March 4, 2024

Dear Superintendent Pettiegrew:

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

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

Strengths of the Reading Achievement Plan:
- The Plan demonstrates alignment to the Science of Reading, and evidence-based language and literacy strategies, and Ohio's Plan for Raising Literacy Achievement.
- The plan is aligned with the school's overall improvement efforts including One Plan and LEAP.
- The plan thoroughly lists data for kindergarten through grade 8 and includes students with disabilities and English Learners.
- The measurable performance goals are specific, measurable, achievable, realistic, time-bound, inclusive, and equitable.

This plan will benefit from:
- Inclusion of intervention based diagnostic assessment data for specific skills.
- Clearly defining targeted and intensive interventions for students.
- Establishing a more detailed professional development plan that includes job-embedded coaching.

The Reading Achievement Plan and this memo will be posted on the Department's website. If East Cleveland 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

25 South Front Street
Columbus, Ohio 43215 U.S.A.
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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: East Cleveland City School District

DISTRICT IRN: 043901

DISTRICT ADDRESS: 1843 Stanwood Road, East Cleveland, Ohio 44112

PLAN COMPLETION DATE: December 22, 2023

LEAD WRITERS: Courtney Bean-Jones, Christine Bohanon, Bethany Britt, Tom Domzalski, Twyla Jones, Lanience Matthews, Dr. Ann Spurrier, Karen Winston-Carpenter

OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the ReadOhio initiative, an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The Governor also released a video to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education and Workforce developed the ReadOhio toolkit to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the Shifting to the Science of Reading: A Discussion Guide for School and District Teams, professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in Ohio's Plan to Raise Literacy Achievement, Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and Workforce and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

CULTURALLY RESPONSIVE PRACTICE*

"Culturally Responsive Practice" means an approach that recognizes and encompasses students' and educators' lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.

The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed.

Please see the Department's *Culturally Responsive Practice program page.*

SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, STAKEHOLDERS, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION*

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS*

Insert a list of all leadership team members, stakeholders, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Karen Winston-Carpenter	Instructional Coach & Bargaining Team Member	Buildings K-5	kwinston@eastclevelandschools.org
Dr. Ann Spurrier	Grants Manager	Admin building	aspurrier@eastclevelandschools.org
Bethany Britt	Assistive Technology Specialist	District-wide	bbritt@eastclevelandschools.org

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

Name	Title/Role	Location	Email
Christine Bohanan	Instructional Coach	Buildings 6-12	cbohanon@eastclevelandschools.org
Courtney Bean Jones	Director of Pupil Personnel	District-wide	cjones@eastclevelandschools.org
Twyla Jones	Special Education Supervisor	Buildings K-5	tjones@eastclevelandschools.org
LaNiece Matthews	Special Education Supervisor	Buildings 6-12	lmatthews@eastclevelandschools.org
Tom Domzalski	Director of Curriculum	District-wide	tdomzalski@eastclevelandschools.org
Dr. Henry Pettiegrew II	Superintendent	District-wide	hpettiegrew@eastclevelandschools.org
Dr. Mary E. Rice	School Board President	District-wide	mrice@eastclevelandschools.org
Stephanie Stedmire-Walls	School Board Vice-President & Chair of Education sub-committee	District-wide	sstedmire-walls@eastclevelandschools.org
Diana Whitt	Treasurer	District-wide	dwhitt@eastclevelandschools.org
Shawna LeSure	Building Principal	Caledonia Elementary, grades K-2	slesure@eastclevelandschools.org
Evan Palo	Building Principal	Mayfair Elementary, grades 3-5	epalo@eastclevelandschools.org
Consuela Townsend	Building Principal	W.H. Kirk Middle School, grades 6-8	ctownsend@eastclevelandschools.org
Lori Durham	Assistant principal & administrative lead for Comprehensive State Literacy Development grant	Shaw High School, grade 9	ldurham@eastclevelandschools.org
Gilda Roberts	Title I reading teacher & lead teacher	Caledonia Elementary School	groberts@eastclevelandschools.org
Shawna Holden	Building Principal	Prospect Academy, preschool	sholden@eastclevelandschools.org
Lilian Tolbert	Grade 5 math/science teacher & co-chair of Family & Community Engagement Committee	Superior School for the Performing Arts	ltolbert@eastclevelandschools.org
Maree Sanders	Parent Ambassador	Chambers Community Empowerment Center	msanders@eastclevelandschools.org

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

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

Describe how the district leadership team (the table above) developed the plan and how the team will monitor and communicate the plan.

The East Cleveland City School Reading Achievement Plan (RAP) has been developed by District Team Membership, and in consultation with team members from various other District teams and stakeholders, to ensure alignment with the District's Revitalization Plan, 11 District Plan, One Plan, and Comprehensive State Literacy Development grant outline. District Reading Achievement. The vision of East Cleveland City School District is to be the model urban school system for student achievement focused on the whole child. The mission is to provide the children of East Cleveland with the academic and social-emotional preparation to succeed in their chosen college and /or career pathway.   The District's Revitalization Plan addresses five key commitments**:** Turn around Leadership, Transformative Instruction and Support, Talent Management, Together WE are East Cleveland and Transparent Finance. The District 11 plan also addresses literacy needs through Objectives 1: Language & Literacy; 2: Professional Learning for IEP Supports and Services; Objective 3: Professional Learning for Leadership & Teachers; Objective 5: Multi-Tiered System of Support; Objective 7: Universal Design for Learning & Assistive Technology.

The RAP acknowledges the reality in our District that students who "start behind, stay behind" and our great need to intervene to mitigate this inequity. (Hart & Risley, 1995)

Our team has used state resources/guidelines from the Ohio Literacy Academy, Region 3 State Support Team, the Striving Readers Grant, Adolescent Reading Achievement, and existing data to analyze student performance for all students, including all age groups, students with disabilities and other subgroups, to develop the RAP.

The results from our One Needs Assessment revealed an urgency to focus on literacy for all students. Consequently, our team discussed the importance of the Simple View of Reading in developing strong readers and helping to close gaps for our struggling readers. We recognize that our students will need explicit instruction in both word recognition and language comprehension to become skilled readers, and that proficiency in both components is necessary for reading comprehension. With this in mind, our RAP was developed to ensure that students in all grade bands across the district have access to evidence-based literacy instruction. As a result, district leaders and educators from across East Cleveland have been working to build their capacity around the Science of Reading.

