March 4, 2024

Dear Superintendent Lawrence:

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

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

Strengths of the Reading Achievement Plan:

- The data section is comprehensive and includes an explanation of trends the district has observed.
- There is clear analysis of the factors contributing to students' reading difficulties.
- The Action Map includes problem statements that help ensure alignment between the data provided by the district and its goals. Each goal in the action map is also directly tied to evidence-based strategies the district plans to implement.
- There is a very clear description of the tools that will be used to monitor student progress.
- The plan mentions continued support for teachers as they implement a literacy curriculum.
- The plan includes clear descriptions of the PD educators either have had or will have.

This plan will benefit from:

- Consider providing a root cause analysis, which would make the plan stronger.
- Consider including adult implementation goals, which would make the plan stronger.

The Reading Achievement Plan and this memo will be posted on the Department's website. If Dayton Public Schools revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to readingplans@education.ohio.gov. If you have any questions, please email the same inbox.

25 South Front Street
Columbus, Ohio 43215 U.S.A.
education.ohio.gov

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hearing, please call Relay Ohio first at 711.

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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

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Department of
Education &
Workforce

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: Dayton Public Schools

DISTRICT IRN: 043844

DISTRICT ADDRESS: 136 S. Ludlow St. Dayton, OH 45402

PLAN COMPLETION DATE: December of 2023

LEAD WRITERS:

Lisa Minor: Associate Superintendent of Teaching and Learning

Akisha Shehee: Chief Academic Officer of Teaching and Learning

Brandon Booher: Senior Academic Coordinator K-6 ELA in the office of Teaching and Learning

Dr. Kathy Borneman: Senior Academic Coordinator 7-12 ELA in the office of Teaching and Learning

Tierra McGee: Senior Academic Coordinator K-12 Social Studies in the office of Teaching and Learning

Diana Law: High School Curriculum Lead ELA

Tanya Sepela: High School Curriculum Lead ELL

Kathryn Moore: K-6 Teacher Leader Eastmont Elementary

Denieicka Johnson: K-6 Teacher Leader Valerie Elementary

<div style="background-color:#5b9bd5; color:white; text-align:center; padding:6px;">OHIO'S LANGUAGE AND LITERACY VISION</div>

Ohio Governor Mike DeWine recently announced the <u>ReadOhio initiative</u>, 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 <u>released a video</u> to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education and Workforce developed the <u>ReadOhio toolkit</u> to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the <u>Shifting to the Science of Reading: A Discussion Guide for School and District Teams</u>, 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.

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

"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
William Smith	Board Member	Administration Building	WillSmit@daytonpublic.com
DAVID LAWRENCE	Interim Superintendent	Administration Building	dlawrence@daytonpublic.com
Hiwot Abraha	Treasurer	Administration Building	hiabraha@daytonpublic.com
Shelia Burton	Associate Superintendent	Administration Building	sburton@daytonpublic.com

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

Name	Title/Role	Location	Email
Lisa Minor	Associate Superintendent	Administration Building	lminor@daytonpublic.com
Akisha Shehee	Chief Academic Officer	Administration Building	Ashehee@daytonpublic.com
Judith Spurlock	Chief of Elementary Schools	Administration Building	jspurloc@daytonpublic.com
Erin Dooley	Chief of Secondary Schools	Administration Building	edooley@daytonpublic.com
Sharon Goins	Director of Equity	Administration Building	sgoins@daytonpublic.com
Melinda Clark	Director of Testing and Accountability	Administration Building	mdclark@daytonpublic.com
Sherry Gale	Director of CCP	Administration Building	sgale@daytonpublic.com
Yunus Brevik	Director of Preschool	Administration Building	ycbrevik@daytonpublic.com
Lashawn Graham	Director of Federal Programs	Administration Building	lgraham@daytonpublic.com

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

Name	Title/Role	Location	Email
Connor Walthour	Associate Director of Testing and Accountability	Administration Building	conwaltho@daytonpublic.com
Deidre Kelley	Principal	Belle Haven Elementary	dkelley@daytonpublic.com
Channey Goode	Principal	Louise Troy Elementary	cmgoode@daytonpublic.com
Catrina Bailey	Principal	Dunbar High School	cmbailey@daytonpublic.com
Kabrea Welch	Assistant Principal	Wright Brothers Middle School	kdwelch@daytonpublic.com
Semone Epps	Assistant Principal	Kemp Elementary	sepps@daytonpublic.com
Christopher Ross	Assistant Principal	Belmont High School	chrross@daytonpublic.com
Neil Mahoney	DEA Teachers Union President	Administration Building	ngmahone@daytonpublic.com
Marianne Oleary Barnette	Teacher 3rd Grade	Eastmont Elementary	moleary@daytonpublic.com

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

Name	Title/Role	Location	Email
Stephan Noel	Teacher High School History	Dunbar High School	stenoel@daytonpublic.com
Christina Harsch	Teacher CTE	Meadowdale High School	ciharsch@daytonpublic.com
Benjamin Coffey	Teacher 5/6 ELA	Fairview Elementary	bjcoffey@daytonpublic.com
Macy Wade	Teacher 5th Grade ELA	Ruskin Elementary	mawade@daytonpublic.com
Keshia Hahn	Teacher High School ELA	Stivers School for the Arts	klhahn@daytonpublic.com
Teresa McCalister	Gifted Teacher	N/A	tmccalis@daytonpublic.com
Erica Fields	Learn to Earn	N/A	erica.fields@learntoearndayton.org
Mattie White	NAACP	N/A	mwhite812@gmail.com

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

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

A team of district administrators, teacher leaders, and high school curriculum specialists worked collaboratively to help develop this plan. This plan was created with the district's shared vision and goals that have been put in place by the district's Teaching and Learning Team. The Senior Academic Coordinator for K-6 ELA in Dayton Public Schools facilitated the meetings with the team.

The team took time to analyze the district goals created by the Teaching and Learning Team, as well as to analyze and evaluate the resources that we have as a district. The goals set forth in this plan are in alignment with Ohio's Plan to Raise Literacy Achievement, Ohio's Dyslexia Guidebook and legislation, and Ohio's Plan to utilize the Science of Reading as a core for meeting our students' academic needs.

This plan was written and will be shared with the school board, the full District Leadership Team, principals, and teacher leaders. The DLT meets monthly to review data and determine needs of our buildings. In those meetings, reading goals are discussed and the data will be reviewed.

The monitoring of this plan will take place on both a district and building level with adjustments made as necessary. District Leaders, Principals, Teacher Leaders, Curriculum Leads, and Teachers will be tracking data as measured by the OST, DIBELS 8, and NWEA Map to track progress and adjust action steps as needed.

The Reading Achievement Plan will also be shared with stakeholders who support the district in a variety of ways from Parent Engagement, Curriculum Support, and Community Stakeholders.

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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.

This plan was created around our district initiatives and goals, and is in alignment with the strategic academic plan for the district. Our focus for improvement has been the development of a district vision for literacy and a strong foundation for early readers. With this focus, our goals as a district are to improve our K-3 Literacy Data, increase our proficiency in Third Grade Reading, improve our High School Readiness, and to increase our High School Graduation rate.

At the beginning of the 2023-2024 school year, a new system of core beliefs were put in place to ensure that every member of the team felt that, "We ARE ALL DPS" and these core beliefs are called, "The 5 Cs". The graphic below captures the systems that we have put in place to make sure that all departments, families, leaders, teachers, paraprofessionals, and students understand that it takes each and every one of us to make Dayton Public Schools a great place to be.

This plan was written to follow Ohio's Plan to Raise Literacy Achievement and to comply with the new Dyslexia legislation and requirements for professional development, as well as our intentionality with our Reading Improvement and Monitoring Plans. It will be adjusted and tweaked as necessary as the requirements are shared with the district.

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

District Leadership

This plan is aligned with the following goals that the District Leadership has set based on past data, and our plan to grow successful students in Preschool through Graduation.

