



March 22, 2024

Dear Superintendent Kowalski:

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

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

Strengths of the Reading Achievement Plan:

- The leadership team is inclusive of teachers across kindergarten through third grade.
- The plan includes school climate survey data as part of their analysis of factors contributing to underachievement in reading.
- The plan is inclusive of choosing high-quality materials in English Language Arts to provide cohesive language and literacy instruction at the elementary level.

This plan will benefit from:

- This plan may benefit from data analysis of student skills within the five components of reading to identify areas of success and areas of need.
- This plan may benefit from finding short-cycle measures to use for monitoring the progress and implementation of the reading achievement plan.
- This plan may benefit from tying professional learning to the analysis of adult implementation data to ensure teachers are implementing newly learned practices with fidelity.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Coshocton City School District revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to readingplans@education.ohio.gov. If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for

all your efforts to increase literacy achievement for your students.

Sincerely,



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

READING ACHIEVEMENT PLAN

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

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.
2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

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

DISTRICT NAME: Coshocton City School District

DISTRICT IRN: 043828

DISTRICT ADDRESS: 1207 Cambridge Rd, Coshocton, OH 43218

PLAN COMPLETION DATE:

LEAD WRITERS: Trista Claxon, Katie Miller, Matt Nicholas

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 to include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Matt Nicholas	Director of Curriculum and Federal Programs	Board Office	matthew.nicholas@coshoctoncityschools.com
Tony Meiser	Coshocton Elementary School Principal	Coshocton Elementary School	tony.meiser@coshoctoncityschools.com
Trista Claxon	Coshocton Elementary School Assistant Principal	Coshocton Elementary School	trista.claxon@coshoctoncityschools.com
Katie Miller	Coshocton Elementary School Assistant Principal	Coshocton Elementary School	katie.miller@coshoctoncityschools.com
Melissa Duling	3rd Grade Intervention Teacher	Coshocton Elementary School	melissa.duling@coshoctoncityschools.com
Angela Buskirk	Title 1 Reading Teacher	Coshocton Elementary School	angela.buskirk@coshoctoncityschools.com
Angela Paugh	2nd Grade Teacher	Coshocton Elementary School	angela.paugh@coshoctoncityschools.com
Elizabeth McMorrow	Kindergarten Teacher	Coshocton Elementary School	elizabeth.mcmorrow@coshoctoncityschools.com
Shelley Moats	1st Grade Teacher	Coshocton Elementary School	shelley.moats@coshoctoncityschools.com
Monica Michael	3rd Grade Paraprofessional	Coshocton Elementary School	monica.michael@coshoctoncityschools.com

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.

District leadership and staff, representing each grade K-3, met in mid November to begin the process of collecting and analyzing data and discussing goals and anticipated outcomes of the plan. The team collected data from each of the required areas as well as data from state and local sources to determine external and internal factors. This plan is directly related to the district and building One Plan that was developed prior to this school year, with a few additional goals and action steps added to address the need for High Quality Instructional Materials and related professional development. Once the plan is complete, it will be shared with all elementary staff and stakeholders during TBT meetings, building level meetings, district administrative meetings, and school board meetings. Plan implementation will be the responsibility of district administration and elementary staff in an effort to initiate and support shared leadership. Monitoring will be ongoing through TBTs, district level administrative meetings, and Literacy Team meetings. Data will be monitored weekly, monthly, and/or quarterly based on data type and purpose.

Timeline:

- Initial Meeting - 11/15/23 - whole team
- Writing Sessions - various dates - core team
- Follow-up meeting - 11/30/23 - whole team
- Writing/Editing Sessions - various dates - core team
- Final Meeting - 12/15/23 - whole team

Reviewed data from: CUPP Report, OST Scores, STAR Scores, local and state benchmarks, other local data (Coshocton Behavioral Health Center, Ohio Department of Health)

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 Coshocton City School District's Reading Achievement Team will align with the district's One Plan. The team reviewed the One Plan and recognized that the district is transitioning curriculum to align with the Science of Reading and working to strengthen and revise the MTSS process. Data from Kindergarten screening suggests that students are not entering kindergarten prepared academically, specifically in the areas of phonics and phonemic awareness.