Our team examined current funding structures and resource allocation to determine the best way to address teacher professional development needs to improve skills and competencies around the science of reading. Additionally, the team consistently collaborates with State Support Team, State Literacy Specialist, PBIS, and MTSS coaches to develop, examine, and revise our plan. In conjunction with the Urban Literacy Specialist, the Reading Tiered Fidelity Inventory (RTFI) was completed in Spring of 2022. As a result of our analysis of funding structures, resource allocation and RTFI data, professional development regarding explicit literacy instruction was provided to all staff and completed in the Spring of 2022. District teachers, administrators, and student support services staff participated in the professional development in either the Keys to Literacy (elementary) or Keys to Vocabulary (secondary). This training resulted in the development of instructional playbooks regarding evidence-based practices at the elementary and secondary levels. District Leadership also participated in the Literacy Pathways that addressed the ten areas of focus for leveraging literacy and equity for improved student outcomes through a review of evidence-based practices.

The East Cleveland RAP is an ongoing process that the Curriculum and Pupil Services departments, vertical teams which include the District Leadership Team (DLT), and Building Leadership Team (BLT) will monitor to ensure schools use evidence-based systems, high-quality instruction, select high-quality instructional materials, and employ culturally responsive practices. Throughout the implementation of our RAP, we will continue to seek input from our Urban Literacy Coach, State Support Team 3, PBIS Coach, and 11 District Urban Specialists. Communication with district stakeholders is important and will occur regularly. District leaders and instructional staff will participate in a district meeting to discuss the purpose and expected outcomes of the RAP, followed by monthly updates conducted through staff meetings. Progress on the plan will be provided to parents and key stakeholders through various methods, including open houses, building meetings, newsletters, literacy nights, the district website/app, and social media.

Overall, the DLT, BLTs, TBTs, Curriculum and Pupil Service Departments, Literacy Coaches, and Urban Literacy Coach, will utilize state education resources and DEW Literacy Implementation Guides to ensure ongoing progress monitoring and communication to implement and sustain an effective Reading Achievement Plan that aligns with state standards to address the specific needs of students to increase reading achievement across the District.

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

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 are 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.

In creating our district Reading Achievement Plan, we reviewed feedback from our 2018-2019 Reading Achievement Plan. The district also analyzed the results and performance trends from the following data sources: district and building scorecards, our district's Revitalization Plan, Acadience Learning Reading Assessments, Kindergarten Readiness Assessment (KRA), Northwest Evaluation Associations (NWEA) Measures of Academic Progress (MAP) Assessments, Ohio English Language Proficiency Assessments (OELPA), Ohio State Test (OST), and Ohio's Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD). The contents of this plan, the sources of data utilized, the resources applied, and the action steps and stakeholder groups within it have been strategically aligned to the district's Revitalization Plan, the One Plan, and our 11 District Plan. All plans, inclusive of the RAP, have been designed to provide a system of support and interventions that are structured to ensure that every child is reading at grade level by grade 3, and reading proficiently in grades pre-K-12 with a school-wide focus on reading and writing in all content areas.

Revitalization Plan
Our local equitable access plan is the Revitalization Plan. The Revitalization Plan aligns with the RAP by providing a structure in which student growth in reading is measured through the administration of the NWEA MAP Growth Reading assessment in the fall, winter, and spring. Progress monitoring of the literacy skills needed for reading achievement is supported through the Revitalization Plan's three commitments of Turnaround Leadership, Transformative Instruction and Supports, and Talent Management. These three commitments ensure that district goals, including those outlined in the RAP plan, are supported with professional development and training, implemented with fidelity, and driven by data.

11 District Plan
The 11 District Plan aligns with the RAP by ensuring that educators in the district are trained and supported in researched based and evidence based literacy development. The 11 District plan also requires educators to collect and analyze data through the Ohio OIP process. Teachers participate in professional learning communities that focus on strengthening students' overall literacy development. There is ongoing professional development along with coaching to help strengthen the educator's knowledge. The literacy section of the 11 district plan has goals that are monitored quarterly and adjusted as data is collected and analyzed to better support teachers and their needs. The District will implement a multi-tiered system of support that will maximize learning for all students by efficiently matching students' needs to instruction through the systematic use of decision making trees and assessment data in the continuous improvement process.

One Plan
Our District One Plan is aligned with our RAP by focusing on Language & Literacy development district-wide. The goals include improving oral reading fluency, understanding informational text, morphological awareness, phonics and phonemic awareness. In an effort to make gains in literacy, the district uses the gradual release model of instruction, explicit

instruction, assistive technology and universal design for learning. Adult implementation is embedded within the goals of the One Plan and RAP. Both plans monitor adult implementation using administration walkthrough data. Additionally, adult Implementation is supported with targeted professional development for all teachers and all administrators.

In order to meet the goals related to literacy and MTSS, there are several adult implementation non-negotiables that must be in place to ensure student academic success. Embedded as action steps, strategies, and other specific items related to implementation include, but are not limited to: providing ongoing, research-based professional development for teachers in the areas of literacy instruction; implementing a system for continuous assessment and data collection to monitor student progress; integrating technology tools that support literacy instruction; including assistive technology learning platforms, online resources, and interactive learning materials; and promoting culturally responsive teaching practices that recognize and respect the diverse backgrounds and experiences of students, making learning materials and approaches culturally relevant.

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 sub-scores 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

The Kindergarten Readiness Assessment (KRA) combines direct assessment items with observational rubric items to determine an overall readiness score across four domains. Those domains are social foundations, language and literacy, mathematics, physical well-being, and motor development. For this analysis, overall score data (OISP) and language and literacy data (LL) were extracted based on students who took the assessment in the 2021-22 school year and the 2022-23 school year.

The values in these tables are compared to the state-published score conversion tables[1].

Here are the District results:

	2021-22 school year	2022-23 school year
Count of valid test results (n)	51	69
OISP average score	253.5	255.2
# of students EMERGING READINESS	26	33

[1]
https://education.ohio.gov/getattachment/Topics/Early-Learning/Kindergarten/Ohios-Kindergarten-Readiness-Assessment/Kindergarten-Readiness-Assessment-for-Data-Manager/KRA-R-Score-Conversion-Tables.pdf.aspx?lang=en-US

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

# of students APPROACHING READINESS	15	25
# of students DEMONSTRATING READINESS	10	11
Count of valid test results (n)	62	69
LL average sub-score	250.2	252.7
# of students NOT ON TRACK	46	52
# of students ON TRACK	16	17

In 2021-22, 80.4% of students were not demonstrating readiness based on OISP scores. In 2022-23, 84% of students were not demonstrating readiness based on OISP scores. For LL scores, which is an indication of the likelihood that a student will be proficient by third grade on the OST reading assessment, 74.2% of students were not on track in 2021-22, and 75.3% of students were not on track in 2022-23.