Action Plan 1: Culture and Climate

> **Metrics:** The percentage of students reporting a safe and supportive school environment based on student and staff survey results
>
> > **Goal 1:** Student attendance rate will meet or exceed 95%
> >
> > **Goal 2:** Staff attendance rate will meet or exceed 95%

Action Plan 2: Third Grade Reading Guarantee

> **Metric:** To increase the number of students transitioning from an off track status to an on-track status.
>
> **Metric:** To increase our proficiency scores to 65% by the end of the 2023-2024 school year.

Action Plan 3: High School Readiness

> **Metrics:** To change the percentage of students who are:
>
> 1. To decrease the number of suspensions and expulsions
> 2. To increase the number of students completing 8th grade Algebra I
>   a. To see 40% of our 8th graders leaving middle school proficient in math
> 3. To increase attendance percentages for rising freshmen

Action Plan 4: Freshman Success

> **Metric:** To see the percentage of students who:
>
> 1. Increase the credits earned by the end of their Freshman year
> 2. Increase the End of Course points
> 3. To show evidence of restorative practices implemented
> 4. To see culturally responsive practices being used in classrooms around the district

Action Plan 5: College & Career Plans

> **Metric:** To track and see the percentage of students who are:

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

1. Graduating High School in 4 Years
2. Accepted and Enrolled in 2- or 4- year colleges
3. Accepted into the military
4. Earing Industry credentials
5. Employed in high-demand fields

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

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

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

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

Ohio's State Test (OST) in English Language Arts

Percentage of students scoring as <u>proficient or above</u> on the ELA OST:

Grade	20-21	21-22	22-23	23-24 Fall
Grade 3	19.1%	34%	28.5%	26.38%
Grade 4	19.2%	25%	25.2%	
Grade 5	29.4%	30.5%	28.4%	
Grade 6	15.6%	20%	19.1%	
Grade 7	25%	23.3%	23.1%	
Grade 8	21.3%	18.3%	18.3%	
ELA I	30.7%	21.1%	0%	
ELA II	28.4%	19.5%	15.9%	

Percentage of students scoring in the <u>limited</u> range on the ELA OST:

Grade	20-21	21-22	22-23	23-24 Fall
Grade 3	64.1%	41.5%	52.1%	53.79%
Grade 4	63.%	54.3%	56.7%	
Grade 5	46.4%	39.5%	43.8%	
Grade 6	56.2%	49.8%	55.2%	

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

Grade 7	48.2%	47.8%	53.8%
Grade 8	60.5%	65.7%	62.4%
ELA I	57.7%	73.7%	100%
ELA II	43.2%	53.9%	62.0%

Kindergarten Readiness Assessment (KRA)

Score Category	Score Range Description (from ODE)	DPS Kindergarten Students entering school in the fall of 2022	DPS Kindergarten Students entering school in the fall of 2023
Demonstrating Readiness	Entering kindergarten with sufficient skills, knowledge, and abilities to engage with kindergarten-level instruction	21.1%	14.6%
Approaching Readiness	Will need support to be able to engage with kindergarten-level instruction	36.0%	34.1%
Emerging in Readiness	Will need significant support to engage in kindergarten-level instruction	42.9%	51.3%

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 8
The district transitioned from Acadience Reading (DIBELS Next) to DIBELS 8 in the 2021-2022 school year.

Letter Naming Fluency (LNF)		
Percentage of students who scored below or well below benchmark		
	Fall 2023	**Winter 2024**
Kindergarten	74%	
Grade 1	68%	

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

Phoneme Segmentation Fluency (PSF)

	Fall 2023	Winter 2024
Percentage of students who scored <u>below</u> or <u>well below</u> benchmark		
Kindergarten	76%	
Grade 1	70%	

Nonsense Word Fluency (NWF), Correct Letter Sounds (CLS)

	Fall 2023		Winter 2024
Percentage of students who scored <u>below</u> or <u>well below</u> benchmark			
Kindergarten	57% (did not take due to gating rules)	27%	
Grade 1		72%	
Grade 2		71%	
Grade 3		65%	

Nonsense Word Fluency (NWF), Words Recoded Correctly (WRC)

	Fall 2023		Winter 2024
Percentage of students who scored <u>below</u> or <u>well below</u> benchmark			
Kindergarten	59% (did not take due to gating rules)	94%	
Grade 1		69%	
Grade 2		71%	

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

Grade 3		66%	

DIBELS 8 Oral Reading Fluency (ORF), Accuracy

Percentage of students who scored below or well below benchmark

	Fall 2023	Winter 2024
Grade 2	69%	
Grade 3	66%	
Grade 4	50%	
Grade 5	44%	
Grade 6	40%	

DIBELS 8 Oral Reading Fluency (ORF), Fluency

Percentage of students who scored below or well below benchmark

	Fall 2023	Winter 2022
Grade 2	72%	
Grade 3	67%	
Grade 4	63%	
Grade 5	69%	
Grade 6	73%	

Analysis Note:

Looking at these two charts, we see that our students in grades 3+ are accurate with what they are reading, but not fluent (fluency here referring to rate). When we examine the assessments at the student level, we see that the accuracy scores above reflect only what the student read during the 1 minute time limit. This means that they may only be reading 1-2 sentences in one minute. They are falling behind in the amount of text expected to be read in 1 minute, but are accurate with what they do read. This shows a decoding and automaticity issue.

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NWEA Measures of Academic Progress (MAP)

The following table shows the percentage of students who scored as "On Track" according to the cut scores on alternative assessments for the Third Grade Reading Guarantee established by ODE and NWEA.

Grade Level	21-22 On Track	22-23 On Track	23-24 On Track
Kindergarten	94.25%	72.57%	67.61%
Grade 1	81.61%	48.24%	47.24%
Grade 2	54.47%	42.14%	43.24%
Grade 3	64.48%	41.69%	45.84%

MAP Areas of concern:

The team noted that the struggles students are having with literary and informational text in grades 2-6 are rooted in decoding and fluency weaknesses.

- Kindergarten: Foundational Skills
  - BOY MAP, 23-24: 53.37% of students scored in the low or low average range. This aligns with our DIBELS data.
- Grade 1: Foundational Skills

  - BOY MAP, 23-24: 66% of students scored in the low or low average range. This aligns with our DIBELS data.
- Grade 2: Overall average score:

  - Our average score as a district in the fall was 159.0 while the normative score is 172.35. This gives us a negative difference of almost 14 points.
- Grade 3: Overall average score:

  - Our average score as a district in the fall was 171.9 while the normative score is 186.62. This gives us a negative difference of almost 15 points.
- Grade 4: Overall average score:

  - Our average score as a district in the fall was a 180.3 while the normative score is a 196.67. This gives us a negative difference of almost 17 points.
- Grade 5: Overall average score:

  - Our average score as a district in the fall was 187.5 while the normative score is 204.48. This gives us a negative difference of almost 17 points.