The team reviewed the goals related to the elementary building's One Needs Plan. The team will focus on making improvements by monitoring tier 1 curriculum and instruction in grades kindergarten through third grade. The team will monitor the streamlining of the MTSS process, use of the MTSS decision rules, and teacher training. Training will include ways to integrate a multi-sensory approach to the instruction of phonics using the Orton-Gillingham method of instruction. All teachers in grades K-3, title teachers, and intervention staff will be provided with high quality training and high quality materials to use in their instructional practices.

This plan is necessary in order to promote equity for all students as foundational reading skills are necessary for students to achieve. Students from low socioeconomic backgrounds and those identified for special education are targeted as high need subgroups as noted in the CUPP Report and state testing data.

The plan will be monitored by teacher based teams, the building leadership team, the district leadership team, and the Literacy Team. Tools used for monitoring will be created by the Literacy Team. Teachers will proctor the Star CBM in January 2024 to meet Ohio's dyslexia requirements and to collect data to look more

closely at intervention needs. The data will be shared with and analyzed by TBT members, including but not limited to classroom, title I, and special education teachers. Both the district and building leadership teams will monitor implementation of the plan during monthly meetings and adjust professional development offerings to improve educational practices.

The Family Engagement Committee, consisting of staff, family, and community members, in collaboration with the Literacy Team, consisting of highly qualified reading specialists, will communicate and implement strategies for improving literacy and family involvement through family events and surveys/attendance data collected regarding engagement activities.

The team recognizes the impact of Positive Behavior Interventions and Supports (PBIS) on academic achievement. Behavior data shows a correlation between low achievement and behaviors that necessitate displacement from the classroom. Some behaviors result in exclusionary discipline. Goals and action steps of this plan are partially designed to help reduce the amount of time students miss core instruction due to behavior.

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

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

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

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

Kindergarten Readiness Assessment

Table 1 data collected from the Kindergarten Readiness Assessment indicates only 26% of students enter the school year demonstrating sufficient benchmark skills. Sixty eight percent of this student population are able to successfully identify letters.

Table 1

Kindergarten		
KRA	Fall 2023	26%
Letter ID	Fall 2023	68%

OST ELA Grades 3-8 Proficiency

OST ELA data for 3rd grade indicate a slight 5% increase between the years of 2021-2023. Upon further analysis of the data, writing is the lowest scoring category with only 13% proficiency. The data in tables 2 - 6 has been interpreted in an effort to increase reading growth and achievement in Coshocton Elementary School.

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

Table 2

Assessment Name	Percent Proficient
Grade 3 ELA Fall	31%
Grade 3 ELA	48%
Grade 4 ELA	41%
Grade 5 ELA	58%
Grade 6 ELA	51%
Grade 7 ELA	71%
Grade 8 ELA	61%
ELA II Fall	14%
ELA II	56%

Third Grade Ohio State Testing Data**Table 3**

OST Testing Year	Limited	Basic	Proficient	Accelerated	Advanced
2018 - 2019	6%	26%	20%	21%	28%
2019 - 2020	38%	29%	18%	8%	7%
2021 - 2022	22%	32%	14%	19%	14%
2022 - 2023	28%	24%	11%	17%	20%

Informational Text**Table 4**

OST Testing Year	Above Proficient	Near Proficient	Below Proficient
2018 - 2019	43%	46%	11
2019 - 2020	39%	44%	17%
2021 - 2022	26%	41%	33%
2022 - 2023	35%	36%	29%

Literary Text**Table 5**

OST Testing Year	Above Proficient	Near Proficient	Below Proficient
2018 - 2019	50%	31%	18%
2019 - 2020	46%	29%	24%
2021 - 2022	29%	40%	32%
2022 - 2023	34%	34	32%

Writing**Table 6**

OST Testing Year	Above Proficient	Near Proficient	Below Proficient
2018 - 2019	29%	43%	28%
2019 - 2020	29%	45%	27%
2021 - 2022	15%	39%	46%
2022 - 2023	13%	50%	36%

K-3 Diagnostics

Tables 7 - 10 data compare STAR Early Literacy and STAR Reading. The highest percentage of students needing urgent intervention come from 2nd grade (47%) and 3rd grade (26%). 3rd grade has the largest discrepancy between students at/above benchmark (43%) and urgent intervention (26%) followed by 2nd grade with 31% at/above benchmark and 47% urgent intervention. STAR Early Literacy and STAR Reading data indicates a trend in deficiencies consistent across grade levels.

