



March 22, 2024

Dear Superintendent Morgan:

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

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

**Strengths of the Reading Achievement Plan:**

- The plan is inclusive of all grade levels from pre-kindergarten through grade 12.
- The plan includes stakeholder engagement throughout the reading achievement planning process and curriculum adoption process to gain feedback.
- The plan includes educators and administrators collaboratively participating in Science of Reading professional development.


**This plan will benefit from:**

- The plan would benefit from having measurable district-wide aggregate targets beginning with 31% proficiency during the 2023-2024 school year and increasing thereafter.
- The plan may benefit from analysis of sub-scores within the five components of reading.
- The plan may benefit from including additional teachers and support staff within Reading Achievement Plan development to reflect the diversity of the staff within the district.

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

**Cleveland Municipal**

**DISTRICT IRN:**

**043786**

**DISTRICT ADDRESS:**

**1111 Superior Avenue East, Suite 1800**

**Cleveland, OH 44114**

**PLAN COMPLETION DATE:**

**December 31, 2023**

**LEAD WRITERS:**

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Jessica Wiseman, Interim Deputy Chief, Student Services

## 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
Dr. Selena Florence	Chief Academic Officer	Administration	<a href="mailto:Selena.florence@clevelandmetroschools.org">Selena.florence@clevelandmetroschools.org</a>
Elizabeth Nelson Creel	Interim Deputy Chief of Learning and Teaching	Administration	<a href="mailto:Elizabeth.nelson@clevelandmetroschools.org">Elizabeth.nelson@clevelandmetroschools.org</a>

Name	Title/Role	Location	Email
Jose Gonzalez	Executive Director, Multilingual Multicultural Education	Administration	<a href="mailto:Jose.gonzalez@clevelandmetroschools.org">Jose.gonzalez@clevelandmetroschools.org</a>
Jessica Wiseman	Interim Deputy Chief of Student Services	Administration	<a href="mailto:Jessica.Wiseman@clevelandmetroschools.org">Jessica.Wiseman@clevelandmetroschools.org</a>
Heidi Eveland	Program Manager, English Language Arts 9-12	Administration	<a href="mailto:Heidi.eveland@clevelandmetroschools.org">Heidi.eveland@clevelandmetroschools.org</a>
Gloriane Smith	Program Manager, English Language Arts K-5	Administration	<a href="mailto:Gloriane.smith@clevelandmetroschools.org">Gloriane.smith@clevelandmetroschools.org</a>
Quenton Davis	Principal	Garrett Morgan School of Engineering and Innovation	<a href="mailto:Quenton.davis@clevelandmetroschools.org">Quenton.davis@clevelandmetroschools.org</a>
Michele Sanchez	Principal	Buhrer Dual Language Academy	<a href="mailto:Michele.sanchez@clevelandmetroschools.org">Michele.sanchez@clevelandmetroschools.org</a>
Sonja Clark	Network Support Leader	Administration	<a href="mailto:Sonja.clark@clevelandmetroschools.org">Sonja.clark@clevelandmetroschools.org</a>
Lorenzo Russell	Network Support Leader	Administration	<a href="mailto:Lorenzo.russell@clevelandmetroschools.org">Lorenzo.russell@clevelandmetroschools.org</a>
Jillian Ahrens	1 <sup>st</sup> Grade Teacher	Memorial School	<a href="mailto:Jillian.ahrens@clevelandmetroschools.org">Jillian.ahrens@clevelandmetroschools.org</a>
Mark Baumgartner	High School English Teacher	Max S. Hayes High School	<a href="mailto:Mark.baumgartner@clevelandmetroschools.org">Mark.baumgartner@clevelandmetroschools.org</a>
Sara Baldassar	7 <sup>th</sup> and 8 <sup>th</sup> Grade Teacher	Memorial School	<a href="mailto:Sara.baldassar@clevelandmetroschools.org">Sara.baldassar@clevelandmetroschools.org</a>
Tracy Hill	Executive Director, Family and Community Engagement	Administration	<a href="mailto:Tracy.hill@clevelandmetroschools.org">Tracy.hill@clevelandmetroschools.org</a>
Cicely Philpot	Special Education Program Manager	Administration	<a href="mailto:Cicely.philpot@clevelandmetroschools.org">Cicely.philpot@clevelandmetroschools.org</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.*

A committee with representatives from the District Leadership Team (the academics division of CMSD), the District's broader Senior Leadership Team, the Cleveland Teachers Union, the Cleveland Council of Administrators and Supervisors, and external partners convened twice per week for one hour to set the charge for the RAP, make connections between the RAP and other initiatives, analyze root causes, create

theories of action, set goals, and develop the strategies and action items that we collectively believe will have the most impact on reading and literacy achievement over the next 3 years. Each committee member was afforded the opportunity to contribute to the RAP through structured brainstorming, discussion activities, and written feedback on draft sections. A small group of academic leaders assumed responsibility for drafting, revising, editing, and publishing the narrative version of the RAP.

The following teams and existing structures will share responsibility for monitoring and communicating the RAP.

- The District Leadership Team (the academics division of CMSD) will oversee the monitoring and socialization of district-level data points identified in the RAP.
- CMSD's district level leadership (including operations and finance) will be expected to understand the RAP, for the purpose of ensuring that schools have equitable resources (time, talent, treasure) to implement the RAP.
- The District's ELA content managers, program managers (multilingual, special education, and others), Model Lead Teachers, and Curriculum and Instruction Specialists will use the RAP as their guiding document for professional learning for school leaders, teachers, and other stakeholders. Additionally, they will be responsible for bringing culturally responsive practices to light in their design and delivery of professional learning opportunities.
- The Third Grade Reading Guarantee/Dyslexia Committee (a joint District/CTU committee) will collaborate on necessary actions to bring the RAP to life for teachers. Other joint District/CTU committees will support decision-making as needed. For example, the Joint Scheduling Committee will review school schedules with the RAP in mind.
- Principals and building teams will take responsibility for monitoring their school-level data, facilitating teacher-based teams, and developing Academic Achievement Plans (AAPs) with strategies and actions that are aligned with the provisions of this RAP. Principals and AAP teams will ensure that AAPs have meaningful family engagement actions that are connected to reading, with the support of the District's Office of Family and Community Engagement (FACE).

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

*Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section 3302.04, 3302.10, 3301.0715(G) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.*

The Cleveland Metropolitan School District (CMSD) steadfastly embraces the implementation of this plan, placing a paramount focus on fostering the literacy development of every student. Literacy serves as the catalyst for school improvement, propelling the district towards the overarching objective of equipping scholars with the essential skills for success in both college and career endeavors. The ultimate aspiration is to nurture students into lifelong learners who positively contribute to society. Recognizing that reading and language development form the bedrock of academic and worldly triumphs, CMSD has recommitment to the “**why**” of our collective efforts, aligning with the district's post-pandemic vision of learning. To bolster this commitment, five strategic priorities have been established, building upon prior investments. Each priority is accompanied by core measures, ensuring a clear understanding of the desired impact and outcomes.

### **1. Safe and Supportive Culture**

Establish a values-based organizational culture that ensures physical and emotional safety, promotes equity and excellence, and fosters authentic belonging and relationships for all scholars and adults.

### **2. A Strong and Engaging Instructional Core**

Increase scholar engagement in rigorous and engaging learning by deeply and consistently implementing high-quality instructional materials and practices.

### **3. Educator Learning**

Establish professional learning experiences and opportunities that empower each CMSD educator to model our values and improve their craft, with emphasis on opportunities related to instruction and instructional leadership.

### **4. Coherent Central System**

Strengthen central office processes to ensure financial sustainability, increase responsiveness to schools, and promote equity, clarity, and coherence.

### **5. Engaged Community**

Establish and maintain strong partnerships with scholars, families, staff, and other community members (including residents, civic leaders, local businesses, and nonprofits) that foster authentic engagement aligned to CMSD’s mission, values, and strategic plan.

CMSD aligns its practices and procedures with the initiatives outlined by the Ohio Department of Education. This commitment is demonstrated through the implementation of Ohio Standards across all content areas in every school. To facilitate this alignment, CMSD furnishes schools with a scope and sequence, detailing the learning standards and unit pacing. This ensures utmost clarity regarding expectations. The scope and sequence encompass the Ohio Learning Standards, prerequisite skills and knowledge, learning targets, key vocabulary, and alignment with curriculum resources.

### **Prekindergarten**

As the District dedicates itself to the transformation of schools into premier choices for families, a paramount emphasis on early literacy and childhood development has taken center stage. Collaborating with a spectrum of stakeholders—from education, early childhood development, civic, philanthropy, business, religious, labor, and community organizations to hundreds of parents, families, and educators—the District champions the Early Childhood Compact. This collaborative effort birthed Pre4CLE, an organization diligently working to enhance early childhood access to high-quality education for 3- and 4-year-olds citywide. Grounded in research, the Pre4CLE plan strategically capitalizes on the unique opportunities within the Cleveland Community, aspiring to ensure every child in Cleveland commences kindergarten prepared for success (Pre4CLE, n.d.).

Expanding its reach, the District now serves over 1,700 students in high-quality settings within elementary school buildings. Notably, CMSD boasts 58 out of 60 sites rated as 4 and 5 stars under Ohio's Step Up to Quality system. An ongoing commitment propels the District to strive for a 100% rating of high-quality sites achieving 5-star status.

### **Third Grade Guarantee Committee**

CMSD developed a Third Grade Reading Guarantee (TGRG) Advisory committee 8 years ago. This committee is made up of administrators, teachers, literacy experts, instructional coaches and representatives from special education, assessment and family and community engagement offices. The team serves as an advisory role to problem solve and make decisions around TGRG compliance. This team also provides resources and tools to school teams to support the TGRG processes and initiatives aligned to the work. The committee analyzes data for decision making to impact the work. Additionally, there is a TGRG sub-committee devoted to implementing the requirements established by Ohio’s Dyslexia law.



Additionally, the District aligns its assessment schedule to the requirements put in place in Ohio: Early Learning Assessment for preschool; the Kindergarten Readiness Assessment for students entering Kindergarten; the K-3 reading benchmark assessments; and Ohio’s state tests in English language arts for grades 3-8 as well as high school end-of-course exam in English language arts. The K-3 Literacy Component draws attention to literacy performance in the early grades causing a focus on early intervention for struggling readers. The District also uses Ohio’s Improvement Process (OIP) among the schools. Building Leadership Teams (BLTs) oversee and monitor the protocol put in place for grade level teams in PK-12.