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

- Grade 6: Overall average score:
    - Our average score as a district in the fall was 193.5 while the normative score is 210.17. This gives us a negative difference of almost 17 points.
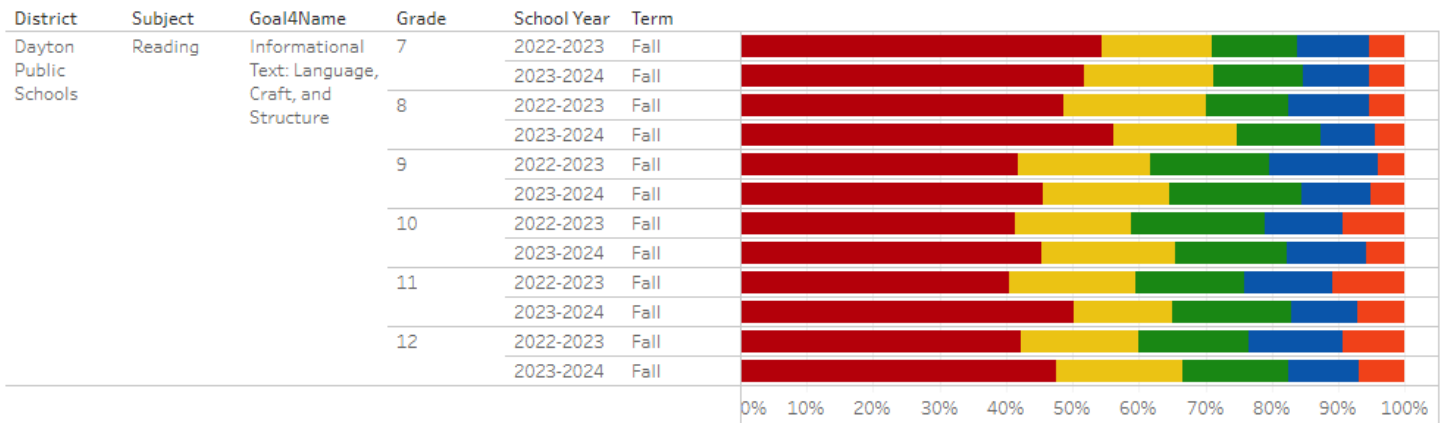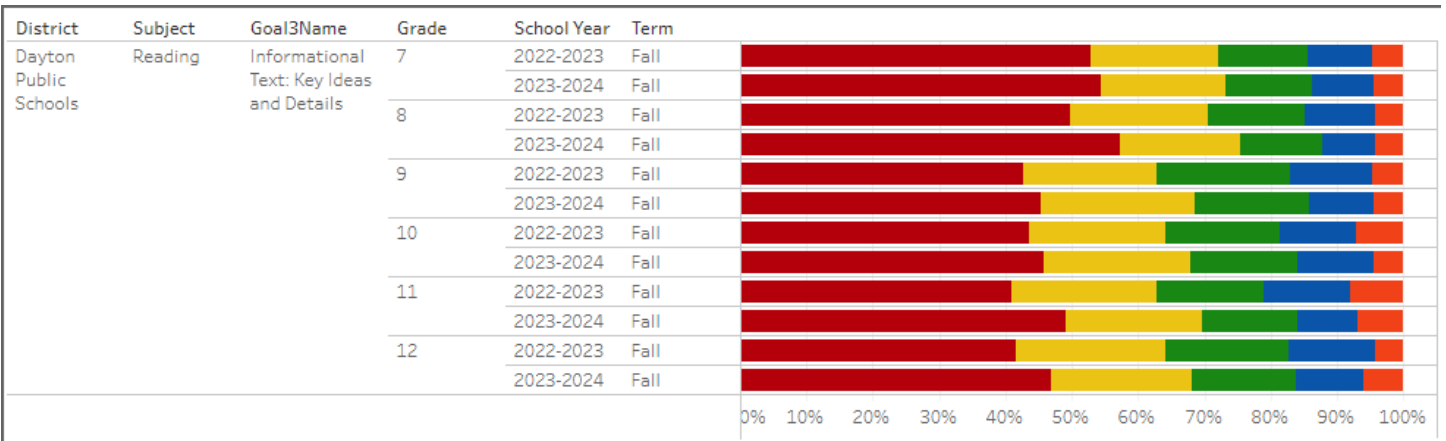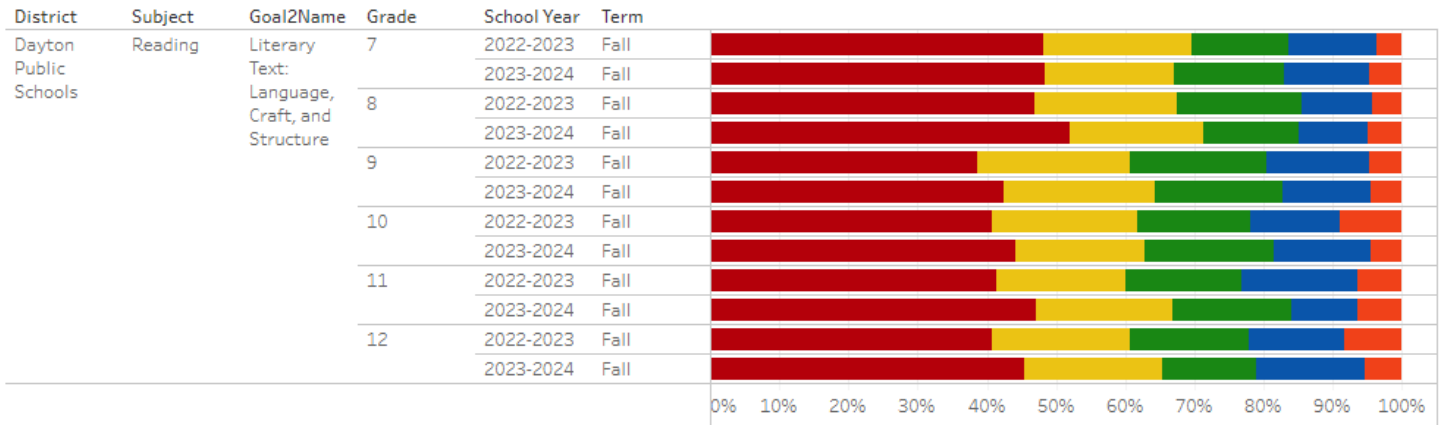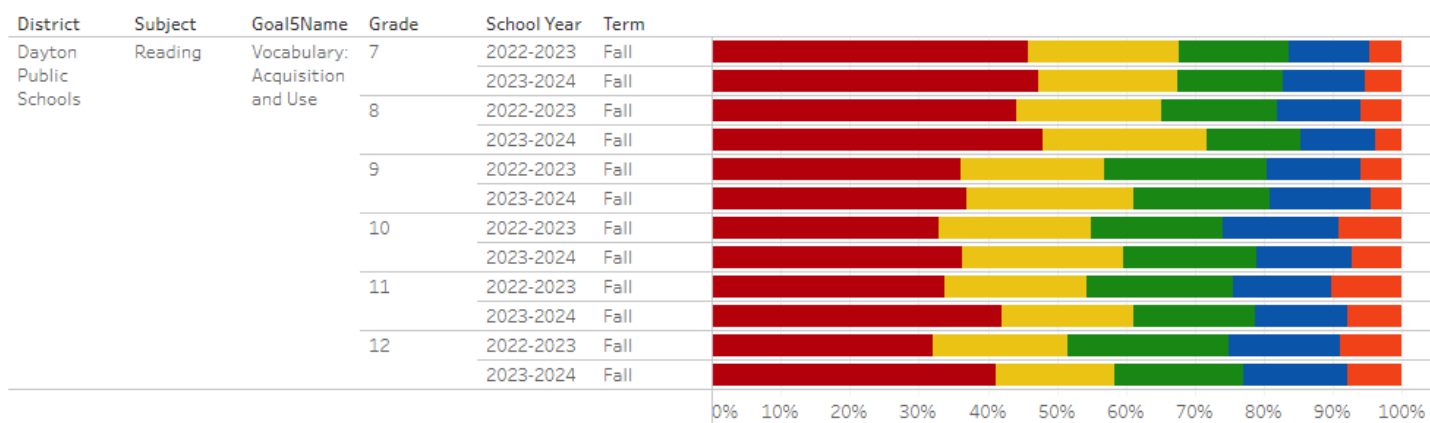
Grades 7-12 MAP Data By Building:

District	Building	School Year	Term	Subject	Grade 7	8	9	10	11	12
Dayton Public Schools	Belmont	2022-2023	Fall	Reading	195.6	190.5	196.0	198.5	202.4	198.8
		2023-2024	Fall	Reading	196.5	198.0	200.1	200.1	193.3	196.0
	David H. Ponitz	2022-2023	Fall	Reading			210.1	209.6	209.4	212.9
		2023-2024	Fall	Reading			206.2	210.4	215.1	205.0
	Dunbar	2022-2023	Fall	Reading			199.4	202.2	205.5	203.1
		2023-2024	Fall	Reading			197.7	195.5	199.5	197.2
	EJ Brown	2023-2024	Fall	Reading	192.9	198.2				
		2022-2023	Fall	Reading	194.8	198.8				
	International School	2022-2023	Fall	Reading	171.6	170.6	168.6	176.9	182.4	172.5
		2023-2024	Fall	Reading	169.3	171.6	172.0	178.1	168.5	
	Meadowdale	2023-2024	Fall	Reading			201.6	207.0	200.9	202.2
		2022-2023	Fall	Reading			203.8	206.9	203.8	193.0