Table 7

Kindergarten: STAR Early Literacy	
At/Above Benchmark	39%
On Watch	19%
Intervention	22%
Urgent Intervention	20%

Table 8

1st Grade: STAR Early Literacy	
At/Above Benchmark	39%
On Watch	22%
Intervention	19%
Urgent Intervention	19%

Table 9

2nd Grade: STAR Reading	
At/Above Benchmark	31%
On Watch	9%
Intervention	13%
Urgent Intervention	47%

Table 10

3rd Grade: STAR Reading	
At/Above Benchmark	43%
On Watch	12%
Intervention	18%
Urgent Intervention	26%

Third Grade Alternative Assessment of Students with Cognitive Disabilities Test Results

*Data based on fewer than 10 students

Tables 11 - 14 AASCD data indicates a significant need for strategic and intensive interventions.

AASCD ELA

Table 11

Assessment Name	Percent Proficient
Grade 3 ELA	0%
Grade 6 ELA	0%
Grade 7 ELA	0%
HS ELA	0%

Informational Text

Table 12

AASCD Testing Year	Above Proficient	Near Proficient	Below Proficient
2018 - 2019*	n/a	n/a	n/a
2019 - 2020	50%	0%	50%
2021 - 2022*	n/a	n/a	n/a
2022 - 2023	0%	0%	100%

Reading Literature

Table 13

AASCD Testing Year	Above Proficient	Near Proficient	Below Proficient
2018 - 2019*	n/a	n/a	n/a
2019 - 2020	50%	0%	50%
2021 - 2022*	n/a	n/a	n/a
2022 - 2023	0%	25%	75%

Writing and Language

Table 14

OST Testing Year	Above Proficient	Near Proficient	Below Proficient
2018 - 2019*	n/a	n/a	n/
2019 - 2020	100%	0%	0%
2021 - 2022*	n/a	n/a	n/a
2022 - 2023	0%	0%	100%

Panorama Education Survey

Tables 15-16 analyze data collected from Panorama Education. Coshocton City Schools administered Panorama Education surveys in the Spring and Fall of 2023. Results are representative for both students, grades third through fifth, and teachers/staff. Panorama Education assists educators with the data collection process to increase student achievement in the areas of social emotional learning, school climate, family engagement, and MTSS.

While Coshocton Elementary School students are experiencing increased rates of poverty and adverse childhood experiences (ACES), their survey responses demonstrate a notable increase in favorable ratings related to school culture and climate. Positive school experiences and relationships are imperative to student achievement, as students who feel safe and loved tend to perform better on standardized tests.

When comparing questions from the spring 2023 and fall 2023 surveys, students reported significant positive increases in all questions. Additionally, students reported a 13% decrease in the behavior of other students inhibiting their own learning process along with a 10% increase in students feeling respected by their peers. Results can be attributed to use of grade level behavior tracking, grade level discussions regarding behavior interventions, tier 2 and 3 individual student plans, PBIS discussions of tier 1 REAL Redskin explicit teaching of expectations, and opportunities to recognize students for positive behaviors. Results from the Panorama Teacher/Staff Survey show significant positive increases. All categories

doubled, or came close to doubling, as seen in table16. Some of the highest increases come in the category of school climate and feedback/coaching.

Table 15

Student Survey	Spring 2023	Fall 2023	Percentage Increase
School Teacher-Student Relationships	81%	86%	5%
School Climate	70%	72%	2%
School Belonging	69%	73%	4%
School Engagement	68%	73%	5%

Table 16

Staff Survey	Spring 2023	Fall 2023	Percentage Increase
Staff - Leadership Relationships	38%	61%	23%
Professional Learning	29%	44%	15%
School Climate	25%	44%	19%
Feedback and Coaching	20%	42%	22%

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 team's analysis of the data indicates that the following internal and external factors contribute to gaps in literacy at Coshocton City Schools: poverty, displacement from the home, and behavioral issues.