### **Professional Development**

The District is dedicated to enhancing literacy by offering diverse levels of support through professional learning opportunities. In alignment with the Dyslexia Law, the District has crafted in-person professional learning sessions to complement the online modules, enabling teachers to apply the skills acquired through the online training.

- SY22-23 – Grade K and 1 Teachers
- SY23-24: Grades 2-3 Teachers and Related Service Providers

As part of a three-year study conducted by the American Institutes for Research in Behavioral Sciences, eight schools are undergoing training in Multi-Tiered Systems of Support for Reading (MTSS-R) specifically focused on Grades 1 and 2. The study comprises four key components:

1. Evidence-based reading instruction for all students (Tier 1).
2. Supplemental small-group interventions targeting students at risk of reading difficulties.
3. Screening and progress monitoring to identify students for supplemental reading intervention and assess their progress.
4. Establishing a supportive infrastructure, including a school MTSS-R team and a district MTSS-R coach.

The impact evaluation will scrutinize the influence on teacher and reading interventionist practices, as well as student reading outcomes resulting from training and support in implementing the four components of the MTSS-R model. Additionally, the study will conduct an analysis of MTSS-R implementation, its associated costs, and overall cost-effectiveness.

Certified as Language Essentials for Teachers of Reading and Spelling (LETRS) trainers, District Model Lead Teachers deliver in-person training sessions aligned with each LETRS unit. These sessions cater to schools that have invested in the LETRS program, ensuring a seamless and effective implementation of the curriculum.

### **Academic Achievement Plans**

The Collective Bargaining Agreement requires schools to write an Academic Achievement Plan (AAP) annually. This plan outlines the strategies that will be employed to enhance proficiency in reading, math, Positive Behavioral Intervention Supports (PBIS), and family engagement—all aligned with the One Plan. Schools have

the flexibility to choose from a menu of research-based strategies, with a specific focus on alignment with the Science of Reading. These strategies encompass a broad range of approaches, including but not limited to:

- Facilitation of a developed Multi-Tiered System of Support focused on the Big Ideas in Reading at each grade level in K-5 with a strong focus on building foundational skills through the Science of Teaching Reading
- Daily practice with complex, grade-level texts – both informational and literary- and their academic language throughout the literacy block (modeled instruction, shared practice, and independent/small group).
- Daily writing and speaking grounded in evidence from texts, both literary and informational (with students having frequent opportunities to practice writing in all three genres-narrative, opinion and informative).
- Incorporate reading and writing routines embedded in various disciplines across content areas. Facilitate opportunities for regular practice with complex, grade-level texts and their academic language throughout all content areas with specific support provided in vocabulary development and comprehension strategies through the use of explicit vocabulary instruction and graphic organizers.
- Facilitate instruction that focuses on the use of daily writing and speaking grounded in evidence from texts, both literary and informational (with students having opportunities to practice writing in all three genres - narrative, argumentative, and informative), depending on the content area. Specific support will be provided through the use of graphic organizers, sentence stems, and structured writing protocols such as Claims, Evidence, and Reasoning

Strategies, methods and resources will align with the CMSD's Reading Achievement Plan to increase teacher knowledge and application of the foundational skills of reading; prepare and support educators to implement evidence-based literacy practices consistently and coherently across all schools and teach all children to skilled readers. Curriculum choice will be refined starting with SY24-25 to align with the Science of Reading.

## **11 District Plan**

The purpose of the 11 District Plan is to improve educational outcomes for students with disabilities in eleven targeted Ohio school districts through systemic improvements in special education at the state, regional, and district levels. The 11 District Plan came about in 2020 as the resolution of the Doe vs. State of Ohio class action lawsuit, filed in 1993 by Disability Rights Ohio against the Ohio Department of Education.

One of the fourteen objectives of the 11 District Plan is Language and Literacy, including Early Literacy. Specifically, the expectation is that districts increase the focus on language and literacy development and skills for all students, particularly for students with disabilities, at all grade levels. Districts with an increased focus on language and literacy will develop a greater understanding of the foundations of reading and how those are implemented at different grade levels to assist students in becoming proficient readers.

CMSD embeds the required actions of the 11 District Plan into its strategic priorities so that there is one cohesive approach to supporting students in their literacy improvement. Thus, this Reading Achievement Plan will also incorporate the requirements of the 11 District Plan.

**CMSD, Equity, and Me**

“We believe that equity and inclusion at CMSD is an essential call to action, a catalyst to ensure value and appreciation among all our employees, so we may be fair and welcoming now and in the future. It is necessary to foster practices that address the lack of awareness and understanding of differences and to gain buy-in from our entire workforce and the community we serve.” (from CMSD’s Equity & Inclusion Declaration)

Beginning in 2022 and continuing through 2024, all CMSD employees will complete a 9-hour learning series called CMSD, Equity, and Me, which was co-created by the District, the Cleveland Teachers Union, Teaching Cleveland, and Facing History and Ourselves. The purpose of this learning series is to develop employees’ awareness of issues of racial equity, implicit bias, and their own positional power as it relates to the population of students we serve. The series demonstrates through data that systemic racism has had a direct impact on the student and family outcomes that we see today in CMSD. For example, in the session on the history of race and education in the United States, participants learn about practices that were designed to prevent people of color from achieving the same level of literacy as their white counterparts. Each employee is charged with developing an action plan to address the barriers that are within their span of control.

**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.**

**I. Kindergarten Readiness Assessment**

Fall 2023 KRA Performance Levels	#/% of Students At This Level (All Domains)	#/% of Students At This Level (Language and Literacy Domain)
Emerging (below 259)	1159 (50.4%)	1319 (57.4%)
Approaching (259-269)	719 (31.3%)	624 (27.1%)
Demonstrating (270+)	353 (15.3%)	418 (18.2%)

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

<b>Fall 2023</b>	<b>KRA – All Domains</b>		
<b>Ethnicity</b>	<b>Emerging</b>	<b>Approaching</b>	<b>Demonstrating</b>
African American	50.34%	31.97%	17.69%
American Indian	100.00%	0.00%	0.00%
Asian	62.86%	22.86%	14.29%
Caucasian	43.69%	32.04%	24.27%
Hawaiian / PI	50.00%	50.00%	0.00%
Hispanic	54.90%	29.12%	15.98%
Multi-Racial	50.00%	31.25%	18.75%
<b>Grand Total</b>	<b>50.48%</b>	<b>31.32%</b>	<b>18.21%</b>

<b>Fall 2023</b>	<b>KRA – Language and Literacy</b>		
<b>Ethnicity</b>	<b>Emerging</b>	<b>Approaching</b>	<b>Demonstrating</b>
African American	56.84%	27.41%	15.75%
American Indian	100.00%	0.00%	0.00%
Asian	65.71%	31.43%	2.86%
Caucasian	50.49%	28.16%	21.36%
Hawaiian / PI	100.00%	0.00%	0.00%
Hispanic	63.92%	25.00%	11.08%
Multi-Racial	56.25%	31.25%	12.50%
<b>Grand Total</b>	<b>57.45%</b>	<b>27.18%</b>	<b>15.37%</b>

The KRA data above indicate the following:

- Over half of CMSD’s students enter kindergarten with emerging skills (the lowest of the three performance categories). The percentage of students entering with emerging skills in language and literacy is higher than when all four domains are considered. This is true for students in all racial subgroups.
- There is a 6- to 7-percentage point gap in performance between African American and Caucasian subgroups.
- Asian and Hispanic subgroups enter kindergarten less ready across all domains than other subgroups, and significantly less ready in the language and literacy domain.

## II. K-3 Reading Data

K-3 Students Reading On-Track Levels for Beginning of Year (Fall)

Based on Diagnostic Assessments

School Year	On-Track	Off-Track	Exempt	DNP	Total
2022-2023	3877 (37.5%)	5458 (52.9%)	161 (1.6%)	829 (8.0%)	10325
2023-2024	4576 (45.4%)	4565 (45.3%)	281 (2.8%)	642 (6.4%)	10064

District Diagnostic Assessments in Reading – Fall 2022

Subgroup	Kindergarten On-Track	1 <sup>st</sup> Grade On-Track	2 <sup>nd</sup> Grade On-Track	3 <sup>rd</sup> Grade On-Track
American Indian or Alaska Native	50.0%	60.0%	66.7%	50.0%
Asian or Pacific Islander	58.6%	53.8%	59.2%	66.7%
Black, Non-Hispanic	51.2%	44.9%	29.0%	33.5%
Hispanic	42.5%	41.7%	31.2%	41.5%
Multiracial	42.9%	50.9%	40.7%	48.5%
White, Non-Hispanic	51.6%	54.4%	45.5%	53.6%
Economically Disadvantaged	49.8%	45.6%	31.5%	37.5%
English Learner	n/a	40.7%	25.6%	21.3%
Students with Disabilities	35.5%	23.8%	10.5%	10.5%

Off-Track to On-Track – Fall 2022 to Fall 2023

K3 Cohort	Point A Not-on-Track Count	Point B On-Track Count	Moved to On-Track %	Remained Not-on-Track %
Kindergarten Diagnostic to 1st Grade Diagnostic	1,489	496	33.3%	66.7%
1st Grade Diagnostic to 2nd Grade Diagnostic	1,270	177	13.9%	86.1%
2nd Grade Diagnostic to 3rd Grade Diagnostic	1,676	328	19.6%	80.4%
3rd Grade Diagnostic to 3rd Grade ELA Test	1,638	168	10.3%	89.7%
<b>Total</b>	<b>6,073</b>	<b>1,169</b>	<b>19.2%</b>	<b>80.8%</b>

The K-3 diagnostic data indicate the following:

- Overall, on-track performance increased by 7.9 percentage points from 2022-23 (last school year) to the current school year.
- On-track performance for African American, Hispanic, Economically Disadvantaged, and Students with Disabilities subgroups peaks in Kindergarten with substantial drops from first to second grade.
- More students move from off-track to on-track from Kindergarten to first grade than in any other grade span.