Stivers		2022-2023	Fall	Reading	211.8	217.1	223.6	228.4	231.0	229.0
		2023-2024	Fall	Reading	211.9	216.1	221.5	223.1	226.7	227.2
Thurgood Marshall		2023-2024	Fall	Reading			196.4	200.2	199.8	205.3
		2022-2023	Fall	Reading			195.7	202.3	204.8	201.8
Wogaman		2023-2024	Fall	Reading	193.0	196.0				
		2022-2023	Fall	Reading	197.7	201.3				
Wright Brothers		2023-2024	Fall	Reading	197.9	199.1				
		2022-2023	Fall	Reading	196.2	199.4				

Overall Data By Strand:

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

District	Subject	Goal2Name	Grade	School Year	Term	
Dayton Public Schools	Reading	Literary Text: Language, Craft, and Structure	7	2022-2023	Fall	
				2023-2024	Fall	
			8	2022-2023	Fall	
				2023-2024	Fall	
			9	2022-2023	Fall	
				2023-2024	Fall	
			10	2022-2023	Fall	
				2023-2024	Fall	
			11	2022-2023	Fall	
				2023-2024	Fall	
			12	2022-2023	Fall	
				2023-2024	Fall	

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

District	Subject	Goal3Name	Grade	School Year	Term	
Dayton Public Schools	Reading	Informational Text: Key Ideas and Details	7	2022-2023	Fall	
				2023-2024	Fall	
			8	2022-2023	Fall	
				2023-2024	Fall	
			9	2022-2023	Fall	
				2023-2024	Fall	
			10	2022-2023	Fall	
				2023-2024	Fall	
			11	2022-2023	Fall	
				2023-2024	Fall	
			12	2022-2023	Fall	
				2023-2024	Fall	

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

District	Subject	Goal4Name	Grade	School Year	Term	
Dayton Public Schools	Reading	Informational Text: Language, Craft, and Structure	7	2022-2023	Fall	
				2023-2024	Fall	
			8	2022-2023	Fall	
				2023-2024	Fall	
			9	2022-2023	Fall	
				2023-2024	Fall	
			10	2022-2023	Fall	
				2023-2024	Fall	
			11	2022-2023	Fall	
				2023-2024	Fall	
			12	2022-2023	Fall	
				2023-2024	Fall	

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

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

District	Subject	Goal5Name	Grade	School Year	Term	
Dayton Public Schools	Reading	Vocabulary: Acquisition and Use	7	2022-2023	Fall	
				2023-2024	Fall	
			8	2022-2023	Fall	
				2023-2024	Fall	
			9	2022-2023	Fall	
				2023-2024	Fall	
			10	2022-2023	Fall	
				2023-2024	Fall	
			11	2022-2023	Fall	
				2023-2024	Fall	
			12	2022-2023	Fall	
				2023-2024	Fall	

Grades 7-12: Informational Text: Key Ideas and Details; Literary Text: Key Ideas and Details trend as an area of concern.

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.

District Information: Dayton Public School is an urban school district located in Dayton, OH. 100% of students receive free lunch and breakfast daily.

Some factors that contribute to low reading achievement in DPS are:

- In June of 2022, the district adopted a new curriculum. This curriculum was new for staff, and some staff faced challenges with adjusting from one curriculum to another. This also changed our phonics curriculum.

    - Due to this adoption, the pacing of lessons changed to ensure all standards were adequately covered.

- 51.3% of incoming kindergarten students scored in the "Emerging Readiness" category on Ohio's Kindergarten Readiness Assessment (KRA). According to KRA supporting documents distributed by ODE, students who are "Emerging in Readiness" will need significant support to engage in kindergarten-level instruction.

- In the 22-23 school year the assessment platform we were using was flawed. The rigor of the assessments were not aligned with the level of rigor on the OST.

- Low level of rigor in instruction: At times, teachers are choosing their own texts and there is little exposure to grade level material

- Data from NWEA MAP and DIBELS 8 show that students in grades 2-6 need **systematic, explicit phonics and phonemic awareness instruction**. The data specifically shows a need for support for

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students in 4-6 to increase student fluency. A deeper look into the data shows that the fluency weakness is due to a lack of automaticity in decoding. Seeing this, many teachers in grades 4-6 have reached out for support in teaching phonics to their struggling readers, and we have started a 4-6 ELA cohort where we are taking deeper dives into the Science of Reading. This will give us best practice strategies that can be used to support students at all levels of reading.

- Lack of intervention tools in grades 7-12

- Lack of intervention tools for students in 4-6 who struggle with decoding

- Student Attendance: The district goal for student attendance is 95%.
    - As of December of 2023, the average attendance in the DPS elementary schools ranges from 87.0% to 95.4%.
    - As of December of 2023, the average attendance in DPS Middle and High Schools ranges from 72.5% to 92.1%.

- Teacher shortages overall have hindered us as a district. We currently have 217 uncertified teachers in teaching positions. These long term substitute teachers are trying their best, but with no teaching background, the struggle can be very real. We have put things into place in the district to help support those long term substitute teachers, and we hope to see the results of these supports in their practice.

- Staff Turnover is a continuous problem, we do not retain our teaching staff from year to year, and with already 217 openings, we cannot afford to lose any more staff.

- Vertical alignment: Teachers in higher grades report that they are unaware of some of the skills that are expected to be mastered before students enter their classrooms.

- Transition Grade Levels: Our elementary buildings serve students in grades PreK-6. The transition from grade 6 into middle school followed by the transition from 8th grade to high school can be challenging in grades 7-8. Teachers only have a limited time to build relationships before students move onto another building. This can impact behavior as well as academics.

- Suspensions and expulsions: When students are suspended or expelled from school, they are missing instructional time

- Our English Learner population continues to grow. Not all staff members have been trained in strategies to support English Learners.

School Year	Number of English Learners
2021-2022	1642
2022-2023	1863

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2023-2024	2114

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

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.

Goal Statement #1: By May of 2026, the percentage of Kindergarten students meeting or exceeding benchmark in Phoneme Segmentation Fluency will increase from 24% to 80% as measured by the DIBELS 8 Phoneme Segmentation Fluency measure.

Goal Statement #2: By May of 2026, the percentage of first and second grade students meeting or exceeding benchmark in Nonsense Words, Correct Letter Sounds will increase to 80% as measured by the DIBELS 8 Nonsense Words, Correct Letter Sounds measure.

Goal Statement #3: By May of 2026, the percentage of third grade students meeting or exceeding benchmark in Nonsense Word Fluency, Words Recoded Correctly and Oral Reading Fluency, will increase from 33% to 80% as measured by the DIBELS 8 Nonsense Word Fluency measure and Oral Reading Fluency.

Goal Statement #4: By May of 2026, we will close the achievement gap on the NWEA MAP test by 5 normative points/per year, when compared to the mean score and normative score for each academic school year.

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

2023-2024: An increase of 5 normative points (Lessening the gap from 17 points to 12)

2024-2025: An increase of 5 normative points (Lessening the gap from 12 points to 7)

2025-2026: An increase of 5 normative points (Lessening the gap from 7 points to 2)

Goal Statement #5: By May of 2026, we will close the achievement gap by increasing our proficiency scores to 80%, as measured by the Ohio State Test:

Increase the percentage of 7th graders meeting or exceeding writing proficiency standards from 12% to 80% by spring 2026, as measured by the Ohio's State Tests.

Increase the percentage of 8th graders meeting or exceeding writing proficiency standards from 5% to 80% by spring 2026, as measured by the Ohio's State Tests.

Increase the percentage of 10th graders meeting or exceeding writing proficiency standards from 7% to 80% by spring 2026, as measured by the Ohio's State Tests.