The Coshocton City School's district enrollment is 1,514 students as of 11/30/23. Grades kindergarten through six have an enrollment of 876 students. Multiple students within the Coshocton City School District experience displacement from the home. According to research, students who experience displacement from the home are at increased risk for poor literacy achievement ("The Unique Impact of Out-of-Home Placement and the Mediating Effects of Child Maltreatment and Homelessness on Early School Success," n.d.). As of 11/30/23, 47 students are foster placed in the CCS district, with 20 of the foster placed students enrolled in grades K - 6. Homelessness is an issue for our students as well. 21 students in the CCS district qualify as homeless under the McKinney-Vento Act. Of those, 7 students are homeless in grades K - 6.

The CUPP Report for Coshocton City School District indicates that 99.43% of students are identified as economically disadvantaged as compared to similar districts which cite 86.6% poverty. This rate is significantly higher than the state average, which is 44.9% poverty. According to research, students who live in poverty, especially those that experience poverty for extended periods of time, score much lower on standardized tests, classroom grades, and overall educational attainment (Hair, 2015). Our students who are economically disadvantaged come to school with fewer resources and start academically further behind.

Community and parent involvement, summer school, and after-school programs, including GEARS and Family Reading Nights, enable students to be exposed to rich learning experiences to build foundational literacy skills.

Training and professional development in the Science of Reading has seen mixed reviews among staff. Some staff that have received training have embraced the research while others have not. Additionally, some staff have voluntarily received extensive training in the Orton Gillingham approach to reading instruction and have implemented these concepts in their classrooms while others have not. This means that many classrooms are fully embracing the Science of Reading while others are not, which creates inequity and inconsistency in SoR implementation.

Similarly, some staff have fully embraced a MTSS process that takes the “whole child” into account when making decisions while others have not. Again, this creates inequity and inconsistency in the implementation of meaningful interventions and supports for students and teachers as well.

The district EMIS report shows 11 disciplinary incidents in grades 1st - 3rd that required in school suspension, out of school suspension, alternative school placement, or emergency removal during the 2022 - 2023 school year. While those behaviors were severe enough to result in exclusionary discipline, everyday disruptive behaviors cause loss of learning to occur. Review of PBIS data indicates a need for improved MTSS interventions that target classroom behaviors that disrupt learning. When interventions are implemented that are prosocial in nature, disciplinary incidence rates decrease (Scott et al., 2019).

Data, from the PBIS Tiered Fidelity Inventory conducted with CES staff at the start of the 2023 - 2024 school year, noted that 72% of staff indicated that expected student behaviors were not taught directly and implicit preventative instruction should be a high to medium building priority (*Google Forms: Sign-In*, n.d.). As a result, the PBIS team is evaluating data to identify MTSS implementation needs and school wide reinforcement.

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

Summary

Students are significantly below benchmark in reading due to a lack of exposure prior to kindergarten. Because of this, students are not coming into kindergarten prepared academically. We need to build communication and rapport with area preschools.

In addition, poverty, displacement from the home, and behavioral issues contribute to deficiencies in literacy skills. Therefore, increased community and parent involvement, improved enactment of PBIS preventative instruction and tiered interventions, implementation of a robust MTSS process, and exposure to high quality instruction outside of the core classroom are necessary.

Our current phonics curriculum and instructional methods were implemented prior to this year in all grade levels, but we are still seeing a lack of fidelity. The lack of fidelity coupled with the fact that we are in the second year of implementation of these materials is slowing increases in achievement we feel are possible.

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.

By 05/29/2026, all students at Coshocton Elementary School will increase Ohio State Test passage rates by 30.00% in English language arts using locally approved assessments and the state report card. Additionally by 05/29/2026, district approved ELA curriculum will be implemented with 100% fidelity by all teachers. Improving ELA scores by 30% over three years is an aggressive goal, however considering the instruction and the training being provided to teachers, it is a goal that will align with the foundational literacy needs for all students. Locally approved benchmark testing data indicates a need for increased foundational literacy instruction in order for students to meet the district One Needs Plan as evidenced by tables 17 -20.