Ohio State Tests (OST) for English Language Arts (ELA) grades 3-8

The OST is a summative assessment taken by most students in the spring semester and combines multiple choice questions, multi-part questions, and extended written response questions to provide an overall score. For this analysis, scaled scores will be provided to compare year over year and grade level to grade level comparisons as the grading for ELA assessments is largely similar. Raw scores, including raw subscores, will be provided to compare student performance based on the strand (i.e. literary text versus informational text). Overall, writing subscores will be provided. Data will also be disaggregated by student disability subgroups, treating student disability as categorical (Y/N–the student has a disability).

Here are the District results:

	2021-22 school year	2022-23 school year
Grade 3	n= 57 (SWD=13, GE=44)	n= 68 (SWD=13,GE=55)
Average scaled score–all students	670.1	676.2
Average scaled score–gen ed students	673.5	680.7
Average scaled score–SWD	658.5	657.5
Average overall raw score–all students	12.0	13.5
Average overall raw score–gen ed students	12.7	14.2
Average overall raw score–SWD	9.6	10.7
Average info text raw score–all students	4.6	5.7
Average info text raw score–gen ed students	4.9	5.9
Average info text raw score–SWD	3.9	4.7
Average lit text raw score–all students	5.6	5.7
Average lit text raw score–gen ed students	5.8	6.0

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

Average lit text raw score–SWD	4.7	4.5
Average writing raw score–all students	1.7	2.1
Average writing raw score–gen ed students	1.9	2.2
Average writing raw score–SWD	0.9	1.5
Grade 4	n= 68 (SWD=17, GE=51)	n= 53 (SWD=12, GE=41)
Average scaled score–all students	657.7	670.6
Average scaled score–gen ed students	665.6	674.1
Average scaled score–SWD	634.1	659
Average overall raw score–all students	12.8	14.5
Average overall raw score–gen ed students	14.2	15.2
Average overall raw score–SWD	8.8	12.1
Average info text raw score–all students	4.8	6.1
Average info text raw score–gen ed students	5.3	6.3
Average info text raw score–SWD	3.3	5.5
Average lit text raw score–all students	5.8	5.0
Average lit text raw score–gen ed students	6.2	5.3
Average lit text raw score–SWD	4.5	4.2
Average writing raw score–all students	2.2	3.3
Average writing raw score–gen ed students	2.6	3.6
Average writing raw score–SWD	0.9	2.2
Grade 5	n= 66 (SWD=11, GE=55)	n= 69 (SWD=18, GE=51)
Average scaled score–all students	670.8	659.8
Average scaled score–gen ed students	678.0	665.9
Average scaled score–SWD	634.8	642.7
Average overall raw score–all students	13.9	13.4
Average overall raw score–gen ed students	15.1	14.6
Average overall raw score–SWD	7.8	9.8
Average info text raw score–all students	4.9	5.5
Average info text raw score–gen ed students	5.2	5.6

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

Average info text raw score–SWD	3.3	4.9
Average lit text raw score–all students	6.3	5.1
Average lit text raw score–gen ed students	6.9	5.4
Average lit text raw score–SWD	3.5	4.1
Average writing raw score–all students	2.6	2.8
Average writing raw score–gen ed students	2.9	3.5
Average writing raw score–SWD	0.9	0.7
Grade 6	n= 80 (SWD=24, GE=56)	n= 65 (SWD=11, GE=54)
Average scaled score–all students	661.6	661.7
Average scaled score–gen ed students	671.0	669.3
Average scaled score–SWD	639.5	624.1
Average overall raw score–all students	19.7	21.0
Average overall raw score–gen ed students	22.2	23.3
Average overall raw score–SWD	13.8	10.0
Average info text raw score–all students	5.9	9.3
Average info text raw score–gen ed students	6.5	10.1
Average info text raw score–SWD	4.7	5.8
Average lit text raw score–all students	7.2	6.0
Average lit text raw score–gen ed students	8.0	6.7
Average lit text raw score–SWD	5.3	2.5
Average writing raw score–all students	6.5	5.6
Average writing raw score–gen ed students	7.7	6.5
Average writing raw score–SWD	3.7	1.6
Grade 7	n= 91 (SWD=27, GE=64)	n= 71 (SWD=19, GE=52)
Average scaled score–all students	675.7	666.7
Average scaled score–gen ed students	689.9	673.6
Average scaled score–SWD	642.0	647.5
Average overall raw score–all students	21.1	21.9
Average overall raw score–gen ed students	25.0	24.1

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

Average overall raw score–SWD	11.8	16.1
Average info text raw score–all students	8.3	7.6
Average info text raw score–gen ed students	9.7	8.1
Average info text raw score–SWD	5.0	6.1
Average lit text raw score–all students	7.4	9.1
Average lit text raw score–gen ed students	8.6	9.9
Average lit text raw score–SWD	4.4	6.8
Average writing raw score–all students	5.3	5.2
Average writing raw score–gen ed students	6.6	5.9
Average writing raw score–SWD	2.4	3.1
Grade 8	n= 117 (SWD=29, GE=88)	n= 90 (SWD=27, GE=63)
Average scaled score–all students	672.2	680.0
Average scaled score–gen ed students	680.4	692.9
Average scaled score–SWD	647.5	649.8
Average overall raw score–all students	24.1	26.3
Average overall raw score–gen ed students	27.1	30.9
Average overall raw score–SWD	14.9	15.7
Average info text raw score–all students	7.9	11.1
Average info text raw score–gen ed students	8.7	12.9
Average info text raw score–SWD	5.4	7.1
Average lit text raw score–all students	8.2	7.3
Average lit text raw score–gen ed students	9.3	8.3
Average lit text raw score–SWD	5.1	4.9
Average writing raw score–all students	7.9	7.8
Average writing raw score–gen ed students	9.1	9.6
Average writing raw score–SWD	4.3	3.7

Year over year comparisons by grade level show mixed results. Grades 3, 4, and 8 show increased scaled scores from 2021-22 to 2022-23, grades 5 and 7 show declines, and grade 6 is largely unchanged. For all grade levels, general education students outperform students with disabilities in overall scaled scores and all subscore groups.

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

For the subgroup of SWDs, the gap between SWD and GE students widens in fifth grade and never really closes in grades six through eight. This is interesting because the test's fundamental nature and layout do not change until sixth grade, when students are asked to read additional passages and respond to two extended writing prompts.

With the exception of seventh grade, average student raw scores in informational text outperformed average student raw scores in literary text when comparing spring '23 to spring '22 results. This bucks anecdotal trend data. However, the increases in scores on informational text questions come while average literary text subscores are declining.

Average overall writing subscores for all students appear to increase, particularly as students reach seventh and eighth grade. But this a misnomer as students are now responding to two writing prompts and therefore twice as many points are available. The average score per single writing response continues to hover at or below two points scored out of ten available.