Goal Statement #6: By May of 2026, we will increase the percentage of students who are meeting or exceeding informational text proficiency to 80%, as measured by the Ohio State Test.

Increase the percentage of 7th graders meeting or exceeding informational text proficiency standards from 13% to 80% by spring 2026, as measured by the Ohio's State Tests.

Increase the percentage of 8th graders meeting or exceeding informational text proficiency standards from 16% to 80% by spring 2026, as measured by the Ohio's State Tests.

Increase the percentage of 10th graders meeting or exceeding informational text proficiency standards from 11% to 80% by spring 2026, as measured by the Ohio's State Tests.

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

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

Goal # 1 Action Map

Goal 1:

Problem Statement:

76% of Kindergarteners scored below or well below benchmark in phoneme segmentation fluency at the Beginning of Year Benchmark as measured by the assessment DIBELS 8.

Goal Statement: By May of 2026, the percentage of Kindergarten students meeting or exceeding benchmark in Phoneme Segmentation Fluency will increase from 24% to 80% as measured by the DIBELS 8 Phoneme Segmentation Fluency measure.

2023-2024: An increase of 24% to 40% by the EOY Benchmark

2024-2025: An increase of 40% to 60%

2025-2026: An increase of 60% to 80%

Evidence-Based Strategy or Strategies:

Teachers will increase students' phonemic awareness by using Heggerty as a daily part of their instruction in grades K-3. Teachers will also use Ortin-Gillingham based strategies to help increase first sound fluency.

	Action Step 1	**Action Step 2**	**Action Step 3**
Implementation Component	Teach students to identify and segment the sounds as they correlate to given words. Teach students to apply learned segmentation of sounds and manipulate sounds in spoken words.	To ensure the use of provided strategies in classrooms in all 16 elementries	To identify model classrooms based upon data analysis and implementation walks
Timeline	23-24 School year	23-24 School year	24-25 School Year

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

	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	Curriculum Team, Teacher Leaders, Principals	Curriculum Team, Teacher Leaders, Principals, Teachers	Curriculum Team, Teacher Leaders, Principals, Teachers
Resources Needed	Heggerty Curriculum, Science of Reading Training, 95% Walk to Intervention	Human Capital, Data Dives, and Strategy based resources	Implementation Walks, Teacher Efficacy
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	**Heggerty:** Teacher leaders are trained by a trainer on Heggerty Phonemic Awareness. Teacher leaders will give professional development to teachers on Heggerty Phonemic Awareness. **Science of Reading:** Cohorts of teachers will receive training on strategies that support the science of reading. These strategies include but are not limited to: phonemic awareness instructional strategies, phonics instructional strategies, Dyslexia identification strategies and data analysis strategies. **95%**: Ensure that all teachers and support staff receive initial and follow up training on the use 95%	**Heggerty:** Teacher Leaders and Curriculum Department will complete implementation walkthroughs. **Science of Reading:** Teachers will review data in PLCs and determine which strategies to use based on the provided data. **95%**: Teacher Leaders and principals will conduct walkthroughs.	**Heggerty**: Identify model classrooms within the district **Science of Reading:** Various strategies will be made/ created as a resource for teachers to use when students are struggling. These resources will be in the form of videos of "expert" teachers and lists with descriptions of the strategies.
Measure of Success	Increasing those at or above benchmark in PSF from 24% to 40% by the EOY.	Increasing those at or above benchmark in PSF from 24% to 40% by the EOY.	Increasing those at or above benchmark in PSF from 40 to 60% by the end of 24-25 school year.
Description of Funding	General/Curriculum/Title 1 Funds	Curriculum Funding for Resources	N/A

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

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	January of 2024	January of 2024- May of 2025	May of 2024

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

Goal # 2 Action Map

Problem Statement:

72% of first graders and 69% of second graders scored below or well below benchmark in Nonsense Word Fluency, Correct Letter Sounds at the Beginning of Year Benchmark as measured by the assessment DIBELS 8 in the 22-23 school year.

Goal Statement: By May of 2026, the percentage of first and second grade students meeting or exceeding benchmark in Nonsense Words, Correct Letter Sounds will increase to 80% as measured by the DIBELS 8 Nonsense Words, Correct Letter Sounds measure.

Grade 1:	Grade 2:
2023-2024: An increase of 28% to 40% by the EOY Benchmark	2023-2024: An increase of 31% to 46% by the EOY Benchmark
2024-2025: An increase of 40% to 60%	2024-2025: An increase of 46% to 61%
2025-2026: An increase of 60% to 80%	2025-2026: An increase of 61% to 76%

Evidence-Based Strategy or Strategies:

- Heggerty
- OG Strategies
- ODE Interventions
- 95% Walk to Intervention

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teach students to connect individual sounds with letters and use those sounds to read words.	To analyze DIBELs 8 data to make data driven decisions about specific intervention strategies that will support all student growth.	To continue supporting teacher efficacy in developing interventions that support student growth for all students.
Timeline	23-24 School year	23-24 School year	24-25 School Year
Lead Person(s)	Curriculum Team, Teacher Leaders, Principals	Curriculum Team, Teacher Leaders, Principals, Teachers	Curriculum Team, Teacher Leaders, Principals, Teachers

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

	Action Step 1	Action Step 2	Action Step 3
Resources Needed	Heggerty Curriculum, Science of Reading Training, 95% Walk to Intervention	Human Capital, Data Dives, and Strategy based resources	Implementation Walks, Teacher Efficacy
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	**Heggerty:** Teacher leaders are trained by a trainer on Heggerty Phonemic Awareness. Teacher leaders will give professional development to teachers on Heggerty Phonemic Awareness. **Science of Reading:** Cohorts of teachers will receive training on strategies that support the science of reading. These strategies include but are not limited to: phonemic awareness instructional strategies, phonics instructional strategies, Dyslexia identification strategies and data analysis strategies. **Alphabetic Principle Cards**: Teachers will use specific letter cards to build background knowledge, lead that into first sound fluency, which will lead to letter sound correspondence. **95%:** Ensure all teachers and support staff receive initial and follow up training on the use of 95%.	**Heggerty:** Teacher Leaders and Curriculum Department will complete implementation walkthroughs. **Science of Reading:** Teachers will review data and determine which strategies to use based on the provided data. **95%**: Teacher Leaders and principals will conduct walkthroughs.	**Heggerty**: Identify model classrooms within the district **Science of Reading:** Various strategies will be made/ created as a resource for teachers to use when students are struggling. These resources will be in the form of videos of "expert" teachers and lists with descriptions of the strategies.
Measure of Success	An increase of 28% to 40% by the EOY Benchmark	Analyzing DIBELs data in May of 2024 to look at increases.	Analyzing DIBELs data at each benchmark through May of 2026.

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

	Action Step 1	Action Step 2	Action Step 3
Description of Funding	General/Curriculum/Title 1 Funds	Curriculum Funding for Resources	N/A
Check-in/Review Date	January of 2024	January of 2024- May of 2025	May of 2024

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

Goal # 3 Action Map

Problem Statement:

67% of third graders scored below or well below benchmark in Nonsense Words Word Fluency, Words Recoded Correctly and Oral Reading Fluency, at the Beginning of Year Benchmark as measured by the assessment DIBELS 8 in the 23-24 school year.

Goal Statement: By May of 2026, the percentage of third grade students meeting or exceeding benchmark in Nonsense Word Fluency, Words Recoded Correctly and Oral Reading Fluency, will increase from 33% to 80% as measured by the DIBELS 8 Nonsense Word Fluency measure and Oral Reading Fluency.