### III. State Performance Data

Student Performance on ELA Ohio State Tests, by Grade, Spring 2023

Grade Level	Untested	Limited	Basic	Proficient	Accomplished	Advanced	Advanced Plus	Proficient or Above
Third Grade ELA	0.73%	42.04%	25.49%	12.14%	9.92%	9.68%		<b>31.74%</b>
Fourth Grade ELA	2.17%	53.11%	18.64%	13.23%	8.18%	4.66%		<b>26.08%</b>
Fifth Grade ELA	1.76%	41.08%	26.09%	15.93%	9.36%	5.78%		<b>31.07%</b>
Sixth Grade ELA	2.79%	48.06%	25.97%	11.90%	8.06%	3.21%		<b>23.18%</b>
Seventh Grade ELA	2.81%	35.78%	28.40%	16.47%	11.17%	5.37%		<b>33.01%</b>
Eighth Grade ELA	4.06%	43.18%	22.52%	21.37%	6.32%	2.41%	0.14%	<b>30.24%</b>
High School ELA I		15.56%	20.00%	13.33%	20.00%	24.44%	6.67%	<b>64.44%</b>
High School ELA II	5.96%	34.69%	28.35%	22.21%	6.10%	2.70%		<b>31.01%</b>
<b>Total</b>	<b>2.89%</b>	<b>42.51%</b>	<b>25.06%</b>	<b>16.15%</b>	<b>8.47%</b>	<b>4.88%</b>	<b>0.04%</b>	<b>29.54%</b>

% of Students Proficient or Above on ELA Ohio State Tests, by Subgroup, Spring 2023

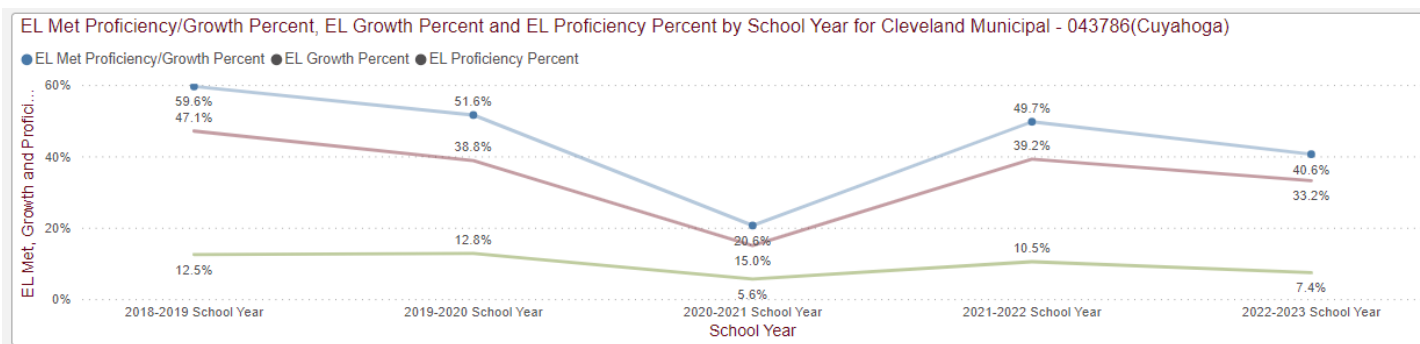
Subgroup	% Total Population	3 <sup>rd</sup> ELA	4 <sup>th</sup> ELA	5 <sup>th</sup> ELA	6 <sup>th</sup> ELA	7 <sup>th</sup> ELA	8 <sup>th</sup> ELA	ELA I	ELA II
All Students	<b>100%</b>	<b>31.74%</b>	<b>26.08%</b>	<b>31.07%</b>	<b>23.18%</b>	<b>33.01%</b>	<b>30.24%</b>	<b>64.44%</b>	<b>31.01%</b>
American Indian or Alaska Native	0.1%	50.0%	28.6%	66.7%	20.0%	100.0%	66.7%	n/a	25.0%
Asian or Pacific Islander	1.5%	73.1%	51.4%	73.7%	58.6%	64.5%	58.1%	100.0%	46.7%
Black, Non-Hispanic	63.1%	26.4%	21.3%	26.1%	18.3%	29.4%	27.7%	25.0%	29.3%

Hispanic	18.8%	33.2%	30.4%	36.5%	25.4%	33.2%	31.3%	0.0%	35.6%
Multiracial	2.9%	42.0%	35.5%	46.8%	34.8%	49.4%	53.2%	100.0%	37.1%
White, Non-Hispanic	13.4%	49.1%	43.8%	43.7%	44.3%	52.9%	46.2%	100.0%	46.0%
Economically Disadvantaged	98%	30.6%	25.6%	30.5%	22.4%	32.6%	31.0%	33.3%	33.0%
English Learner	12.4%	34.3%	26.2%	32.1%	19.9%	22.5%	17.2%	0.0%	18.4%
Students with Disabilities	23.7%	12.0%	9.4%	12.4%	8.5%	10.0%	10.2%	25.0%	13.3%

The state performance data from 2023 in English Language Arts tells us:

- With the exception of very small subgroups, no subgroup is currently meeting the District’s five-year goal of 65% proficiency in ELA in K-8 or 55% proficiency in high school ELA.
- The proficiency rates of English learners in grades 3-5 slightly exceed the proficiency rates of all students in grades 3-5. This is in contrast to data from the K-3 literacy metric, in which English learners lag behind almost all other subgroups in on-track performance.
- In every grade, there is a 20- to 30-percentage point gap between the proficiency rates of White students and the proficiency rates of Black students. This discrepancy cannot be explained by economic diversity, as 98% of all students in the District are considered to be economically disadvantaged.

#### IV. Progress for English learners, as measured by the Ohio English Language Proficiency Assessment



The OELPA data for the past five years indicate the following:

1. In the 2022-23 school year, 7.4% of English learners met the OELPA proficiency threshold, while 33.2% of students met growth targets. Excluding the COVID year of 2020-21 (in which all students were in remote and/or hybrid learning models), the “EL Met Proficiency/Growth” percentage was its lowest in five years. The District did not meet its D.E.W.-established goal of 46.4%.

## V. Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)

### Spring 2023 Data - AASCD English Language Arts

AASCD Level	Grade Level When Tested in Spring 22-23 (Students Still Enrolled As of 12/6/2023)									Grand Total
	3	4	5	6	7	9	9	10	11-12	
Level 1	47.17%	50.91%	42.86%	47.46%	50.00%	35.85%	56.45%	63.04%	45.16%	48.77%
Level 2	11.32%	7.27%	23.81%	22.03%	16.67%	28.30%	14.52%	15.22%	22.58%	17.83%
Level 3	7.55%	16.36%	11.11%	8.47%	16.67%	13.21%	11.29%	8.70%	22.58%	12.50%
Level 4	16.98%	16.36%	14.29%	11.86%	10.61%	7.55%	9.68%	2.17%	3.23%	10.86%
Level 5	16.98%	9.09%	7.94%	10.17%	6.06%	15.09%	8.06%	10.87%	6.45%	10.04%

### Distribution of Performance Levels – All Grades

Performance Level	Ohio State Tests – ELA	AASCD - ELA
Limited/Level 1	42.51%	48.77%
Basic/Level 2	25.06%	17.83%
Proficient/Level 3	16.15%	12.50%
Accelerated/Level 4	8.47%	10.86%
Advanced/Level 5	4.92%	10.04%

The AASCD data from the 2022-23 school year indicate the following:

- At every grade, Level 1 (the lowest performance level) was the most common. In fact, the distribution of scores on the AASCD is similar to the distribution of scores for all students on the Ohio State Tests.
- Previous AASCD results showed more students in the Level 4 and Level 5 performance categories. The shift can be attributed in part to the use of D.E.W.'s revised Alternate Assessment Decision-Making Tool, which disqualified some students who had taken the AASCD in the past and scored at high levels.

### 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 committee identified a number of external and internal factors believed to contribute to CMSD students' underachievement in reading.

Both internal and external elements play pivotal roles, emphasizing the interconnectedness of various challenges. The recognition of a collective responsibility within the community is a positive starting point, acknowledging that success involves collaboration from multiple stakeholders.



## Internal Challenges:

- **Teaching Staff and Leadership:** Need to build instructional capacity aligned to the Science of Reading to highlight the importance of internal improvements in knowledge and skills.
- **Instructional Practices:** Inconsistency in instructional practices and the overload of initiatives underscore the need for internal cohesion and a streamlined approach of evidence-based teaching practices aligned to the Science of Reading.
- **Training and Support:** The internal factor of insufficient training and support for educators signifies the necessity for ongoing professional development and access to resources for effective instruction. (Lack of systematically delivery of ELA PD)
- **Curriculum Changes:** Changing of curricula resources without proper training highlights the importance of having a strategic plan to ensure all educators receive high quality professional development to effectively implement the program.
- **Time Constraints:** Internal time constraints, including master schedules and inadequate planning time, are identified as hindrances, emphasizing the internal challenges educators face in meeting students' needs.
- **Administrative Challenges:** The need to enhance instructional leadership capacity, specifically aligned with the Science of Reading, for effective establishment of school structures and teacher support becomes evident. The lack of administrative knowledge in ELA content and resource allocation underscores the crucial need for leadership support in this context.
- **Staffing and Expertise:** The scarcity of literacy expertise among staff, coupled with open positions across the system and the optional nature of professional development opportunities, highlights the internal need for a unified approach to ensure all educators receive the necessary training.
- **Inconsistent Messaging:** The school autonomy model has prevented the District from clearly articulating the specific practices and processes that are to be established in every school to address the underachievement of reading.

## External Challenges:

- **Societal Stereotypes:** External societal stereotypes contribute to low expectations, impacting both educators and students. Addressing these stereotypes requires a collective effort.
- **Community Violence:** External factors like community violence pose challenges to creating an effective learning environment, emphasizing the need for external support and intervention.
- **Family Involvement:** The lack of family preparation and engagement is identified as an external factor, emphasizing the importance of community-wide efforts to foster collaboration between schools and parents.
- **Social-Emotional Support:** The inadequacy of social-emotional learning (SEL) support underscores the external factors impacting students' overall well-being and readiness to learn.
- The City of Cleveland has an average of 12 to 13 percent of children with elevated lead levels, with some neighborhoods seeing rates as high as 25 percent. More than a quarter of Cleveland schools

kindergarteners who are screened have a level of lead poisoning that requires action. According to the World Health Organization, children who survive severe lead poisoning may be left with permanent intellectual disability and behavioral disorders.

- Approximately 50.5% of students who enter kindergarten are off-track as measured by the Kindergarten Readiness Assessment (Fall 2023).