Roughly comparing cohort data (i.e. students who were sixth graders when taking the '22 spring assessment (who became seventh graders when taking the '23 spring assessment) shows little or mixed results. Given high rates of student mobility, this may not be an accurate statistic from this level and would require student level data to draw conclusions.

K-3 Reading Diagnostics

The District uses Acadience (formerly DIBELS) as its reading diagnostic assessment for grades kindergarten to two. Acadience assesses different skills based on the grade level and the benchmarking period, so data is presented where available (i.e. first sound fluency is only assessed in kindergarten students).

Because Acadience offers a progress monitoring feature, struggling readers in grades three to five may also take the benchmarking assessment as part of the District's RtI process. Third graders, on the whole, take the NWEA growth assessment in reading. All NWEA MAP Growth Reading data will be analyzed and discussed in another section, so third grade reading scores only will be presented here. As the percentage of students with disabilities is negligible compared to the population for this grade band, all students will be listed together.

The values under each performance level (well below benchmark, below benchmark, etc.) refer to the number of students at each category. The abbreviations in the far left column are:

- FSF–first sound fluency
- PSF–phoneme segmentation fluency
- NWF–nonsense word fluency
- ORF WC–oral reading fluency words correct

Here are the District's results:

	Fall 21-22				Fall 22-23			
	well below benchmark	below benchmark	at benchmark	above benchmark	well below benchmark	below benchmark	at benchmark	above benchmark
KDG	n=75; μ=21.7				n=81; μ=24.8			
KDG–overall	33	17	10	15	36	14	5	26
KDG–FSF	32	7	10	26	43	7	8	23
Grade 1	n=60; μ=57				n=80; μ=127.5			

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

Grade 1–overall	52	2	2	4	21	5	8	46
Grade 1–PSF	41	13	5	1	14	5	2	59
Grade 1–NWF	41	6	6	7	30	21	13	16
Grade 2	n=84, μ=60.3				n=63, μ=66.8			
Grade 2–overall	62	6	8	8	47	2	8	6
Grade 2 NWF	69	6	4	5	37	17	1	8
Grade 2–ORF WC	63	4	6	11	48	3	7	5
	Winter 21-22				Winter 22-23			
	well below benchmark	below benchmark	at benchmark	above benchmark	well below benchmark	below benchmark	at benchmark	above benchmark
KDG	n=75; μ=109.6				n=80; μ=111.6			
KDG–overall	25	15	20	15	29	11	17	23
KDG–FSF	8	7	14	46	23	10	18	29
KDG–PSF	14	18	33	10	26	11	17	26
KDG-NWF	25	20	23	7	20	18	29	13
Grade 1	n=62; μ=71.9				n=84; μ=67.1			
Grade 1–overall	51	1	3	7	63	6	6	9
Grade 1–NWF	36	6	13	7	57	6	13	8
Grade 1–ORF	52	0	2	8	64	4	6	10
Grade 2	n=85; μ=83.8				n=65; μ=55.9			
Grade 2–overall	63	3	11	8	53	3	9	0
Grade 2–ORF WC	64	6	8	7	52	4	7	2

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

	Spring 21-22				Spring 22-23			
KDG	n=85; μ=122.3				n=86; μ=133.1			
KDG–overall	19	13	27	26	15	16	22	33
KDG–PSF	15	7	8	55	16	3	17	50
KDG-NWF	22	28	21	14	12	23	29	22
Grade 1	n=67; μ=66.4				n=85; μ=113.6			
Grade 1–overall	55	1	4	7	50	8	7	20
Grade 1–NWF	39	11	10	7	32	18	19	16
Grade 1–ORF	55	2	4	6	50	9	6	20
Grade 2	n=89; μ=115.7				n=68; μ=111.8			
Grade 2–overall	59	9	14	7	50	4	10	4
Grade 2–ORF WC	59	12	9	9	51	6	9	2

	Fall 21-22	Fall 22-23
Grade 3 Overall	n=39; 170.6	n=57; average: 171.4
Gr. 3 Lit Text: Key Ideas & Details	171.3	173.9
Gr. 3 Lit Text: Language, Craft & Structure	171.2	173.0
Gr. 3 Info Text: Key Ideas & Details	169.6	169.3
Gr. 3 Info Text: Language, Craft & Structure	172.3	172.7
	Winter 21-22	Winter 22-23
Grade 3 Overall	n=40; average= 175.8	n=63; average= 176.6
Gr. 3 Lit Text: Key Ideas & Details	176.5	178.7
Gr. 3 Lit Text: Language, Craft & Structure	175.9	175.8

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

Gr. 3 Info Text: Key Ideas & Details	174.7	176.0
Gr. 3 Info Text: Language, Craft & Structure	174.7	176.8
	Spring 21-22	Spring 22-23
Grade 3 Overall	n=40; average= 183.5	n=63; average= 181.8
Gr. 3 Lit Text: Key Ideas & Details	185.7	183.5
Gr. 3 Lit Text: Language, Craft & Structure	183.5	180.7
Gr. 3 Info Text: Key Ideas & Details	184.2	183.1
Gr. 3 Info Text: Language, Craft & Structure	182.4	179.8

Comparing year to year and benchmarking window to benchmarking window provides mixed results when comparing average composite scores (indicated as μ). Fall kindergarten, fall second grade, winter kindergarten, winter first grade, and spring second grade all yield similar results, while the other windows vary widely from large gains to large losses. Kindergarten shows consistent growth from window to window, while grades 1 and 2 typically show dips in the winter.

Kindergarten data shows an "all or nothing" trend as most students are either well below or above the benchmark according to their overall composite scores. Strand data indicates that students grow more quickly in phoneme segmentation fluency than in oral reading fluency. Data shows that oral reading fluency is a difficulty for most students.

Third grade, extracted from NWEA, shows negligible differences from year over year. Growth is consistent from testing window to testing window. N values for this comparison are low, as the extraction is based on students who are still enrolled based on test performance when they were in third grade (as opposed to all scores from that year).

Ohio English Language Proficiency Assessment

The District administers the OELPA based on results from the home language survey and the OELPA. In 2021-22, 15 students were given the OELPA. This represents slightly more than 1% of the total student enrollment for that time period. In 2022-23, 22 students were given the OELPA. This represents less than 2% of the total student enrollment for that time period. However given subgroup limit definitions as defined in ESSA and state business rules, these are accountable subgroups.