2023-2024: An increase of 33% to 50% by the EOY Benchmark

2024-2025: An increase of 50% to 65%

2025-2026: An increase of 65% to 80%

Evidence-Based Strategy or Strategies:

- Heggerty
- OG Strategies
- ODE Interventions
- 95% Walk to Intervention

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teach students to connect individual sounds with letters and use those sounds to read words.	Teach students to identify the 6 syllable types by utilizing the acronym CLOVER to help students decode multisyllabic words.	Teach students to read text accurately and automatically so that students can understand what they are reading.
Timeline	This will be the initial focus for each school year for the core group of students in need of phonics intervention.	By MOY of each school year the focus build up to applying these skills to multisyllabic words.	When utilizing Action steps 1 and 2, we can begin to monitor fluency and accuracy by ensuring students have automaticity in decoding.
Lead Person(s)	Curriculum Team, Teacher Leaders, Principals	Curriculum Team, Teacher Leaders, Principals, Teachers	Curriculum Team, Teacher Leaders, Principals, Teachers

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

	Action Step 1	Action Step 2	Action Step 3
Resources Needed	Heggerty Curriculum, Science of Reading Training, 95% Walk to Intervention	Science of reading based decoding resources/strategies	Science of reading based fluency resources/strategies
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Provide PD and coaching to support teachers in implementing the strategies and using the provided resources.	Provide PD on strategies that support decoding and use of six syllable types. Include follow up coaching and observations to ensure the fidelity of implementation.	Provide PD on strategies that increase fluency and accuracy. Conduct observations and provide coaching to ensure PD strategies are being implemented.
Measure of Success	An increase of 33% to 50% by the EOY Benchmark	An increase of 50% to 65% by the EOY Benchmark	An increase of 65% to 80% by the EOY Benchmark
Description of Funding	General/Curriculum/Title 1 Funds	Curriculum Funding for Resources	Curriculum Funding for Resources
Check-in/Review Date	Checking at MOY and EOY and adjusting as needed.	Checking at BOY, MOY, and EOY and adjusting as needed	Checking at BOY, MOY, and EOY and adjusting as needed

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

Goal # 4 Action Map

Problem Statement:

The mean average for 3rd-6th grade students falls nearly 20 points behind the normative average according to NWEA MAP.

3rd grade: Mean 171 with a Normative score of 186, difference of 15

4th grade: Mean 180 with a Normative score of 197, difference of 17

5th grade: Mean 187 with a Normative score of 204, difference of 17

6th grade: Mean 193 with a Normative score of 210, difference of 17

Goal Statement:

By May of 2026, we will close the achievement gap on the NWEA MAP test by 5 normative points/per year, when compared to the mean score and normative score for each academic school year.

2023-2024: An increase of 5 normative points (Lessening the gap from 17 points to 12)

2024-2025: An increase of 5 normative points (Lessening the gap from 12 points to 7)

2025-2026: An increase of 5 normative points (Lessening the gap from 7 points to 2)

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Provide PD that teaches teachers to analyze MAP data.	Provide PD that teaches teachers to identify power standards	Provide PD that teaches teachers to implement small group instruction.
Timeline	2023-2024 School Year	PLC time to identify grade level and building power standards	Refreshing PD at all times
Lead Person(s)	Curriculum Team, Data Team, Teacher Leaders, and Principals	Curriculum Team, Data Team, Teacher Leaders, Principals and BLT	Curriculum Team, Data Team, Teacher Leaders, Principals and BLT
Resources Needed	NWEA MAP data and Trainer	Time to analyze data and make decisions	PD days to teach and create resources

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

	Action Step 1	Action Step 2	Action Step 3
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Initial professional development will be provided to teach teachers how to analyze MAP data. Afterward teachers will use follow up data as a comparison to help measure growth in all assessed areas using various assessment tools.	Initial professional development will be provided to help teachers begin to identify power standards for instruction. PLCs will follow up weekly with discussions to help determine what instructional strategies need to be in place to teach each standard.	Professional development will be provided that provides teachers with guidance for implementation, support for implementation and coaching while implementing small group instruction.
Measure of Success	The mean score for each grade level will increase by 5 normative points for each grade level.	The mean score for each grade level will increase by 5 normative points for each grade level.	The mean score for each grade level will increase by 5 normative points for each grade level.
Description of Funding	Curriculum and Data Team Funding	Curriculum Funding for Learning by Doing	Curriculum Funding for resources for PD and for teachers
Check-in/Review Date	Data will be analyzed at each MAP assessment period.	Data will be analyzed at each MAP assessment period.	Data will be analyzed at each MAP assessment period.

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

Goal # 5 Action Map

Problem Statement:

88% or more of DPS students in grades 7-12 are not proficient in writing, as measured by the Ohio State Tests.

Goal Statements:

Increase the percentage of 7th graders meeting or exceeding writing proficiency standards from 12% to 80% by spring 2026, as measured by the Ohio's State Tests.

Increase the percentage of 8th graders meeting or exceeding writing proficiency standards from 5% to 80% by spring 2026, as measured by the Ohio's State Tests.

Increase the percentage of 10th graders meeting or exceeding writing proficiency standards from 7% to 80% by spring 2026, as measured by the Ohio's State Tests.

Evidence-Based Strategy or Strategies:

Teachers will develop students' writing skills by:
1. Teaching steps and routines in the writing process
2. Explicitly teaching writing strategies that are used at each step of the writing process
3. Teaching writing skills according to a scope and sequence
4. Providing students deliberate practice in writing skills
5. Teaching lessons that bring attention to text structure, including at the following levels:
    a. Word structure (such as spelling, morphology)
    b. Sentence structure (such as syntax, grammar)
    c. Paragraph structure (such as topic and supporting sentences)

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement a scope and sequence for writing skills	Provide professional development for teachers and administrators about evidence-based practices in writing instruction	Analyze student work using the PLC Analyzing Student Work tool
Timeline	January 2024 to August 2024	August 2024 to May 2025	Ongoing
Lead Person(s)	ELA Coordinator, ELA Curriculum Lead, Teacher Leaders	ELA Coordinator, ELA Curriculum Lead, Teacher Leaders	PLC Leaders, Building Administration, Teacher Leaders, Teachers

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

	Action Step 1	Action Step 2	Action Step 3
Resources Needed	ODE ELA Standards ODE Model Curriculum	ODE ELA Standards ODE Model Curriculum	DPS Professional Learning Communities Guide Department-based PLCs
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Assemble a team Develop a scope and sequence for grades 7-12 lessons on word structure, sentence structure, and paragraph structure based on ODE ELA standards.	PD topics include: - Word structure (such as morphology) - Sentence structure (such as syntax, grammar) - Paragraph structure (such as topic and supporting sentences) - Analyzing student writing samples	PLCs develop criteria and a structure for analyzing students' work to measure student growth Determine standards or rubric for mastery Examine the role of criteria and evidence (formative assessment) in improving teacher practices and student learning
Measure of Success	Completed scope and sequence Lesson plans	PD schedule and sign-in sheets Classroom walkthrough data PD surveys	Documentation of analyzing student work in building PLCs
Description of Funding			
Check-in/Review Date	Sept. 2024	June 2025	June 2025

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

Goal # 6 Action Map

Problem Statement:

84% or more of our students in grades 7-12 are not proficient in reading informational texts, as measured by the Ohio State Tests.

Goal Statements:

Increase the percentage of 7th graders meeting or exceeding informational text proficiency standards from 13% to 80% by spring 2026, as measured by the Ohio's State Tests.

Increase the percentage of 8th graders meeting or exceeding informational text proficiency standards from 16% to 80% by spring 2026, as measured by the Ohio's State Tests.

Increase the percentage of 10th graders meeting or exceeding informational text proficiency standards from 11% to 80% by spring 2026, as measured by the Ohio's State Tests.