### **Addressing Underachievement:**

- **Resource Optimization:** Recognizing the need for additional time, resources, and staffing emphasizes the importance of resource optimization to focus on impacting achievement effectively.
- **Learning Gaps:** Addressing pandemic-induced learning gaps requires targeted interventions and external support to bridge the disparities.
- **Optimizing Instructional Time:** Maximizing the school day and literacy block requires internal strategies for efficient time utilization, addressing the internal challenge of time constraints.
- **Teacher Training and Literacy Block Organization:** Improving teacher knowledge and training, as well as organizing the literacy block effectively, are internal strategies crucial for enhancing instructional quality.
- **Early Childhood Education:** Addressing external challenges related to early childhood education requires community-wide efforts and collaboration to provide a strong foundation for students before they enter school.

In conclusion, the identified internal and external factors reinforce the need for a holistic and collaborative approach to address these challenges and create an environment conducive to students' success.

### SECTION 3 PART C: ROOT CAUSE ANALYSIS

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

The underachievement of CMSD students in reading is multifaceted, rooted in several interconnected challenges. The historical lack of evidence-based teacher training, insufficient prioritization of literacy at the district level, and challenges in integrating literacy into educational planning and decision-making constitute one set of root causes. This necessitates a systemic shift towards evidence-based teaching, a firm commitment to prioritizing literacy, and the integration of literacy considerations into all aspects of educational planning.

Simultaneously, a lack of a positive culture of learning contributes to students' underachievement, stemming from issues like perceptions of safety, a lack of belonging and support, and diminished student efficacy. Addressing these issues requires strategic efforts such as intensive relationship-building, reduction of student mobility, and providing staff with support in culturally responsive practices, fostering an environment where students feel safe, supported, and motivated to learn.

Moreover, the use of multiple curricula for Tier I instruction is another root cause, driven by schools choosing resources without fidelity and influenced by external factors such as unreliable sales tactics and personal preferences. To address this, a standardized approach to curriculum selection, cultural relevance, systematic evaluation practices, and the establishment of feedback mechanisms are necessary to inform future decisions.

Additionally, inconsistent family engagement exacerbates the underachievement, linked to challenges like inconsistent communication, the absence of a unified platform, limited understanding of family engagement, and deprioritization of Family Community Engagement. Resolving this issue requires setting clear expectations, implementing a unified communication platform, providing professional learning opportunities, and prioritizing Family Community Engagement to create a more supportive and involved learning environment for students.

In summary, a comprehensive approach is needed to address the root causes of underachievement, encompassing teacher training, district-level prioritization, literacy integration, positive culture building, curriculum fidelity, and effective family engagement.

## 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.*

### **Learner Performance Goal 1: ELA Proficiency**

By the end of the 2028-29 school year, 65% of students in grades K-8 will be proficient (or above) in English Language Arts as measured by state tests. This includes 65% of students in every subgroup (race, EL status, disability status, economic disadvantage).

By the end of the 2028-29 school year, 55% of tested students in high school will be proficient (or above) in English Language Arts as measured by state tests. This includes 55% of students in every subgroup (race, EL status, disability status, economic disadvantage.)

Each school will have a set of annual targets, using 2022-23 proficiency data as baseline and 65% or 55% as the end goal. These targets are designed to eliminate achievement gaps while being reasonably rigorous based on statistical analysis. Each school's annual target will be different. Schools are provided with their annual targets each year by CMSD's data team.

### **Learner Performance Goal 2: Foundations of Reading for K-3**

The number of students in grades K-3 who require a Reading Improvement and Monitoring Plan (RIMP) will decrease by 10 percentage points from fall 2023 to fall 2024, and another 10 percentage points each year thereafter.

### **Learner Performance Goal 3: Language Proficiency for English Learners**

50.4% of English learners will meet their annual growth target or attain English language proficiency in Spring 2024 as measured by the OELPA. This goal is set by the Ohio Department of Education and Workforce.

### **Adult Implementation Goal 1:**

75% of K-3 teachers will implement a common set of evidence-based practices in structured literacy by May 2026.

### **Adult Implementation Goal 2:**

75% of teachers of K-12 English language arts will fully implement a common set of high-quality Tier 1 instructional materials, aligned to the Science of Reading, by May 2026.

**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.*

**Learner Performance Goal # 1 Action Map**

**Goal Statement:** By the end of the 2028-29 school year, 65% of students in grades K-8 will be proficient (or above) in English Language Arts as measured by state tests. This includes 65% of students in every subgroup (race, EL status, disability status, economic disadvantage). By the end of the 2028-29 school year, 55% of tested students in high school will be proficient (or above) in English Language Arts as measured by state tests. This includes 55% of students in every subgroup (race, EL status, disability status, economic disadvantage.) The District’s aggregate target (all students) for 2023-24 is 31% proficiency, and each school will have its own targets.

**Evidence-Based Strategy or Strategies:** Teaching structured literacy; implementation of high-quality instructional materials aligned to the Science of Reading; grade appropriate tasks aligned to Ohio’s ELA Standards; literacy practices across the curriculum; multi-tiered system of supports.

- Teacher-Based Teams
- Ohio Improvement Process
- Training and Support for RIMPS
- School Leaders Institutes
- Professional Development Cohorts
- Monthly Model Lead/Curriculum Instructional Specialist Professional Learning

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	<p><b>Designing the Conditions:</b></p> <p>District leaders will develop systems to support teachers with implementing effective literacy instruction aligned to the Science of Reading.</p> <p><b>Tasks:</b> (1) Identify a common Tier 1 ELA resource for all schools.</p> <p>(2) Revise the ELA Scope and Sequence for Grades K-12</p>	<p><b>Delivering Professional Learning:</b></p> <p>Implementation of the adopted common Tier 1 curriculum.</p> <p>Teachers will receive professional development to implement the common Tier 1 Literacy curriculum</p> <p>Teachers will reference the scope and sequence to ensure</p>	<p><b>Implementing and Improving:</b></p> <p>Collect and interpret data at the student level and classroom level to inform differentiation in instruction</p>

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

	Action Step 1	Action Step 2	Action Step 3
	Literacy to align with the adopted common Tier 1 curriculum.	implementation of adopted Tier 1 curriculum.  All K-12 teachers and administrators will complete Ohio Department of Education and Workforce Science of Reading course.	
Timeline	January 2024 – May 2024	May 2024 – June 2026	Student Level – Dependent on student’s reading improvement and monitoring plan.  Classroom Level - Monthly
Lead Person(s)	Chief Academic Officer  Deputy Chief of Learning and Teaching  Deputy Chief of Student Services  Network Leaders  ELA Curriculum Managers	Chief Academic Officer  Deputy Chief of Learning and Teaching  Deputy Chief of Student Services  Network Leaders  ELA Curriculum Managers  Principals  Model Lead Teachers	Classroom Teachers  Principals  Chief Academic Officer  Deputy Chief of Learning and Teaching  Deputy Chief of Student Services  Network Leaders  ELA Curriculum Managers
Resources Needed	Identify textbook selection committee  Schedule ELA Textbook Listening tours  Tool to gather and analyze stakeholder feeder  ELA High-Quality Instructional Material Rubric  Schedule time for textbook selection committee to meet	Identified Tier 1 Literacy Curriculum  K-12 Scope and Sequence for Literacy  Substitute teachers	AimswebPLUS  K-3: District aligned TBT process to analyze aimswebPLUS data  Grades 4-12: Tier 1 Literacy curriculum online platform  K-12 ELA Scope and Sequence  Professional learning on administering and interpreting assessment data

	Action Step 1	Action Step 2	Action Step 3
	Identify classroom teachers at each grade level to revise the scope and sequence.		Follow up professional learning on the TBT and BLT process
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>Schedule ELA Textbook Listening tour to gather stakeholder (teacher and principal) feedback.</p> <p>Create a tool to gather stakeholders (teachers and principals) feedback on their current Tier 1 curriculum resources.</p> <p>Analyze stakeholder feedback</p> <p>The selection committee makes their final recommendation using a High-Quality Instructional Material (HQIM) rubric that addresses questions and tasks that affirm and value diverse identities, backgrounds, and perspectives.</p> <p>The selection committee presents a recommendation to the Board of Education for approval.</p> <p>Identify classroom teachers to work on the scope and sequence revisions.</p> <p>Identify funds to compensate teachers who work on alignments outside of the school day.</p> <p>The ELA curriculum team and teachers will need to be trained on the scope and sequence template.</p> <p>The ELA curriculum team and teachers will meet bi-weekly to provide grade level team with</p>	<p><b><u>K-3 Literacy and Third Grade Reading Guarantee</u></b></p> <p><b><u>Reading Achievement in Grades 3-12</u></b></p> <p>The District will create a professional development training schedule for K-12 Reading/ELA teachers and principals.</p> <p>K-12 Reading/ELA teachers will participate in grade level cohort professional development to effectively implement the Tier 1 Literacy curriculum.</p> <p>Model Lead Teachers and Curriculum Instruction Specialist will participate in monthly professional development to effectively support teachers implementing their Tier 1 Literacy curriculum.</p> <p><b><u>Grow the capacity of the District Literacy Team to support the District Strategic Priorities and increase shared leadership</u></b></p> <p>K-12 principals will participate in professional development that is designed to support teachers with implementation of the Tier 1 Literacy curriculum.</p>	<p><b><u>K-3 Literacy and Third Grade Reading Guarantee</u></b></p> <p>K-3 teachers will use the District aligned TBT process to analyze aimswebPlus data and RIMPs to plan and adjust instruction for targeted groups of students. RIMPS will be used to monitor the students' progress and make adjustments to plan as necessary for each student. Data will be collected biweekly through AWP progress monitoring.</p> <p>Grades 4-12 teachers will use Teacher Based Teams aligned to the Ohio Improvement Process (OIP) to analyze student data to plan and adjust instruction for students.</p> <p>The BLT will analyze the TBT data to support improvement in instructional practice on a school-wide basis.</p>

	Action Step 1	Action Step 2	Action Step 3
	feedback on their scope and sequence documents.		
Measure of Success	<p>Tier 1 ELA Curriculum order has been processed before June 2024.</p> <p>Tier 1 ELA Curriculum supports are</p> <p>The scope and sequence for the first semester is completed by May 31, 2024</p>	<p>Adult: Classroom visits will indicate 75% fidelity of implementation by spring 2026.</p> <p>Success will also be contextualized through student progress.</p>	<p>The Ohio Improvement Process Rubric will be used to measure the success of the processes used.</p> <p>Success will also be contextualized through student progress.</p>



	Action Step 1	Action Step 2	Action Step 3
	The scope and sequence for the second semester is completed by August 16, 2024.		
Description of Funding	Title 1, Title 2A and General	Title 1, Title 2A and General	Title 1, Title 2A and General
Check-in/Review Date	Monthly, beginning in January 2024	Monthly	Weekly Teacher-Based Team meetings Monthly Building Level Team meetings Quarterly District Level Team meetings

**Learner Performance Goal # 2 Action Map**

**Goal Statement:** The number of students in grades K-3 who require a Reading Improvement and Monitoring Plan (RIMP) will decrease by 10 percentage points from fall 2023 to fall 2024, and another 10 percentage points each year thereafter.