Table 17

Kindergarten: STAR Early Literacy	
At/Above Benchmark	39%
On Watch	19%
Intervention	22%
Urgent Intervention	20%

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

Table 18

1st Grade: STAR Early Literacy	
At/Above Benchmark	39%
On Watch	22%
Intervention	19%
Urgent Intervention	19%

Table 19

2nd Grade: STAR Reading	
At/Above Benchmark	31%
On Watch	9%
Intervention	13%
Urgent Intervention	47%

Table 20

3rd Grade: STAR Reading	
At/Above Benchmark	43%
On Watch	12%
Intervention	18%
Urgent Intervention	26%

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 support for students who have Reading Improvement and Monitoring Plans. Include a description of the professional development activities provided for each goal.

Goal # _1_ Action Map

Goal Statement: By 05/29/2026, we will improve the performance of all students at/in Coshocton Elementary to increase 30.00 % in English Language Arts as evidenced by locally approved assessments and the state report card.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	To build teacher capacity around Science of Reading, teachers will utilize Brainspring.	To build teacher capacity around Science of Reading, teachers will utilize Brainspring.	Adult Implementation Measure
Timeline	Spring 23-24 School Year	Summer 2024	2024-2025 School Year
Lead Person(s)	Matt Nicholas and Tony Meiser	Matt Nicholas and Tony Meiser	Administration, Literacy Team
Resources Needed	Title Funds, Training Schedule	Title Funds, Training Schedule	Student growth and achievement measurements (STAR, OST) Walkthrough tool
Specifics of Implementation (Professional development, training, coaching, system structures,	Brainspring Course Phonics First for teachers in grades K-3	Brainspring Course Phonics First for remaining teachers in grades K-3	Student growth measurements will be analyzed by the Literacy team. A walkthrough tool will be developed to monitor adult implementation.

	Action Step 1	Action Step 2	Action Step 3
implementation support and leadership structures)			
Measure of Success	Completion of PD	Completion of PD	Student growth measurements will show students are growing and achievement levels will rise. Adult implementation data (walkthroughs) will show staff using tools/materials/PD with fidelity.
Description of Funding	Title Funds	Title Funds	No funding needed
Check-in/Review Date	4/1/23	8/1/24	End of 24-25 school year

Goal Statement: By 5/29/26, we will continue to strengthen our MTSS decision rules for reading and ELA that were newly revised in FY23 through increased monitoring, teacher PD, addition of resources, and increased team data review and collaboration.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Strengthening MTSS Decision Rules	Strengthening Teacher Capacity for Understanding Student Literacy Gaps	Adult Implementation Measure
Timeline	2023 - 2024 School Year	2023 - 2025 School Years	2024-2025 School Year
Lead Person(s)	Administrators	Administration PD Instructors	Administration, Literacy Team
Resources Needed	MTSS Decision Rules MTSS Referral Form MTSS Data Collection Tool	LETRS Manuals, online modules, and in person PD	Student growth and achievement measurements (STAR, OST) Walkthrough tool
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Leads will share the MTSS Decision Rules, referral form, and data collection tool with TBT members.	LETRS and Orton Gillingham professional development	Student growth measurements will be analyzed by the Literacy team. A walkthrough tool will be developed to monitor adult implementation.

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	Compliance with MTSS Decision Rules, collaborative completion of referral forms, analysis of applied interventions/progress monitoring, walkthroughs and classroom observations	Completion of LETRS and OG training	Student growth measurements will show students are growing and achievement levels will rise. Adult implementation data (walkthroughs) will show staff using tools/materials/PD with fidelity.
Description of Funding	Title Funds, General Fund	Title Funds, General Fund	No funding needed
Check-in/Review Date	End of 2023 - 2024 School Year	End of 2024 - 2025 School Year	End of 24-25 school year

Goal Statement: By the end of the 24/25 school year, we will continue to implement Into Reading and Study Sync and will review ELA building curriculum needs so as to align with the SoR requirements.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Choosing High Quality Instructional Materials (HQIM)	Providing Professional Development to ensure High Quality instruction from new materials	
Timeline	23/24 and 24/25 School Years	24-25 School Year	
Lead Person(s)	Curriculum Director and Principal	Curriculum Director and Principal	
Resources Needed	Demo Materials, HQIM Rubric, Materials Analysis Team	HQIM PD	
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional Development will be provided to understand the use of HQIM chosen by the team	Reading staff will receive high quality professional development to ensure high quality instruction to students	
Measure of Success	HQIM purchased and in the hands of teachers and students	Teacher understanding of materials and student growth on standard measurements	

	Action Step 1	Action Step 2	Action Step 3
Description of Funding	Title funds and General Fund	Title Funds and General Fund	
Check-in/Review Date	March 2023, September, 2024, February 2025	August 2024, December 2024	

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.