Here are the counts of students by assessment for the OELPA:

OELPA	2021-22	2022-23
KDG	1	2
GRADE 1	0	2
GRADE 2	2	0
GRADE 3	2	2

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

GRADE 4	0	1
GRADE 5	1	2
GRADE 6	1	1
GRADE 7	2	1
GRADE 8	0	5
GRADE 9	2	0
GRADE 10	2	4
GRADE 11	0	2
GRADE 12	2	0

Here are the aggregate performance levels by category:

	2021-22 (n=15)					2022-23 (n=22)				
Performance Level	1	2	3	4	5	1	2	3	4	5
Proficiency Status	1	12	2	0	0	5	13	4	0	0
Listening Performance Level	1	0	3	4	7	3	4	4	4	7
Reading Performance Level	3	1	5	1	5	7	5	4	4	2
Speaking Performance Level	1	5	6	2	1	3	6	5	4	4
Writing Performance Level	4	2	5	1	3	7	3	8	2	2

Given this data, students who take the OELPA do not represent a disproportionate part of the population, nor do they have a significant negative impact on overall building or district performance levels.

Alternate Assessment for Students with Cognitive Disabilities (AASCD)

The District administers the AASCD based on a student's cognitive ability as revealed when the AASCD decision matrix is followed by the IEP team. In 2021-22, 12 students were given the AASCD. This represents slightly less than 1% of the total student enrollment for that time period. In 2022-23, 8 students were given the AASCD. This represents less than 1% of the total student enrollment for that time period.

Here is the breakdown by grade level

AASCD	2021-22	2022-23
GRADE 3	3	0

GRADE 4	1	3
GRADE 5	2	0
GRADE 6	2	1
GRADE 7	0	2
GRADE 8	2	0
HIGH SCHOOL	2	2

Here are the aggregate performance levels by category:

	2021-22 (n=12)					2022-23 (n=8)				
Performance Level	1	2	3	4	5	1	2	3	4	5
Proficiency Status	7	0	2	2	1	7	1	0	0	0

Given this data, students who take the AASCD do not represent a disproportionate part of the population, nor do they have a significant negative impact on overall building or district performance levels.

Benchmark Assessments

The District uses the NWEA MAP Growth assessment as a benchmarking tool. The NWEA MAP Growth assessment is a vendor-approved assessment according to ODE. The district has used this assessment since 2018. The district administers the Growth assessment three times each year–fall, winter, and spring. Summer assessment is optional and may be used by summer school teachers as a baseline for intervention.

Here are the district testing results:

	Fall 21-22	Fall 22-23
Grade 3 Overall	n=39; 170.6	n=57; average: 171.4
Gr. 3 Lit Text: Key Ideas & Details	171.3	173.9
Gr. 3 Lit Text: Language, Craft & Structure	171.2	173.0
Gr. 3 Info Text: Key Ideas & Details	169.6	169.3
Gr. 3 Info Text: Language, Craft & Structure	172.3	172.7
	Winter 21-22	Winter 22-23
Grade 3 Overall	n=40; average= 175.8	n=63; average= 176.6

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

Gr. 3 Lit Text: Key Ideas & Details	176.5	178.7
Gr. 3 Lit Text: Language, Craft & Structure	175.9	175.8
Gr. 3 Info Text: Key Ideas & Details	174.7	176.0
Gr. 3 Info Text: Language, Craft & Structure	174.7	176.8
	Spring 21-22	Spring 22-23
Grade 3 Overall	n=40; average= 183.5	n=63; average= 181.8
Gr. 3 Lit Text: Key Ideas & Details	185.7	183.5
Gr. 3 Lit Text: Language, Craft & Structure	183.5	180.7
Gr. 3 Info Text: Key Ideas & Details	184.2	183.1
Gr. 3 Info Text: Language, Craft & Structure	182.4	179.8
	Fall 21-22	Fall 22-23
Grade 4 Overall	n=53, 179.3	n=43, 185.3
Gr. 4 Lit Text: Key Ideas & Details	183.1	187.8
Gr. 4 Lit Text: Language, Craft & Structure	178.4	185.8
Gr. 4 Info Text: Key Ideas & Details	177.7	184
Gr. 4 Info Text: Language, Craft & Structure	178.0	182.7
	Winter 21-22	Winter 22-23
Grade 4 Overall	n=54, 184.0	n=47, 187.2
Gr. 4 Lit Text: Key Ideas & Details	185.9	189.1
Gr. 4 Lit Text: Language, Craft & Structure	183.8	188.2
Gr. 4 Info Text: Key Ideas & Details	183.2	184.6
Gr. 4 Info Text: Language, Craft & Structure	183.8	187.5
	Spring 21-22	Spring 22-23
Grade 4 Overall	n=56, 185.6	n=50; 191.9
Gr. 4 Lit Text: Key Ideas & Details	187.7	193.1

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

Gr. 4 Lit Text: Language, Craft & Structure	185.9	192.9
Gr. 4 Info Text: Key Ideas & Details	183.3	189.6
Gr. 4 Info Text: Language, Craft & Structure	184.5	192.9
	Fall 21-22	**Fall 22-23**
Grade 5 Overall	n=58, 189.2	n=60, 185.4
Gr. 5 Lit Text: Key Ideas & Details	189.1	186.9
Gr. 5 Lit Text: Language, Craft & Structure	190.5	184.6
Gr. 5 Info Text: Key Ideas & Details	186.5	185.2
Gr. 5 Info Text: Language, Craft & Structure	189.2	184.1
	Winter 21-22	Winter 22-23
Grade 5 Overall	n=60, 191.3	n=63, 188.5
Gr. 5 Lit Text: Key Ideas & Details	192.4	190.7
Gr. 5 Lit Text: Language, Craft & Structure	191.0	189.0
Gr. 5 Info Text: Key Ideas & Details	189.6	186.3
Gr. 5 Info Text: Language, Craft & Structure	190.8	187.0
	Spring 21-22	Spring 22-23
Grade 5 Overall	n=59, 192.0	n=66, 191.3
Gr. 5 Lit Text: Key Ideas & Details	193.5	191.8
Gr. 5 Lit Text: Language, Craft & Structure	190.3	192.8
Gr. 5 Info Text: Key Ideas & Details	192.6	190.5
Gr. 5 Info Text: Language, Craft & Structure	190.3	189.4
	Fall 21-22	**Fall 22-23**
Grade 6 Overall	n=43, 195.3	n=62, 195.9
Gr. 6 Lit Text: Key Ideas & Details	196.8	196.4
Gr. 6 Lit Text: Language, Craft &	193.5	194.7