**Evidence-Based Strategy or Strategies:** Teaching structured literacy; implementation of high-quality instructional materials aligned to the Science of Reading; grade appropriate tasks aligned to Ohio’s ELA Standards; literacy practices across the curriculum; multi-tiered system of supports.

- Teacher-Based Teams
- Ohio Improvement Process
- Training and Support for RIMPS
- School Leaders Institutes
- Professional Development Cohorts
- Monthly Model Lead/Curriculum Instructional Specialist Professional Learning

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	<p><b>Designing the Conditions:</b></p> <p>District leaders will develop systems to support teachers with implementing effective literacy instruction aligned to the Science of Reading.</p> <p><b>Tasks:</b> Revise the K-3 Intervention Decisions Trees to align with the Science of Reading.</p>	<p><b>Delivering Professional Learning:</b></p> <p>Implementation of the K-3 Intervention Decision Trees.</p> <p>Teachers will receive professional development on the using the Big Ideas of Reading to focus intentionally on the developmental milestones in reading to implement a multi-tiered system of support.</p>	<p><b>Implementing and Improving:</b></p> <p>Collect and interpret data at the student level and classroom level to inform differentiation in instruction</p>
Timeline	January 2024 – May 2024	May 2024 – June 2026	<p>Student Level – Dependent on student’s reading improvement and monitoring plan.</p> <p>Classroom Level - Monthly</p>
Lead Person(s)	<p>Chief Academic Officer</p> <p>Deputy Chief of Learning and Teaching</p> <p>Deputy Chief of Student Services</p> <p>Network Leaders</p> <p>ELA Curriculum Managers</p>	<p>Chief Academic Officer</p> <p>Deputy Chief of Learning and Teaching</p> <p>Deputy Chief of School Supports</p> <p>Network Leaders</p> <p>ELA Curriculum Managers</p> <p>Principals</p> <p>Model Lead Teachers</p>	<p>Classroom Teachers</p> <p>Principals</p> <p>Chief Academic Officer</p> <p>Deputy Chief of Learning and Teaching</p> <p>Deputy Chief of Student Services</p> <p>Network Leaders</p> <p>ELA Curriculum Managers</p>
Resources Needed	<p>Schedule time for K-3 ELA Manager and Model Lead Teachers to revise the K-3 Intervention Decision Trees.</p> <p>State Support Team 3</p>	<p><i>K-3 Intervention Decision Tress</i></p> <p>Substitute teachers</p>	<p>AimswEBPLUS</p> <p>K-3: District aligned TBT process to analyze aimswEBPLUS data</p> <p>K-3 ELA Scope and Sequence</p> <p>Professional learning on administering and interpreting assessment data</p>

	Action Step 1	Action Step 2	Action Step 3
			Follow up professional learning on the TBT and BLT process
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p><b><u>K-3 Literacy and Third Grade Reading Guarantee</u></b></p> <p>The Early Literacy Manager and District ELA Model Lead Teachers will revise and update the K-3 Intervention Decision Trees document.</p> <p>The Early Literacy Manager and District ELA Model Lead Teachers will consult with the SST-3 Literacy Specialist on the revision of the K-3 Intervention Decision Tree document.</p> <p>Network Leaders and their teams will need to be trained on K-3 Intervention Decision Tree document.</p>	<p><b><u>K-3 Literacy and Third Grade Reading Guarantee</u></b></p> <p>The District will create a professional development training schedule for K-3 Reading/ELA teachers and principals.</p> <p>K-3 Reading/ELA teachers will participate in grade level cohort professional development on how to effectively utilize the K-3 Intervention Decision Trees to implement a multi-tiered system of support.</p> <p>All K-3 teachers, K-12 Intervention Specialist and Related Service Providers will complete Ohio Department of Education and Workforce Structured Literacy course for Dyslexia.</p> <p><b><u>Grow the capacity of the District Literacy Team to support the District Strategic Priorities and increase shared leadership</u></b></p> <p>K-3 principals will participate in professional development that is designed to support teachers with using the Big Ideas of Reading to implement a multi-tiered system of support.</p> <p>All K-3 teachers, K-12 Intervention Specialist and Related Service Providers will complete Ohio Department of Education and Workforce Structured Literacy course for Dyslexia.</p>	<p><b><u>K-3 Literacy and Third Grade Reading Guarante</u></b></p> <p>K-3 teachers will use the District aligned TBT process to analyze aimswebPlus data and RIMPs to plan and adjust instruction for targeted groups of students. RIMPS will be used to monitor the students' progress and make adjustments to plan as necessary for each student. Data will be collected biweekly through AWP progress monitoring.</p> <p>The BLT will analyze the TBT data to support improvement in instructional practice on a school-wide basis.</p>

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	The revision of the K-3 Intervention Decision Trees document is completed by May 31, 2024.	Adult: Classroom visits will indicate 75% fidelity of implementation by spring 2026.  Success will also be contextualized through student progress.	The Ohio Improvement Process Rubric will be used to measure the success of the processes used.  Success will also be contextualized through student progress.
Description of Funding	Title 1, Title 2A and General	Title 1, Title 2A and General	Title 1, Title 2A and General
Check-in/Review Date	Monthly, beginning in January 2024	Monthly	Monthly

### Learner Performance Goal # 3 Action Map

**Goal Statement:** 50.4% of English learners will meet their annual growth target or attain English language proficiency in Spring 2024 as measured by the OELPA. This goal is set by the Ohio Department of Education and Workforce.

**Evidence-Based Strategy or Strategies:** comprehensible input; extracting language objectives from content, differentiating ELs by proficiency levels for targeted instruction

- Teacher-Based Teams
- Ohio Improvement Process
- School Leaders Institutes
- Professional Development Cohorts

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	<b>Designing the Conditions:</b>  The District will use a common system, ELLevations, to create teacher resources and progress monitoring tools aligned to language proficiency targets.	<b>Delivering Professional Learning:</b>  Teachers and school leaders will understand how to use the tools in ELLevations and how to track student progress in the system.	<b>Implementing and Improving:</b>  The District will utilize data cycles to review progress monitoring data for ELs, to identify strengths and areas in need of improvement--both in the reliability of ELLevations as a

	Action Step 1	Action Step 2	Action Step 3
			progress monitoring tool, and in the usability of the resources.
Timeline	January-May 2024	June-December 2024	August 2024-ongoing
Lead Person(s)	Executive Director of Multilingual and Multicultural Education Multilingual Program Managers ESL Teachers	Executive Director of Multilingual and Multicultural Education Multilingual Program Managers ESL Teachers	Executive Director of Multilingual and Multicultural Education Multilingual Program Managers ESL Teachers
Resources Needed	ELLevations paid subscription and technical assistance	ELLevations paid subscription and technical assistance; professional development time/location/resources	ELLevations paid subscription and technical assistance
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	District team and ELLevations will create academic language descriptors, aligned to Ohio's Learning Standards.  District team and ELLevations will create tools for progress monitoring that will be predictive of OELPA performance. This is in fulfillment of the law regarding progress monitoring for ELs.	<b><u>K-3 Literacy and Third Grade Reading Guarantee</u></b>  <b><u>Reading Achievement in Grades 3-12</u></b>  District team and ELLevations will present the ELLevations learning management system to school leaders, general education teachers, ESL teachers, and bilingual aides.  District team will monitor usage of ELLevations by school and communicate this information to school leaders and building leadership teams.	Multilingual program managers and ESL teachers will facilitate data cycles with school teams to review progress monitoring data and make adjustments.
Measure of Success	Completion in ELLevations of a range of progress monitoring resources that address the four domains of language proficiency.	100% of ESL teachers, bilingual support staff, and general education teachers demonstrate use of the ELLevations resources. 75% of building leaders demonstrate that they	Records from TBT and BLT data cycles; improved results on OELPA based on improved results on progress monitoring

	Action Step 1	Action Step 2	Action Step 3
		have logged in to review student data in ELLevations.	
Description of Funding	Title III and General	Title III and General	Title III and General
Check-in/Review Date	May 2024	August 2024	December 2024

## Adult Implementation Goal # 1 Action Map

**Goal Statement:** 75% of K-3 teachers will implement a common set of evidence-based practices in structured literacy by May 2026.