Evidence-Based Strategy or Strategies:

Teachers will develop students' reading skills by
1. focusing on essential adolescent literacy skills, including:
   - advanced word study
   - vocabulary
   - reading fluency
   - reading comprehension
   - increasing motivation
2. using diagnostic reading data to plan small group instruction specifically tailored to the needs of students

	Action Step 1	Action Step 2	Action Step 3	Action Step 4	Action Step 5
Implementation Component	Implement informal diagnostic reading screener	Create and implement Decisions Rules Framework	Provide professional development for Tier 1 and Tier 2 instruction in essential adolescent literacy skills	Create Tier 3 Intervention Reading Lab	Create a cohort of reading teachers

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

	Action Step 1	Action Step 2	Action Step 3	Action Step 4	Action Step 5
Timeline	By Feb. 2024	By May 2025	Beginning Jan. 2024 and ongoing	By August 2024 for '24-'25 school year and beyond	Beginning January 2024 and ongoing
Lead Person(s)	ELA Coordinators, curriculum lead, reading teachers	ELA Coordinators, curriculum lead, ELA and reading teachers	ELA Coordinators, curriculum lead	ELA Coordinators, curriculum lead, building counselors, building administration	ELA Coordinators, curriculum lead
Resources Needed	Word Press's Upper-level Spelling Inventory Data-tracking tool (for progress monitoring)	Data-tracking tool (for progress monitoring) MAP and reading diagnostic data Ohio's 6-12 Literacy Implementation Guide	General funds for high-quality, expert-led professional development High-quality, culturally-responsive instructional materials designed for secondary students Ohio's 6-12 Literacy Implementation Guide MAP data	Reading diagnostic data High-quality foundational reading materials designed for secondary students	General funds for high-quality, expert-led professional development Ohio's 6-12 Literacy Implementation Guide
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Train teachers on the administration and interpretation of the screener (Word Press's Upper-level Spelling Inventory)	Using universal MAP data to qualify students for diagnostic reading screener Using diagnostic reading screener to identifying students as needing Tier 1, 2, or 3 interventions Using diagnostic reading screener for student	All core content area teachers will receive PD in Tier 1 instruction - Class-wide explicit instruction using evidence-based strategies - Planning strategic instruction All ELA, reading teachers, and instructional specialists will receive PD in Tier 2 instruction	Select high-quality foundational reading materials for secondary students Schedule students based on reading diagnostic assessment Provide professional development in teaching reading foundations to reading teachers	Monthly planning sessions to collaborate on best practices

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	Action Step 1	Action Step 2	Action Step 3	Action Step 4	Action Step 5
		placement in Tier 3 Reading Lab beginning in Fall 2024	- small group instruction	OR hire reading interventionists	
Measure of Success	100% of students enrolled in reading classes in 23/24 school year will take the spelling inventory screener	Completed Decision Rules Framework Walkthrough data demonstrate small group instruction Reading labs rostered based on reading diagnostic data beginning in Fall '24	100% of teachers in core content areas will receive Professional Development, complete sign in sheets and receive classroom walkthroughs. 100% of teachers will complete Professional Development surveys to provide feedback and survey needs.	Foundations of Reading Classes are included on building master schedules Walkthrough data shows used of high-quality instructional materials from trained teachers	100% of reading teachers will participate in the cohort
Description of Funding					
Check-in/Review Date	Feb. 2024	May 2025	Biannually beginning June 2024	August 2024	Monthly, beginning January 2024

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

Describe the process for monitoring the progress and implementation of the plan's strategies.

Monitoring of the literacy plan will be done through analysis of student performance data and tracking of adult implementation. Tools and procedures will be used to examine fidelity to programs and the Gradual Release model (see list below). Building Leaders and members of the Building Leadership Team (BLT) will be trained to use these tools for walkthroughs using a consistent district monitoring tool.

Data will be collected from various sources such as DIBELS 8, MAP, Ohio's State Test, 95% Group's Phonological Awareness Screener for Intervention (PASI), 95% Group's Phonics Screener for Intervention (PSI), as well as from district assessments given using the platform Education Incites.

Analysis of data will occur at PLC, BLT, and DLT meetings as well as in the Curriculum Office. Professional Development for teachers and administrators to support the use of these tools and their data will be ongoing.

RIMPs will continue to be monitored and updated as required by district and ODE regulations in grades K-3. Each TBT and BLT will be expected to monitor the components/goals of the plan as it relates to grade levels. DLT will review the data.

Tools and Procedures to Monitor Adult Implementation

- DLT Walkthrough form (used by BLT and building administrators)

- 95% Group Intervention Snapshot

- Collection of lesson plans by principals

- Curriculum PLC form

Data Collection

- PASI (K-1, Following 3 weeks of intervention instruction)

- PSI (K-1, Following 3 weeks of intervention instruction)

- DIBELS 8 progress monitoring for all students every 4 weeks (or in accordance with Ohio's Dyslexia legislation requirements)

- DIBELS 8 benchmark 3 times per year

- MAP benchmark 3 times per year

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

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

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs).

***Under Ohio Revised Code 3313.608,* Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on- track (reading below grade level) within 60 days of receiving the reading diagnostic results.**

Under Ohio Revised Code 3313.6028(C)** Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. **The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.

The strategies outlined in this plan support the skills that students need in core instruction and intervention. They are aligned with Ohio's Plan to Raise Literacy Achievement and Ohio's Dyslexia Guidebook.

They are listed as strategies backed by strong evidence of effectiveness in the Practice Guides, <u>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</u> and <u>Providing Reading Interventions for Students in Grades 4-9</u>.

The Simple View of Reading tells us that students need the ability to decode, multiplied by language comprehension ability, to achieve true reading comprehension. DIBELS 8 , MAP, and OST data all show that DPS students need explicit instruction in the decoding portion of the equation to improve their overall reading comprehension abilities. This plan reflects that, and as a result, teaching skills that support decoding is a major focus. This will support our students who have Reading Improvement and Monitoring Plans (RIMPS) in place. Once they are aware of sound segments and letter connections, they can analyze word parts, and write/recognize words, they will have the foundational skills necessary to be successful readers.

To support the language comprehension portion of the "Simple View" equation, we have included the strategy, "*Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension."* This will be included in core instruction as well as in interventions. District decision rules will be created to guide teachers and building leaders in the selection of interventions for their students.

The tools that we are using, such as the 95% Group interventions (grades K-2) The identified interventions build upon what the child knows and fill gaps that exist that are preventing the child from reading at grade level. In the 95% Group program, the PASI and PSI assessments show the teacher the exact skills that the child needs to work on, and after 3 weeks of instruction, the child's response to that intervention is measured. If the data reflects the child is ready to move on, he/she will. Should the child need more time on the identified skill, explicit instruction is provided. RIMPs will be monitored and adjusted as the intervention focuses change.

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

Amplify/mClass (the platform used to administer DIBELS 8) provides lessons for teachers to use in small groups that address the specific deficits in the child's Acadience Reading assessment data. Teacher leaders and other district support personnel will provide teachers with resources to meet the needs of all students.

Identified strategies from the ODE website have been provided to teachers to support students from letter sound correspondence through fluency and even into morphology. As students begin to grow from the interventions provided, the intervention is changed and the data is included to support the change. (Reading Diagnostic and Reading Improvement and Monitoring Plans {RIMPS} 2022)

The data analysis strategy is essential to the success of the plan. Teacher Leaders, principals, and Academic Coordinators will support teachers as they plan instruction based on real-time progress monitoring data.

Grades 7-12

The strategies outlined in this plan support the skills that students need in core instruction and intervention.

They are listed as strategies backed by strong evidence of effectiveness in the Practice Guides, <u>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</u>, <u>Providing Reading Interventions for Students in Grades 4-9</u>, and in the National Reading Panel Report.

<u>**Vocabulary and Comprehension**</u>

Reading ability is a key predictor of achievement and in today's society, youth are expected to have far more advanced literacy skills than those required of any previous generation. However, as current data shows, improvements in the literacy skills of older students have not kept pace with the increasing demands for literacy in the workplace.

To acquire the skills they need, students must work hard to refine and build upon their initial reading skills, and teachers in middle and high school classes should help students acquire more advanced skills once they understand the demands that content area tasks actually present, especially to students who struggle with reading. However, many teachers report feeling unprepared to help their students.

An analysis of adolescent literacy practices presented in *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* has provided a starting point by offering practice guides with recommendations for integration into classroom instruction. The first two recommendations in the guide focus on strategies for vocabulary and comprehension instruction: Provide explicit vocabulary instruction (Level of evidence: Strong) and provide direct and explicit comprehension strategy instruction (Level of evidence: Strong).