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

Structure		
Gr. 6 Info Text: Key Ideas & Details	195.2	195.3
Gr. 6 Info Text: Language, Craft & Structure	192.9	194.0
	Winter 21-22	Winter 22-23
Grade 6 Overall	n=55, 196.7	n=63, 200.0
Gr. 6 Lit Text: Key Ideas & Details	196.5	200.7
Gr. 6 Lit Text: Language, Craft & Structure	195.0	201.2
Gr. 6 Info Text: Key Ideas & Details	195.2	198.8
Gr. 6 Info Text: Language, Craft & Structure	197.3	199.5
	Spring 21-22	Spring 22-23
Grade 6 Overall	n=57, 201.0	n=69, 202.2
Gr. 6 Lit Text: Key Ideas & Details	201.5	202.5
Gr. 6 Lit Text: Language, Craft & Structure	201.8	203.3
Gr. 6 Info Text: Key Ideas & Details	200.1	200.3
Gr. 6 Info Text: Language, Craft & Structure	200.5	202.8
	Fall 21-22	Fall 22-23
Grade 7 Overall	n=45, 200.7	n=67, 202.0
Gr. 7 Lit Text: Key Ideas & Details	203.1	202.8
Gr. 7 Lit Text: Language, Craft & Structure	200.7	202.7
Gr. 7 Info Text: Key Ideas & Details	200.4	200.4
Gr. 7 Info Text: Language, Craft & Structure	199.3	200.9
	Winter 21-22	Winter 22-23
Grade 7 Overall	n=40, 200.9	n=75, 202.3
Gr. 7 Lit Text: Key Ideas & Details	201.9	202.1
Gr. 7 Lit Text: Language, Craft & Structure	199.7	204.1

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

Gr. 7 Info Text: Key Ideas & Details	201.2	201.4
Gr. 7 Info Text: Language, Craft & Structure	198.9	201.8
	Spring 21-22	Spring 22-23
Grade 7 Overall	n=52, 203.9	n=74, 205.6
Gr. 7 Lit Text: Key Ideas & Details	203.7	205.3
Gr. 7 Lit Text: Language, Craft & Structure	204.3	206.9
Gr. 7 Info Text: Key Ideas & Details	201.6	204.8
Gr. 7 Info Text: Language, Craft & Structure	203.8	204.
	Fall 21-22	Fall 22-23
Grade 8 Overall	n=58, 200.8	n=56, 206.8
Gr. 8 Lit Text: Key Ideas & Details	200.2	206.1
Gr. 8 Lit Text: Language, Craft & Structure	200.3	206.8
Gr. 8 Info Text: Key Ideas & Details	201.4	206.7
Gr. 8 Info Text: Language, Craft & Structure	200.9	206.9
	Winter 21-22	Winter 22-23
Grade 8 Overall	n=59, 205.2	n=57, 209.7
Gr. 8 Lit Text: Key Ideas & Details	204.7	211.3
Gr. 8 Lit Text: Language, Craft & Structure	205.5	209.2
Gr. 8 Info Text: Key Ideas & Details	202.7	209.9
Gr. 8 Info Text: Language, Craft & Structure	205.0	208.9
	Spring 21-22	Spring 22-23
Grade 8 Overall	n=71, 206.4	n=61, 212.3
Gr. 8 Lit Text: Key Ideas & Details	203.7	214.5
Gr. 8 Lit Text: Language, Craft & Structure	205.9	213.9
Gr. 8 Info Text: Key Ideas & Details	205.5	212.0

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

Gr. 8 Info Text: Language, Craft & Structure	207.5	211.7

The benchmark data above represents students who are still currently enrolled; hence, the lower *n* values compared to total population. The data shows that, in most cases, the RIT values are consistent year over year and benchmarking window to benchmarking window. Only eighth grade shows marked increases from year over year.

Within a year, there are no aberrations as students increase from window to window. Overall, scores are lower compared to NWEA national norms, and growth from window to window is also lower compared to norms. Correlating NWEA data against OST data should be expected as OST scores are well below proficient.

In comparing strand against strand within a benchmarking window, no obvious strands or grade bands show large upswings or downswings in data.

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.

With a total population of between 13,000 and 14,000 residents based on recent census data, and a median household income of just over $21,000, the impact of poverty on reading achievement in the East Cleveland CSD is tangible. 99% of students qualify for free or reduced meals, and all buildings in the District qualify for Title I services. Research has shown that childhood poverty is associated with lower social functioning, psychiatric disorders, and chronic health problems (Ferguson, 2007).

Census data also paints a bleak picture of the state of home ownership and the education level of the community at large. Of the 9,800 housing units available in the city, 68% of domiciles are renter-occupied which substantiates the District's near 40% student mobility rate. Additionally, approximately one-third of all housing units are vacant. This leads to shifts in perception around the safety of community members and students as they travel to school. Nearly 17% of the community population does not have a high school diploma. This impacts the perception and importance of education. With only 19% of the population indicating that they are married, this substantiates the abundance of single-parent households the district can identify based on student enrollment data.

Together, these factors limit the District's ability to forge family partnerships and harbor community collaboration. Ohio's Plan to Raise Literacy identifies these as two of the five strands necessary to help achieve literacy development.

Internally, the District faces issues with high staff turnover, particularly in subject areas and positions identified as difficult to fill–math, science, and intervention specialist. Since the COVID impacted school year of 2019-20, certified staff turnover has hovered around 30% between retirement and resignation. Teacher exit survey responses have varied, bearing no single factor or cause. High staff turnover means more time and resources are committed to onboarding and orientation instead of deeper professional development in pedagogy and other related topics.

A 2015 study found that low-income students are less likely than high-income students to have high quality content and curriculum in the classroom. (Schmidt, Burroughs, Zoido,& Houang, R., 2015). As a result, the District provided professional development for all staff in evidence based literacy practices (Keys to Beginning Reading for instructors in grades kindergarten to five and Keys to Vocabulary for instructors in grades six to twelve) and the gradual release instructional model (Dr. Anita Archer). While refresher professional development is offered each school year, time and capital are necessary to offer training on these bigger concepts to teachers who are newly employed in the District, new to the field of education, and/or both.

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

The District is also working to solidify its multi-tiered system of support (MTSS) model. Ohio's Plan to Raise Literacy identifies MTSS as a fundamental strand, and the District has been working with members of the local State Support Team (SST), including but not limited to an urban literacy specialist and a PBIS Consultant, to develop, implement, and monitor this MTSS model throughout all buildings and at the District level. The team leverages a continuous improvement model to share student and teacher data through vertical teams (teacher level, building level, and district level) to collect, share, evaluate data, and make decisions.