**Evidence-Based Strategy or Strategies:**

- Teacher-Based Teams
- Ohio Improvement Process
- Training and Support for RIMPS
- School Leaders Institutes
- Professional Development Cohorts
- Monthly Model Lead/Curriculum Instructional Specialist Professional Learning

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	<p><b>Designing the Conditions:</b></p> <p>District leaders will develop systems to support teachers with implementing effective literacy instruction aligned to the Science of Reading.</p> <p>Tasks: (1) Support the fidelity of implementation of evidence-based language and literacy practices</p> <p>(2) Resource Allocation</p> <p>(3) Parent and Community Engagement</p> <p>(4) Collaborative Planning Time</p>	<p><b>Delivering Professional Learning:</b></p> <p>Implementation of the K-3 Intervention Decision Trees.</p> <p>Teachers will receive professional development on the using the Big Ideas of Reading to focus intentionally on the developmental milestones in reading to implement a multi-tiered system of support.</p> <p>The district will provide the program of study and practicum requirement for the Structured Literacy Specialist.</p>	<p><b>Implementing and Improving:</b></p> <p>District leaders will establish a system for continuous monitoring and evaluation of literacy programs and practices.</p>
Timeline	January 2024 – June 2026	June 2024- June 2026	August 2024 - Ongoing
Lead Person(s)	<p>Chief Academic Officer</p> <p>Deputy Chief of Learning and Teaching</p> <p>Deputy Chief of Student Services</p>	<p>Chief Academic Officer</p> <p>Deputy Chief of Learning and Teaching</p> <p>Deputy Chief of Student Services</p>	<p>Chief Academic Officer</p> <p>Deputy Chief of Learning and Teaching</p> <p>Deputy Chief of Student Services</p>

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

	Action Step 1	Action Step 2	Action Step 3
	<p>Network Leaders</p> <p>ELA Curriculum Managers</p> <p>Executive Director of Family and Community Engagement</p> <p>Chief Finance Officer</p>	<p>Network Leaders</p> <p>ELA Curriculum Managers</p> <p>Principals</p>	<p>Network Leaders</p> <p>ELA Curriculum Managers</p> <p>Principals</p>
Resources Needed	<p>Time to meet with stakeholders</p> <p>Funds to purchase professional development and resources.</p>	<p>Time to meet with stakeholders</p> <p>Funds to purchase professional development and resources</p>	<p>Time to meet with stakeholders</p> <p>aimswebPLUS</p> <p>Funds to purchase professional development resources</p>
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>The following key systems will need to be created:</p> <p>Ensure that curriculum materials are aligned with the Science of Reading and create a cycle to regularly review and update curriculum resources.</p> <p>Develop and communicate district-wide policies that support evidence-based literacy instruction.</p> <p>Allocate resources, including funding, time, and personnel, to support the implementation of evidence-based literacy instruction.</p> <p>Foster partnerships with parents and the community to support literacy development at home.</p>	<p><b><u>K-3 Literacy and Third Grade Reading Guarantee</u></b></p> <p>Develop ongoing, research-based professional development that focus on the Science of Reading</p> <p>Provide training sessions and resources to help teachers understand and apply evidence-based literacy practices</p> <p>Develop coaching and mentoring programs to provide individualized support for teachers</p>	<p>Identify measurable indicators that reflect the progress</p> <p>Analyze baseline data from SY23-24 to provide a point of reference for evaluating the implementation of a common Tier 1 curriculum resource and Science of Reading professional development.</p> <p>Identify tools for ongoing data collection.</p> <p>Implement a K-3 schedule for collecting aimswebPLUS monitoring data.</p> <p>Analyze the aimswebPLUS data to identify trends, patterns, and areas that may need attention.</p> <p>Establish a feedback protocol for network leaders and principals.</p> <p>Develop reports to summarize the monitoring and evaluation of the literacy goals with key stakeholders to keep them informed.</p>



	Action Step 1	Action Step 2	Action Step 3
			<p>Establish a continuous monitoring and evaluation of literacy programs. Use feedback from teachers, students, and parents to make informed adjustments and improvements to literacy.</p> <p>The DLT will analyze the BLT data to support improvement in instructional practice on a district-wide basis</p>
Measure of Success	<p>Attendance rates at parent workshops and parental feedback from surveys</p> <p>Teacher feedback regarding the effectiveness and alignment of curriculum materials with evidence-based reading instruction</p> <p>Adult: Classroom visits will indicate 75% fidelity of implementation by spring 2026</p> <p>The revision of the K-3 Intervention Decision Trees document is completed by May 31, 2024.</p> <p>District and school budgets are aligned with the priorities of the Reading Achievement Plan</p> <p>All school schedules provide at least 90 minutes of literacy instruction each day for Grades K-3 along with a common planning time for grade level teachers.</p>	<p>Adult: Classroom visits will indicate 75% fidelity of implementation by spring 2026</p> <p>All K-8 Comprehensive Support &amp; Improvement schools have identified a Structured Literacy Specialist for SY24-25.</p> <p>All Structured Literacy Specialists have successfully completed a pathway to receive their Structured Literacy Dyslexia Interventionist Certification by June 2025</p> <p>Tracking services provided by the Structured Literacy Specialist</p> <p>Success will also be contextualized through student progress.</p>	<p>The Ohio Improvement Process Rubric will be used to measure the success of the processes used.</p> <p>Success will also be contextualized through student progress.</p>

	Action Step 1	Action Step 2	Action Step 3
	Success will also be contextualized through student progress.		
Description of Funding	Title 1, Title 2A and General	Title 1, Title 2A, General and Expanding Opportunities	Title 1, Title 2A and General
Check-in/Review Date	Monthly	Monthly	Weekly Teacher-Based Team meetings Monthly Building Level Team meetings Quarterly District Level Team meetings

## Adult Implementation Goal # 2 Action Map

**Goal Statement:** 75% of teachers of K-12 English language arts will fully implement a common set of high-quality Tier 1 instructional materials, aligned to the Science of Reading, by May 2026.

**Evidence-Based Strategy or Strategies:**

- Teacher-Based Teams
- Ohio Improvement Process
- School Leaders Institutes
- Professional Development Cohorts
- Monthly Model Lead/Curriculum Instructional Specialist Professional Learning
- Grow the capacity of the District Literacy Team to support District Strategic Priorities and increase shared leadership

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	<p><b>Designing the Conditions:</b></p> <p>District leaders will develop systems to support teachers with implementing effective literacy instruction aligned to the Science of Reading.</p> <p>Tasks: (1) Support the fidelity of implementation of evidence-based language and literacy practices</p> <p>(2) Resource Allocation</p> <p>(3) Parent and Community Engagement</p> <p>(4) Collaborative Planning Time</p>	<p><b>Delivering Professional Learning:</b></p> <p>Implementation of the adopted common Tier 1 curriculum.</p> <p>Tasks: (1) Provide ongoing and targeted professional development for teachers, principals and central office on the Science of Reading.</p>	<p><b>Implementing and Improving:</b></p> <p>Support data-driven decision-making through district and school engagement in the Ohio Improvement Process.</p>
Timeline	January 2024 – June 2026	January 2024 – June 2026	January 2024 - Ongoing
Lead Person(s)	<p>Chief Academic Officer</p> <p>Deputy Chief of Learning and Teaching</p> <p>Deputy Chief of School Supports</p> <p>Network Leaders</p> <p>ELA Curriculum Managers</p>	<p>Chief Academic Officer</p> <p>Deputy Chief of Learning and Teaching</p> <p>Deputy Chief of Student Services</p> <p>Network Leaders</p> <p>ELA Curriculum Managers</p>	<p>Chief Academic Officer</p> <p>Deputy Chief of Learning and Teaching</p> <p>Deputy Chief of Student Services</p> <p>Network Leaders</p> <p>ELA Curriculum Managers</p>

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

		Principals	Principals
Resources Needed	<p>Time to meet with stakeholders</p> <p>Funds to purchase professional development and resources</p>	<p>Time to meet with stakeholders</p> <p>Funds to purchase professional development and resources</p>	<p>Time to meet with stakeholders</p> <p>Funds to purchase professional development and resources</p> <p>K-12 ELA Scope and Sequence</p> <p>Professional learning on administering and interpreting assessment data</p> <p>Follow up professional learning on the TBT, BLT and DLT process</p>
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>Analyze existing student performance data to pinpoint area of improvement.</p> <p>Review current research and evidence-based practices aligned to the Science of Reading.</p> <p>Collaborate with State Support Team 3 to develop ongoing professional development for teachers and school leaders to ensure all they understand and can effectively implement chosen evidence-based practices aligned to the Science of Reading.</p> <p>Allocate resources, including funding, instructional materials, and technology, to support the implementation of evidence-based practices.</p> <p>Schedule ELA Textbook Listening tour to gather stakeholder (teacher and principal) feedback.</p> <p>Create a tool to gather stakeholders (teachers and principals) feedback on their current Tier 1 curriculum resources.</p>	<p><b><u>K-3 Literacy and Third Grade Reading Guarantee</u></b></p> <p><b><u>Reading Achievement in Grades 3-12</u></b></p> <p>The District will create a professional development training schedule for K-12 Reading/ELA teachers and principals.</p> <p>K-12 Reading/ELA teachers will participate in grade level cohort professional development to effectively implement the Tier 1 Literacy curriculum.</p> <p><b><u>Grow the capacity of the District Literacy Team to support the District Strategic Priorities and increase shared leadership</u></b></p> <p>K-12 principals will participate in professional development that is designed to support teachers with implementation of the Tier 1 Literacy curriculum.</p> <p>All K-12 teachers and administrators will complete Ohio Department of Education</p>	<p>Analyze baseline data from SY23-24 to provide a point of reference for evaluating the implementation of a common Tier 1 curriculum resource and Science of Reading professional development.</p> <p>Identify tools for Grades 4-12 to support ongoing data collection.</p> <p>Implement a schedule for regular data collection.</p> <p>Analyze the collected data to identify trends, patterns, and areas that may need attention.</p> <p>Establish a feedback protocol for network leaders and principals.</p> <p>Develop reports to summarize the monitoring and evaluation of the literacy goals with key stakeholders to keep them informed.</p> <p>Establish a continuous monitoring and evaluation of literacy programs. Use feedback from teachers, students, and parents to make informed adjustments and improvements to literacy.</p>

	<p>Analyze stakeholder feedback</p> <p>The selection committee makes their final recommendation using a High-Quality Instructional Material (HQIM) rubric that addresses questions and tasks that affirm and value diverse identities, backgrounds, and perspectives.</p> <p>The selection committee presents a recommendation to the Board of Education for approval.</p> <p>Allocate resources, including funding, time, and personnel, to support the implementation of evidence-based literacy instruction.</p> <p>Foster partnerships with parents and the community to support literacy development at home.</p>	<p>and Workforce Science of Reading course.</p>	<p>The DLT will analyze the BLT data to support improvement in instructional practice on a district-wide basis</p>
<p>Measure of Success</p>	<p>The scope and sequence for SY24-25 is completed by August 16, 2024.</p> <p>Tier 1 ELA Curriculum order has been processed before June 2024.</p> <p>All school schedules provide at least 90 minutes of literacy instruction each day for Grades K-5 along with a common planning time for grade level teachers.</p> <p>All school schedules provide a reading intervention class for Grades 6-12 along with a common planning time for ELA teachers.</p> <p>District and school budgets are aligned with the priorities of the Reading Achievement Plan</p>	<p>Adult: Classroom visits will indicate 75% fidelity of implementation by spring 2026</p> <p>Success will also be contextualized through student progress.</p>	<p>The Ohio Improvement Process Rubric will be used to measure the success of the processes used.</p> <p>Success will also be contextualized through student progress.</p>