These two recommendations are strategies that teachers can incorporate into their instruction to help students gain more from their reading tasks and to further address the literacy needs of our adolescent learners to enhance their ability to make sense of written text.

<u>**Fluency**</u>
Fluency, the ability to read a text quickly, accurately, and with proper expression, has been described as the "most neglected" reading skill (Allington, 2003). For much of the 20th century, researchers and practitioners

assumed that fluency was the immediate result of word recognition proficiency, so efforts were directed towards the development of word recognition, whereas fluency itself was largely ignored.

According to the *National Reading Panel*, teachers need to know that word recognition accuracy is not the end point of reading instruction. Fluency represents a level of expertise beyond word recognition accuracy, and reading comprehension may be aided by fluency. Skilled readers read words accurately, rapidly and efficiently. Children who do not develop reading fluency will continue to read slowly and with great effort.

From extensive review of the literature and research findings, the *National Reading Panel* indicates that classroom practices that encourage repeated oral reading with feedback and guidance leads to meaningful improvements in reading expertise for students - for good readers as well as those who are experiencing difficulties. The NRP has found through well documented research that a range of well-described instructional approaches to encouraging repeated oral reading result in increasing reading proficiency.

Several procedures for developing fluency directly through instructional practice have been proposed and evaluated in a multitude of studies. These procedures typically emphasize the following: repeated reading or guided oral reading practice, repeated reading, neurological impress, radio reading, and paired reading. The purpose of each of these procedures is to help students through oral reading practice and guidance to develop fluent reading habits that will allow them to read text more quickly, accurately, and with appropriate expression and understanding.

<u>Advanced Word Study</u>
Adolescent language and literacy begins to build on conventional language and literacy around grade 4 and continues through high school. Academic language and disciplinary texts become increasingly complex and learners need to read, write, understand, interpret and discuss multiple texts across contexts (IRA, 2012). These changes, as well as developmental changes in adolescents, lead to a shift in the five components of reading of conventional literacy to the following five essential areas: (1) advanced word study; (2) fluency; (3) vocabulary; (4) comprehension; and (5) motivation (Roberts, et al., 2008).

The above essential components must be integrated into all content areas and become the shared responsibility of all secondary educators and specialists who support learners across this grade range. This does not mean all educators become reading teachers, but that all educators differentiate instruction within their disciplines to ensure all learners have equitable opportunities to access discipline-specific text, discourse and writing.

To meet the needs of all learners in this phase, districts and schools implement evidence-based strategies across content areas, such as explicit vocabulary instruction and extended discussion of text meaning and interpretation; provide literacy instruction and support that is discipline-specific; and provide individualized intensive intervention in reading, as needed (Ohio Department of Education's .
Plan to Raise Literacy Achievement, 2020).

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

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.*

How will we ensure effectiveness?

Elementary: Teachers in grades K-3 will teach systematic and sequential phonics and phonological awareness lessons daily. Teachers in 4-6 will teach advanced word study and phonics (as needed). Students will receive focused, standards-based instruction that explicitly teaches a skill and gives time for supported practice. By examining all parts of our instructional day (core instruction and intervention), we will ensure that students receive high-quality instruction.

We will provide professional development in tools and strategies that are founded in research and science to all teachers. All Grade K-3 classrooms will continue to use the Heggerty tools in their foundational skill block daily. We will look at continuing professional development and professional learning communities to continue building teacher efficacy.

Secondary: Teachers have begun looking at specific strategies that they can incorporate into all content areas that will support decoding multisyllabic words. Our High School curriculum leads have prepared and delivered professional development to teachers of all content areas in the area of morphology. This work will continue to grow and morph into all classrooms. We are also restructuring our reading labs to be leveled by ability based upon results from a universal screener.

How will we show progress?

Elementary & Secondary: Progress will be continuously monitored through Ohio's Improvement Process. PLCs will drive the instruction, BLT will track PLC progress, and DLT and Cabinet will monitor data at a district level. K-2 PLCs will analyze DIBELS data for reading. Grades 2-6 will analyze assessments created through the TIDE portal from released items in a pre and post assessment data model. Walkthroughs in all PreK-12 buildings will look at PLCs and how we can best support our building level administration in cultivating a climate that supports true and authentic professional learning communities.

District literacy instructional practices will be clearly documented for 7-12 ELA teachers in a "Literacy Classroom Look-Fors" document. Curriculum leads, teacher leaders, principals, and teachers will be given opportunities to reflect on their own practice and implementation of district expectations.

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

How will we improve upon strategies utilized during the two prior consecutive school years?

We will continue to use the Heggerty phonological awareness tools that we put into place during the 21-22 school year in grades 2-3 and in the 23-24 school year in K-1. Teachers will receive ongoing training and support with this tool. Teacher Leaders will train new teachers, and fidelity walks will be conducted to see if district level implementation of the tool has been successful.

In middle school and grades 9-10, the reading labs that were used in the past were converted into a reading class.

To assist with teacher support, we are providing training to build capacity in Teacher Leaders in grades K-6, 7-8, and Curriculum Leads in grades 9-12. The K-6 Teacher Leaders are facilitators in building data chats and will have the knowledge necessary to support teachers. Principals have also been trained at our Principals Institute.

Starting in the 2022-2023 school year, a position of "High School Curriculum Lead" was added to support grades 9-12.

The Curriculum Team has worked to ensure that principals have training in district tools and initiatives so that they can be instructional leaders in their buildings.

We as a district continue to see a need for support with Foundational Skill instruction in grades 2-3. The decision rules for intervention that will be created will support teachers in deciding which intervention matches the needs of each student. Professional development for teachers in grades 2-3 about how to teach Foundational Skills in their grades is also needed. The prior plan focused on primary grades, but the updated plan incorporates training in how to support students in phonics and advanced word study for teachers in grades 4-6 as well.

Last of all, we have added an action plan for grade 7-12. In the past, this plan focused on grades K-3, then K-6, and now K-12. We saw a need for a vertical plan aligned with Ohio's Plan to Raise Literacy Achievement, and this is the reason for this additional goal.

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

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 of English Language Arts PreK-3 have received training in Heggerty, continued support will be provided to teachers based upon fidelity walk data.
- 200 teachers in PreK-3 (including ISs) were trained in 18 hours of training from Dr. Susan Nolan, who is an expert in Ortin-Gillingham strategies.
- All 2nd grade teachers were trained in 95% walk to intervention
- The district will provide professional development for teachers in grades 4-6 in the teaching of phonics and advanced word study.
- The High School Curriculum Lead is training teachers in the strategy of morphology.

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

Program Descriptions

95% Group Intervention: This is the intervention system used in grades K-1. Teachers, media center staff, Intervention Specialists, and Title I teachers administer screeners (PSI and PASI, as appropriate) to determine skill gaps that students have. They then receive scaffolded intervention that follows the Gradual Release model. Students are assessed after 3 weeks of instruction and regrouped based on the results.

- Website: https://www.95percentgroup.com/
- Phonological Awareness Screener for Intervention (PASI)
- Phonics Screener for Intervention (PSI)

Amplify/mClass: This is the assessment platform that we use to administer DIBELS 8. It also provides data reporting and printable small group lesson plans based on benchmark and progress monitoring data.

Education Incites (EdIncites): This is an assessment platform that was piloted in 18-19 is in use district-wide this year. Curriculum Coordinators create assessments based on the pacing guide and all teachers administer to their classes on computers. The questions are pulled from a bank or created by coordinators. Some buildings are beginning to create their own assessments for TBTs on the platform.

Learning A-Z: Provides the online tools "Reading A-Z" and "RAZ Kids." Classroom teachers in grades K-6 have licenses for this. They can assign text to students and also have students record themselves reading.

- Website: readinga-z.com

Walk to Intervention Model: This is the model used in grades K-1 with the 95% Group intervention. Based on the data from the PASI and PSI tools, students are matched with an intervention across the grade level. Students transition to a group (possibly with another teacher and students who are not in their homeroom class) to participate in intervention for 30 minutes per day.

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