SECTION 3 PART C: ROOT CAUSE ANALYSIS

Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement.
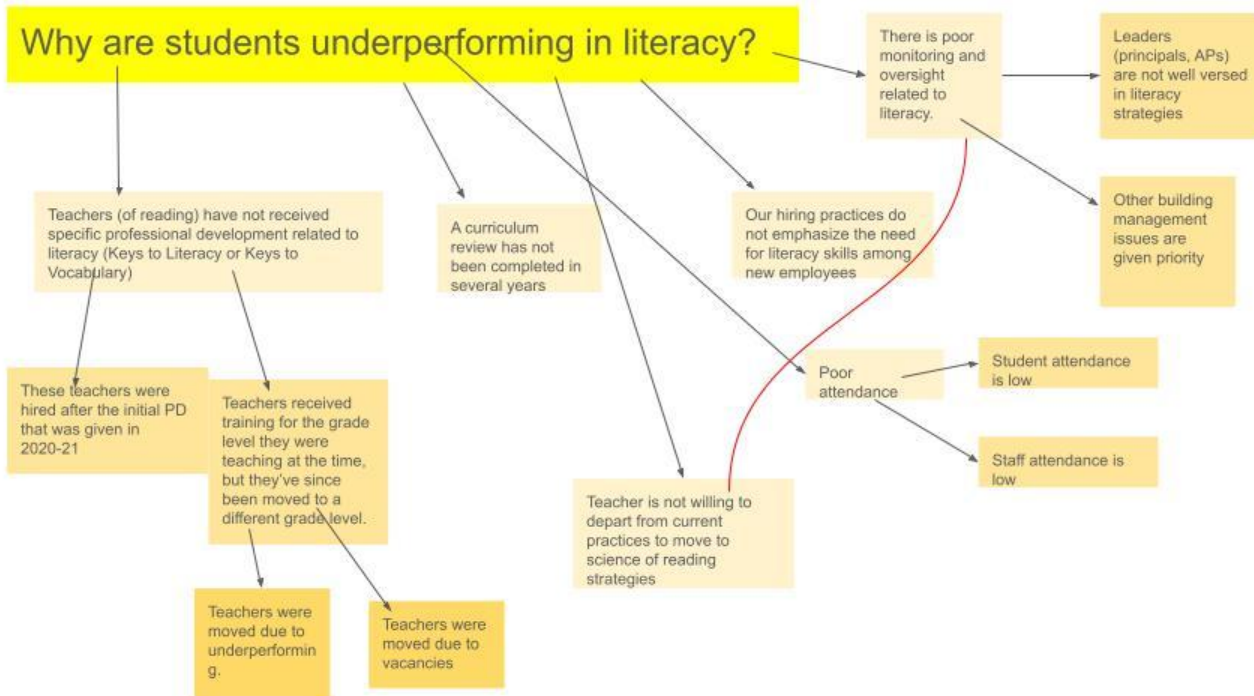
The root cause analysis (linked as a slide deck and inserted as an image above) indicates the following final causes to the question, "why are students underperforming in literacy?"

- Teachers hired after the 2020-21 school year did not receive the same full professional development the District initially offered on the science of reading. During 2020-21, the District worked with the state support team to offer PD in Keys to Literacy and Keys to Vocabulary. Those teachers received "refresher" PDs offered on District PD days or refreshers offered by the buildings at regular faculty meetings.
- Teachers were moved due to underperformance or vacancies, and the training they originally received in the science of reading is no longer applicable due to the change in position.
- A curriculum review has not been completed in several years.
- Teachers are not willing to move from current practices.
- Leaders and teacher evaluators are not well versed in the science of reading and, therefore, cannot offer the best evaluations for teachers struggling with teaching reading or reading-related issues. Additionally, school leaders and teacher evaluators often spend more time working on student and building management issues (discipline, attendance) than working with staff on instruction.
- Attendance is low for both students and staff.

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- District hiring practices emphasize more about filling positions than necessarily selecting candidates who have previous background and training in the science of reading.

When looking at kindergarten data, the same teachers have been teaching kindergarten for several years, so staff rollover and training are not key issues impacting student performance. Our data indicates that 74.2% of students were not on track in 2021-22, and this value increased to 75.3% of students not on track in 2022-23. Student and staff absenteeism among kindergarten students and kindergarten teachers may have caused an impact, though. Kindergarten attendance is typically among the lowest by grade level, and at least one kindergarten teacher was on long-term leave during the 2021-2023 school years. The staff member has since been replaced by a kindergarten teacher with training in the science of reading.

Grades 3-8 ELA data show mixed results year over year. However, the overall data shows that most students are well below proficient. CRDC data and regular internal checks of student referral data indicate that principals are spending a great deal of time on management issues. This takes both leaders and students out of the classroom.

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.

The vision of the East Cleveland City School District is to be the model urban school district for student achievement focused on the whole child. To reach this level as a model urban district, all students–general education students,students with disabilities, and ELL students–must be proficient readers. This mirrors ODE's goal in Ohio's Plan to Raise Literacy Achievement.

District diagnostic assessment data for grades three through high school (NWEA MAP Growth), diagnostic data for grades kindergarten through three (Acadience reading), and summative assessment data (OST) show mixed results in growth over the previous two school years. The data indicates that average scaled scores fall near the lower limits of the "BASIC" performance level and are sometimes "LIMITED." Students with disabilities , who comprise roughly 25% of the student population, perform at a "LIMITED" performance level in almost all cases and grade levels. KRA data, specifically overall scores, indicate that four out of five students do not demonstrate readiness during assessment. In short, students in East Cleveland City Schools start behind and stay behind. The table below briefly summarizes this OST and KRA data.

	2021-22 school year	2022-23 school year
% of students DEMONSTRATING READINESS as determined by the KRA	19.6% (10 of 51)	15.9% (11 of 69)
% of students Grade 3 OST proficient or higher	24.5% (14 of 57)	30.8% (21 of 68)
% of students Grade 4 OST proficient or higher	20.5% (14 of 68)	22.6% (12 of 53)
% of students Grade 5 OST proficient or higher	25.7% (17 of 66)	11.6% (8 of 69)
% of students Grade 6 OST proficient or higher	10% (8 of 80)	12.3% (8 of 65)

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

% of students Grade 7 OST proficient or higher	26.3% (24 of 91)	18.3% (13 of 71)
% of students Grade 8 OST proficient or higher	20.5% (24 of 117)	33.3% (30 of 90)
Aggregate (including KDG scores)	20.9% (111 of 530)	21.2% (103 of 485)

Overall Student Performance Goal: To align with the District's Revitalization Plan goals, the District will improve the current overall ELA Proficiency for all students and including students with disabilities to 55.3% by the end of the 2023-24 school year, as measured by the percentage of students scoring proficient or higher on the spring OST in ELA (English language arts).