	<p>Attendance rates at parent workshops and parental feedback from surveys.</p> <p>Success will also be contextualized through student progress.</p>		
Description of Funding	Title 1, Title 2A and General	Title 1, Title 2A and General	Title 1, Title 2A and General
Check-in/Review Date	Monthly	Monthly	<p>Weekly Teacher-Based Team meetings</p> <p>Monthly Building Level Team meetings</p> <p>Quarterly District Level Team meetings</p>

**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.*

What will we monitor?	How will we monitor? (data sources)	Who will monitor?	How often will we monitor?
Student proficiency in reading  On-track performance in reading (K-3)	<ol style="list-style-type: none"> <li>Ohio State Tests</li> <li>NWEA benchmark data (predictive of OST achievement)</li> <li>AIMSweb diagnostic data</li> <li>Short-cycle assessments from the common curriculum</li> </ol>	<ul style="list-style-type: none"> <li>District Leadership Team</li> <li>Building Leadership Teams/Academic Progress Teams</li> <li>Teacher-Based Teams</li> <li>Third Grade Reading Guarantee Committee</li> </ul>	Three times per year for benchmark assessments; 4-8 weeks for short cycle assessments; once per year for OSTs
Implementation of Reading Intervention and Monitoring Plans, tier 2 and tier 3 interventions, and specially designed instruction	<ol style="list-style-type: none"> <li>AIMSweb Progress Monitoring</li> <li>Tier 2 intervention data – usage + progress</li> </ol>	<ul style="list-style-type: none"> <li>District Leadership Team</li> <li>Building Leadership Teams/Academic Progress Teams</li> <li>Teacher-Based Teams</li> <li>Third Grade Reading Guarantee Committee</li> </ul>	Every two weeks between AIMSweb diagnostic assessments
Progress toward language goals for English learners	<ol style="list-style-type: none"> <li>Individual student plans and associated data/tasks in ELLevations platform (progress monitoring)</li> </ol>	<ul style="list-style-type: none"> <li>District Leadership Team</li> <li>Building Leadership Teams/Academic Progress Teams</li> <li>Teacher-Based Teams</li> <li>Multilingual Multicultural Education Team</li> </ul>	Every 4-6 weeks
Fidelity to evidence-based instructional practices, culturally responsive practices, and common curricular materials	<ol style="list-style-type: none"> <li>Fidelity inventories to be used in learning walks to “look for” evidence-based practices and curriculum implementation in classrooms</li> </ol>	<ul style="list-style-type: none"> <li>District Leadership Team</li> <li>Building Leadership Teams/Academic Progress Teams</li> <li>Teacher-Based Teams</li> <li>Third Grade Reading Guarantee Committee</li> <li>Joint Scheduling Committee</li> </ul>	Evidence from fidelity inventories will be collected in a nonevaluative format in real time. Data will be reviewed at least monthly.
Professional learning outcomes	<ol style="list-style-type: none"> <li>Pre- and post-assessments for professional learning sessions</li> <li>Quantitative and qualitative feedback from participants</li> </ol>	<ul style="list-style-type: none"> <li>District Leadership Team</li> <li>District department teams</li> <li>Office of Professional Development</li> </ul>	Pre- and post-PD sessions
Equitable staffing and resources for every school	<ol style="list-style-type: none"> <li>Staffing plans to ensure MTSS</li> <li>Master schedules</li> <li>Spend-down reports for schools</li> </ol>	<ul style="list-style-type: none"> <li>Joint Scheduling Committee</li> <li>District Leadership Team</li> <li>Finance Division</li> </ul>	Quarterly

What will we monitor?	How will we monitor? (data sources)	Who will monitor?	How often will we monitor?
Family and community engagement	<ol style="list-style-type: none"> <li>1. Attendance at family literacy events</li> <li>2. Participation in parent-teacher conferences</li> </ol>	<ul style="list-style-type: none"> <li>○ District Leadership Team</li> <li>○ Building Leadership Teams/Academic Progress Teams</li> <li>○ Family and Community Engagement Department</li> </ul>	Quarterly



## 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.*

#### **K-3 Literacy and Third Grade Reading Guarantee**

- **Teacher-Based Teams** - K-3 teachers will use the District aligned TBT process to analyze aimswebPlus data and RIMPs to plan and adjust instruction for targeted groups of students. RIMPS will be used to monitor the students' progress and make adjustments to plan as necessary for each student. Data will be collected bi-weekly through AWP progress monitoring.
- **Ohio Improvement Process** - K-3 Teachers are provided with templates and resources to use the Ohio 5 Step Process through Teacher Based Teams to analyze student literacy data, plan targeted instruction and evaluate student progress making adjustments to instruction as needed. The teachers are provided with training in a variety of formats (in person and digital) to use the resources provided (Literacy Outcome Framework, TBT Template and Intervention Decision Trees) to create and monitor student Reading Improvement Plans. All tools include evidence-based practices that align to standards, the Big Ideas in Reading based on the Simple View of Reading. Teachers are provided with resources and strategies to share with parents throughout the school year.
- **Training and Support for RIMPs** - Teachers and leadership teams are provided with training and support throughout the school year to monitor the data collected through the RIMP database in aimswebPlus. This information is shared with parents through a variety of parent engagement activities at the school level.

#### **Grow the capacity of the District Literacy Team to support District Strategic Priorities and increase shared leadership**

- The Early Literacy Team participates in professional learning events throughout the school year so that they can lead this work and train all levels of the District (District Leadership, School Leadership and Teachers). Professional development events include SST3 events, professional learning through our assigned State Literacy Lead, along with training provided by the Department of Education and

Workforce. The team also participates in LETRS training. Professional Development events are held for the department team throughout the school year so that we continue to reflect and evaluate their practices to ensure continual growth. The team is also committed to aligning the work and delivering professional learning that supports our District's Strategic Priorities, specifically around a Strong & Engaging Instructional Core and Educator Learning.

### **Reading Achievement in Grades 3-12**

- **School Leaders Institutes** – Monthly professional development sessions that build the capacity of principals and assistant principals in the areas identified in the plan. The work will focus on evidence-based reading and writing strategies as well as building shared leadership. Evidence-based strategies and practices will be used to provide principals with the tools they need to be confident in coaching their teachers to improve practices. Tools will include evidence-based practices from What Works Clearinghouse, the Literacy Outcome Framework as well as Writing for Understanding.
- **Professional Development Cohorts** – The team will facilitate professional learning options in cohort that will focus on the strategies identified in the plan. The monthly sessions will focus on building the teacher capacity to plan and facilitate instruction in the areas of reading and writing using evidence-based practices. Tools will include evidence-based practices from What Works Clearinghouse, the Literacy Outcome Framework as well as Writing for Understanding.
- **Monthly Model Lead Teacher/Curriculum Instruction Specialists Professional Learning** – The team will facilitate professional learning monthly for these groups to build the leadership capacity using evidence-based reading and writing strategies as outlined in this plan. The team will facilitate monthly sessions throughout the school year. The monthly sessions will focus on building the leadership capacity to coach teachers to improve instruction in both reading and writing. Tools will include evidence-based practices from What Works Clearinghouse, the Literacy Outcome Framework as well as Writing for Understanding. This professional learning will duplicate the principal work each month.



**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 7, Part A will do the following:*

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

The District Leadership Team will work with the Literacy Team to monitor student and school level progress using the tools identified through the goals listed in this plan. Data will be analyzed and monitored on the schedules outlined in Section 6 of this plan. Adult implementation will also be monitored using the District's agreed-upon learning walk tools that are aligned to structured literacy practices, the implementation of the literacy block/MTSS, and the implementation of core curriculum. The literacy team will continue to monitor progress using the data systems created in aimswebPlus (RIMPS) as well as NWEA and OST as appropriate. Participants will use surveys to reflect upon professional learning events and provide necessary feedback so that strategies may be improved throughout the school year. This will ensure that the strategies are effective, show progress and continuously improving. Universal Screeners/Benchmark Tools, Progress Monitoring Tools and summative assessments will be used at all grade levels. All schools will use the common Tier 1 curriculum online platform to progress monitor and aimswebPlus will be used in K-3. Data analysis and decision-making protocols will be developed and shared by the District.

The District Leadership Team will continue to analyze the data and provide resources and support to schools that demonstrate need. For example, if 80% of students are not demonstrating mastery of benchmark expectations, the Literacy Leadership Team from the building (and administrators) will participate in a data chat with the Literacy Team at the District Level. They will work together to identify targeted areas and grade levels as well as build an action plan to focus on supporting the development of literacy needed as indicated by the data collected and analyzed.

**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.**

<b>LEA/Early Childhood Provider or Consortium Lead Name – Cleveland Metropolitan School District</b>							
<b>IRN or ODE/ODJFS License Number: 043786</b>							
<b>Professional Development Contact Name/Phone Email: Dr. Jacquinette Brown - Jacquinette.brown@clevelandmetroschools.org</b>							
<p><b>Goal:</b> By the end of the 2028-29 school year, 65% of students in grades K-8 will be proficient (or above) in English Language Arts as measured by state tests. This includes 65% of students in every subgroup (race, EL status, disability status, economic disadvantage). By the end of the 2028-29 school year, 55% of tested students in high school will be proficient (or above) in English Language Arts as measured by state tests. This includes 55% of students in every subgroup (race, EL status, disability status, economic disadvantage.) The District’s aggregate target (all students) for 2023-24 is 31% proficiency, and each school will have its own targets.</p> <p><b>Evidence-Based Practice or Intervention:</b> Teaching structured literacy; implementation of high-quality instructional materials aligned to the Science of Reading; grade appropriate tasks aligned to Ohio’s ELA Standards; literacy practices across the curriculum; multi-tiered system of supports.</p> <ul style="list-style-type: none"> <li>• Teacher-Based Teams</li> <li>• Ohio Improvement Process</li> <li>• School Leaders Institutes</li> <li>• Professional Development Cohorts</li> <li>• Monthly Model Lead/Curriculum Instructional Specialist Professional Learning</li> <li>• Grow the capacity of the District Literacy Team to support District Strategic Priorities and increase shared leadership</li> </ul>							
<b>PD Description</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>

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

1. Teachers will receive professional development to implement the common Tier 1 Literacy curriculum	06/2024 – 06/2026	X	X	X	X	X	X
2. K-12 principals will participate in professional development that is designed to support teachers with implementation of the Tier 1 Literacy curriculum.	06/2024 – 06/2026	X	X	X	X	X	X
3. All teachers and administrators will complete the Department of Education & Workforce required course on the Science of Reading.	04/2024 – 06/2025	X	X	X	X	X	X
<b>Resources Required</b>	<b>Outcomes/Evaluation</b>						
1. CMSD will contract with the publisher of the adopted Tier 1 curriculum to provide on-going and targeted professional development for teachers.	1. Teachers will be trained on the district adopted evidence-based Tier 1 curriculum that aligns with the Simple View of Reading that leads to improved student language and literacy performance. Teachers will be surveyed following each session to ensure the training session successfully met the designated outcome. Attendance reports will be kept to document participation in professional learning.						
2. CMSD will contract with the publisher of the adopted Tier 1 curriculum to provide on-going and targeted professional development for principals.	2. Principals will increase their knowledge of implementing and supporting evidence-based practices and the Simple View of Reading as reflected in a rise in benchmark and OST scores. Attendance reports will be kept to document participation in professional learning.						
3. Department of Education & Workforce Science of Reading Online modules. (No Cost)	3. All teachers and administrators will be able to identify and explain the components of the Science of Reading and examine and improve their current understanding of effective approaches to literacy instruction.						

