PD Description</b>	<b>(Check all that apply for each activity)</b>						
	<b>Begin/End Dates</b>	<b>Sustained</b>	<b>Intensive</b>	<b>Collaborative</b>	<b>Job-Embedded</b>	<b>Data-Driven</b>	<b>Classroom-Focused</b>
1. SoR for SWDs PD for DSS Managers	Sept 2024 - Mar 2025	X	X	X	X	X	X
2. SoR for SWDs PD for Building-based Teams (IS, Case Coordinators, Lead IS)	Sept 2024 - Mar 2025	X	X	X	X	X	X
3. Ongoing coaching from DSS Managers	Apr 2025 - ongoing	X	X	X	X	X	X
<b>Resources Required</b>	<b>Outcomes/Evaluation</b>						
1. Time with intervention providers	1. Attendance data						
2. Trainers	2. Exit Ticket data						
3. Funds for Trainer and Teacher extended time pay if outside of contract time	3. Adult Implementation data from Internal Monitoring data						

## APPENDICES

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