In order to successfully monitor and measure the targeted goal, the assessments below will be collected and analyzed:

- Early Learning Assessment
- Kindergarten Readiness Assessment
- STAR Early Literacy
- STAR Reading (Grades 2 - 3)
- Ohio State Test ELA (Grade 3)

Plan implementation will be the responsibility of district administration and elementary staff in an effort to initiate and support shared leadership. Monitoring will be ongoing through TBTs, district level administrative meetings, and Literacy Team meetings. Data will be monitored weekly, monthly, and/or quarterly based on data type and purpose.

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.**

Research from education, cognitive science, psychology, communication science and linguistics inform the knowledge base commonly referred to as the Science of Reading. Reading science includes how the brain learns to read, skills that are essential for reading, and research on how best to teach the essential skills. Reading instruction, both explicit and systematic, is effective and essential for all students, especially those who are already experiencing difficulties with reading. Teachers that are well trained in reading instruction have the ability to target individual student needs and prepare students to be academically successful.

Teachers in grades K-3 will receive training in Orton Gillingham (OG) principles for instruction of multisensory phonics through Brainspring. This training is evidence based and has its origin in the Science of Reading. Training includes small group, practice, and question/answer sessions to instruct the concepts below. The training for all K-3 staff will be completed by the end of the summer of 2024.

- Alphabet and phonological awareness strategies
- Basic and advanced phonetic concepts for decoding and encoding
- A Three-Part Drill for structured review
- Tactile/kinesthetic spelling techniques for phonetic and non-phonetic words
- Syllabication for multisyllabic words (8 Syllable Types/3 Syllable Patterns)

- Higher-level spelling skills
- Oral reading/connected text fluency

In addition to training teachers to understand the Science of Reading, the district will take a systematic, shared approach to choosing High Quality Instructional Materials to support the instruction of Reading in all grades. Materials will be chosen based on rubrics and recommendations provided by the Ohio Department of Education and Workforce and a collaborative effort from teachers and administrators. The process will conclude with the purchase of materials that will be aligned with Ohio's Plan to Raise Literacy Achievement and the Science of Reading.

These strategies will support the needs of all students, but particularly students from low socioeconomic backgrounds, students experiencing homelessness, students with disabilities, and students from backgrounds that do not regularly support reading in the home.

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

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

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

The evidence-based strategies listed above were developed from tenants of the Science of Reading and Ohio's Plan to Raise Literacy Achievement. According to research, there is overwhelming evidence that up to 95% of students will be able to read effectively if the strategies are implemented with fidelity. Students will quickly and steadily show progress from their current areas of weakness as teachers use their assessment and diagnostic data to apply necessary interventions. Some of the strategies above have been in place prior to last school year. Analysis of state testing data strongly suggests these strategies are showing great improvement in student achievement.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

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

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

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

All teachers in grades K-3 will receive training in the Science of Reading (SoR) via Language Essentials for Teachers of Reading and Spelling (LETRS). Units 1-4 will be complete by the end of the 23-24 school year, and Units 5-8 will be completed in the 24-25 school year. To ensure all students receive high quality instruction based in SoR and LETRS, training is provided to intervention and title teachers. LETRS is based in brain science and reading research. Lessons are rigorous and include scientific research evidence. Upon completion of the program, teachers will be able to “deliver comprehensive, integrated language and literacy instruction” according to the LETRS training brochure.

In addition to LETRS, all teachers in grades K-3 will receive training in the Orton-Gillingham approach to reading instruction via Brainspring (see description of this training in section 4). Brainspring and LETRS pair well to make reading instruction, including explicit and direct instruction of phonics and phonemic awareness, thorough and equitable for all students, including students from low socioeconomic backgrounds that may lack exposure to reading in the home.

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

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