**Goal Statement:** The number of students in grades K-3 who require a Reading Improvement and Monitoring Plan (RIMP) will decrease by 10 percentage points from fall 2023 to fall 2024, and another 10 percentage points each year thereafter.

**Evidence-Based Strategy or Strategies:** Teaching structured literacy; implementation of high-quality instructional materials aligned to the Science of Reading; grade appropriate tasks aligned to Ohio’s ELA Standards; literacy practices across the curriculum; multi-tiered system of supports.

- Teacher-Based Teams
- Ohio Improvement Process
- Training and Support for RIMPS
- School Leaders Institutes
- Professional Development Cohorts
- Monthly Model Lead/Curriculum Instructional Specialist Professional Learning
- Grow the capacity of the District Literacy Team to support District Strategic Priorities and increase shared leadership

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
4. Intervention Specialists K-12, Related Services Providers (school psychologists, speech-language pathologists, and occupational therapists), and of general education teachers in grades K-3 will complete the Structured Literacy professional learning that is required under Ohio’s dyslexia law.	11/2023 - 06/2025	X	X	X	X	X	X
5. K-3 Teachers will receive professional development on the using the Big Ideas of Reading to focus intentionally on the developmental milestones in reading to implement a multi-tiered system of support.	06/2024–06/2026	X	X	X	X	X	X
6. K-3 principals will participate in professional development that is designed to support teachers with using the Big Ideas of Reading to implement a multi-tiered system of support.	04/2024 – 06/2025	X	X	X	X	X	X

Resources Required	Outcomes/Evaluation
<p><b>4.</b> Department of Education &amp; Workforce Dyslexia Structured Literacy online course.</p> <p>District Model Lead Teacher will collaborate with the State Support Team 3 Literacy Specialist to design two in-person sessions for teachers and related service providers to practice the skills learned in online modules.</p>	<p><b>4.</b> K-3 Teachers, K-12 Intervention Specialists, and Related Service Providers will develop the ability to recognize the characteristics of dyslexia and comprehend effective pedagogy for instructing students with dyslexia. Post-session surveys will be conducted with teachers to validate the achievement of the designated outcomes. Additionally, attendance reports will be meticulously maintained to document participation in ongoing professional development.</p>
<p><b>5.</b> District Model Lead Teacher will collaborate with the State Support Team 3 Literacy Specialist to design professional development sessions.</p>	<p><b>5.</b> Teachers will acquire a more profound understanding of the crucial developmental milestones in reading for K-3 students. This enhanced knowledge will empower them to customize their instructional strategies, effectively addressing the distinct needs of students at various literacy stages. Post-session surveys will be administered to teachers, ensuring that each training session achieves its intended outcome, as evidenced by an increase in benchmark and OST scores. Additionally, attendance reports will be maintained to document participation in ongoing professional learning.</p>
<p><b>6.</b> ELA Content Managers will collaborate with the State Support Team 3 Literacy Specialist to design professional development sessions.</p>	<p><b>6.</b> K-3 principals will be able to guide their teaching staff toward effective utilization of the Big Ideas of Reading within a multi-tiered system of support. The series aims to enhance leadership capabilities, deepen understanding, and provide practical strategies for implementing a comprehensive literacy framework.</p>



**Goal Statement:** By the end of the 2023-24 school year, at least 50.4% of students with limited English proficiency will either meet their growth target or demonstrate proficiency on the OELPA assessment. In future years, the goal will be set by D.E.W.

**Evidence-Based Strategy or Strategies:** comprehensible input; academic language

- Teacher-Based Teams
- Ohio Improvement Process
- School Leaders Institutes
- Professional Development Cohorts

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
7. All teachers and support staff will receive professional development on the ELLevations Platform for data analysis and progress monitoring.	06/2024–06/2026	X	X	X	X	X	X
8. All teachers and support staff will receive professional development on the ELLevations Strategies and Activities for instructional scaffolding and the teaching of academic language cross-content for daily instruction.	06/2024–06/2026	X	X	X	X	X	X
9. Provide instructional and support staff training on progress monitoring tool using academic language level descriptor to progressively measure EL success in both language acquisition and content learning.	06/2024–06/2026	X	X	X	X	X	X
Resources Required	Outcomes/Evaluation						
7. Multilingual Department Managers will work with vendor to provide platform training to instructional and support staff.	7. Outcome of this professional development action is for school leaders to provide guidance as well as use tool to analyze data during their BLT, PLC's, etc. to adjust instruction.						
8. Multilingual Department Managers will work with vendor to provide Strategies and Activities training to instructional and support staff.	8. District and school leaders will be able to understand the component of activities and strategies to adjust instruction, thus, ensuring academic language learning is being taught daily in classrooms.						
9. The Multilingual Department will work with ELLevations vendor to develop a progress monitoring tool.	9. The outcome of this goal is to ensure that educators can provide observational input in the language acquisition process and monitor progress to adjust instruction. Progress monitoring will be performed three times a year and data will be shared with school teams to assess student progress and adjust learning in classrooms of English learners.						

**Provide a brief description of how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.**

**Sustained:** The professional development will be ongoing through the duration of the school year aligned with the timelines indicated. Learning opportunities will take place throughout the school year on district-wide professional development days as well as through the use of grade level and network specific cohort learning opportunities. Job-embedded learning opportunities will also occur through building and classroom level professional development as well as through the coaching cycle. District and building level leaders will work with Model Lead Teacher, curriculum instruction specialists, curriculum content and program managers, Principals, Assistant Principals as well as the SST Region 3 Support Team to sustain the work throughout the school year and into the 3-year cycle of this plan. A variety of professional learning supports will be provided through in person, digital, during the school day and after school as well as during district professional development days and scheduled PD days throughout the school year

**Intensive:** The professional development will focus on the identified evidence-based strategies to help teachers to deliver effective instruction in all classrooms. These targeted strategies will improve student academic achievement as well as increase the knowledge, capacity and teaching skills of the teachers as well as the educators in leadership roles. The groups will be varied, targeted and intensive as professional learning experiences are planned for large and small groups of educators. Evidence-based resources will be shared to ensure that practices align and so that school level staff have access to supports (eg., Literacy Outcome Framework, Intervention Decision Trees, Literacy Resource Cards, Digital PD Modules, Common Assessments/Rubrics, etc.).

**Collaborative:** The professional development sessions are designed to be collaborative in nature, with teachers from across the district as well as within school buildings working together to achieve the goal of building their understanding of evidence-based strategies with the purpose of increasing student proficiency. Teachers will also collaborate with leaders at both the building and district level to initiate and design prescriptive professional learning opportunities that may support their needs. The job-embedded instructional coaching component will address this specific strategy. Inter-disciplinary district level leaders will work together to merge existing strategies and deliver through meaningful learning opportunities (e.g., family and community engagement and early childhood). Teacher teams will also collaborate at the building level through the 100-minute allocation each week after school. Principals and their leadership teams will work with the District Level team to continue and support the work. This design and structure will vary at each school but teams will collaborate to dive into meaningful learning and data analysis opportunities.

**Job-Embedded:** Professional opportunities will be ongoing and part of the regular work of the teachers. Teachers have an opportunity to develop their skills during a 100 minute block of time set aside at each building every week. This weekly opportunity allows for ongoing discussions and the adjustment in delivery of strategies as teachers may learn from one another. It also allows for the convenience of the coaching cycle, with teachers available to engage in data conversations and planning. Job-embedded learning opportunities will be prescriptive in nature and targeted specifically to the needs of the building and grade level teams. Instructional coaches, early learning coaches, curriculum instruction specialists, curriculum content and program managers, and the State Support Team 3 Regional Early Literacy Specialist will provide professional development, modeling and coaching at the identified sites.

**Data-Driven:** The professional development will occur in a variety of ways across the District. The curriculum and academics team will facilitate district level learning event during scheduled professional development days as well as targeting grade level team cohorts throughout the school year in smaller groups. Targeted support will be provided through the use of the weekly 100 minutes that are scheduled after school at each site in addition to the on the ground coaching opportunities. Educators and teams will use current data to guide instructional planning discussions through Ohio's Improvement Process utilizing the District Leadership Team, Building Leadership Teams and grade level Teacher Based Teams. This will allow for educators to collaborate using current data and discussing real-time information about the needs of their students as well as plan appropriately targeted professional development specific to their professional learning needs. The district level curriculum and academic teams will work together to analyze the most recent data points collected to specifically plan prescriptive professional development for targeted groups of teachers throughout the school year.

**Instructionally-Focused:** Professional learning opportunities identified will focus on evidence-based practices that take place in the learning environment during the teaching process. The emphasis will be on building the capacity of educators and changing adult behaviors to positively impact student learning. Student outcomes will be directly aligned to Ohio's Learning Standards and progress will be monitored at all levels (district, building, and classroom) throughout the school year. All stakeholders will be supported throughout implementation and developing new learning in an attempt to keep the focus on high quality, rigorous, aligned, student centered instructional strategies. School level staff will have access to a variety of evidence-based tools to support and extend their learning (eg., Literacy Outcome Framework, Intervention Decision Trees, Literacy Resource Cards, Digital PD Modules, Common Assessments/Rubrics, etc.).

## APPENDICES

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