Subgoals for students enrolled in prekindergarten
- Increase the percentage of students earning an age appropriate performance level in the area of **phonological awareness** as measured by the spring Early Learning Assessment to 48%, a value named in the District Revitalization Plan as an appropriate goal for early literacy
- Increase the percentage of students earning an age appropriate performance level in the area of **vocabulary** as measured by the spring Early Learning Assessment to 48%, a value named in the District Revitalization Plan as an appropriate goal for early literacy

Subgoals for students in grades kindergarten to three

- Increase the percentage of kindergarten students earning a performance level of "at benchmark" or "above benchmark" in the strand of **phoneme segmentation fluency** as measured by the spring Acadience reading assessment to 83%
    - In spring 21-22, 74% of students were at or above benchmark (63 of 85); in spring 22-23, 78% of students were at or above benchmark (67 of 86)
- Increase the percentage of grade one students earning a performance level of "at benchmark" or "above benchmark" in the strand of **oral reading fluency** as measured by the spring Acadience reading assessment to 45%
    - In spring 21-22, 15% of students were at or above benchmark (10 of 67); in spring 22-23, 30% of students were at or above benchmark (26 of 85)
- Increase the percentage of grade two students earning a performance level of "at benchmark" or "above benchmark" in the strand of **oral reading fluency** as measured by the spring Acadience reading assessment to 30%
    - In spring 21-22, 20% of students were at or above benchmark (18 of 89); in spring 22-23, 16% of students were at or above benchmark (11 of 68)
- Increase the average of grade three students' **overall RIT score** as measured by the spring NWEA MAP Growth reading assessment to 187
    - In spring 21-22, the average overall RIT score on the spring MAP Growth Reading assessment was 183.5; in spring 22-23, the average overall RIT score on the spring MAP Growth Reading assessment was 181.8. The national normed spring overall RIT score for reading in grade 3 is 197.1[2]

Subgoals for students in grades four through high school

- Increase the average of grade four students' **overall RIT score** as measured by the spring NWEA MAP Growth reading assessment to 197

[2] https://teach.mapnwea.org/impl/MAPGrowthNormativeDataOverview.pdf Note that this chart will be referenced for all NWEA overall student achievement norms

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

- In spring 21-22, the average overall RIT score on the spring MAP Growth Reading assessment was 185.6; in spring 22-23, the average overall RIT score on the spring MAP Growth Reading assessment was 191.9. The nationally normed spring overall RIT score for reading in grade 4 is 204.8
- Increase the average of grade five students' **overall RIT score** as measured by the spring NWEA MAP Growth reading assessment to 200
  - In spring 21-22, the average overall RIT score on the spring MAP Growth Reading assessment was 192.0; in spring 22-23, the average overall RIT score on the spring MAP Growth Reading assessment was 191.3. The nationally normed spring overall RIT score for reading in grade 5 is 210.9
- Increase the average of grade three students' **overall RIT score** as measured by the spring NWEA MAP Growth reading assessment to 205
  - In spring 21-22, the average overall RIT score on the spring MAP Growth Reading assessment was 201.0; in spring 22-23, the average overall RIT score on the spring MAP Growth Reading assessment was 202.2. The nationally normed spring overall RIT score for reading in grade 6 is 215.3
- Increase the average of grade three students' **overall RIT score** as measured by the spring NWEA MAP Growth reading assessment to 208
  - In spring 21-22, the average overall RIT score on the spring MAP Growth Reading assessment was 203.9; in spring 22-23, the average overall RIT score on the spring MAP Growth Reading assessment was 205.6. The nationally normed spring overall RIT score for reading in grade 7 is 218.3
- Increase the average of grade three students' **overall RIT score** as measured by the spring NWEA MAP Growth reading assessment to 215
  - In spring 21-22, the average overall RIT score on the spring MAP Growth Reading assessment was 206.4; in spring 22-23, the average overall RIT score on the spring MAP Growth Reading assessment was 212.3. The nationally normed spring overall RIT score for reading in grade 8 is 221.6
- Increase the average of grade three students' **overall RIT score** as measured by the spring NWEA MAP Growth reading assessment to 218
  - In spring 21-22, the average overall RIT score on the spring MAP Growth Reading assessment was 208.1; in spring 22-23, the average overall RIT score on the spring MAP Growth Reading assessment was 213.4. The nationally normed spring overall RIT score for reading in high school is at least 221.4

As the District focuses on the education of the whole child, it is necessary to implement a multi-tiered system of support that addresses both the academic and behavioral needs of all students. Ohio's Plan to Raise Literacy identifies MTSS as one of five strands of action. Implementing a fully functional MTSS model in the District has proved to be a challenge. However, student behavioral data which includes attendance data, office referral data, and out of school suspension data (shown in the tables below) support that an MTSS model is needed for all students to be successful.

Student Attendance by Grade Level		
Grade Level	2021-22	2022-23
PK	91.1	90.8
KDG	89.9	88.2
Gr. 1	90.2	88.9
Gr. 2	89.2	89.6
Gr. 3	89.2	87.7
Gr. 4	87.1	87.3
Gr. 5	88.2	89.2
Gr. 6	87.7	82.3

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

Gr. 7	87.8	85.8
Gr. 8	88.1	85.6
Gr. 9	84.5	84.7
Gr. 10	82.6	82.7
Gr. 11	84.4	85.5
Gr. 12	86.8	84.4

Count of Teacher/Classroom Behavioral Referral by type		Referral Count by Grade Level	
Defiance or disrespect	165	KG	2
Assault/Physical contact/fighting	91	1	17
Disruption	85	2	7
Abusive or inappropriate language	70	3	38
Intimidation	25	4	115
Count of Administrator/Office Behavioral Referral by type		5	113
Refusal to respond to reasonable request (insubordination)	308	6	11
Fighting/Physical violence	233	7	101
Intimidation/Bullying	19	8	17
Truancy/Class cutting	15	9	11
		10	3
		11	4
		12	5
		no grade	45

Multi-Tiered Systems of Support Goal:

Beginning in August of the 2023-24 school year and continuing in subsequent years, the District will implement a multi-tiered system of supports that is aligned and coordinated to all the structures, conditions, and supports in place to design levels or tiers of prevention, intervention and remediation for both academics and social well being that will maximize learning for all students by efficiently matching all students' needs to instruction through the systematic use of decision making trees and assessment data in the continuous improvement process.

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

There are 4 Phases of MTSS Implementation: We are in Phase 1 of Implementation. A customized plan for professional learning will be implemented throughout this sequence.

PHASE 1	PHASE 2	PHASE 3	PHASE 4
• Establish an assessment system – build consensus and urgency • Learn about the science of reading/PBIS • Learn the collaborative problem-solving process	• Use universal screening data and behavior data in BLTs and TBTs to analyze Tier I adult implementation • Implement a Tier 1 team schedule • Adopt flexible service delivery • Group based on need during Tier 1	• Adopt new structures/programs if needed • Use universal screening data and behavior data in BLTs and TBTs to plan Tier 2 system of support • Implement progress monitoring	• Use universal screening data and behavior data in BLTs and TBTs to plan Tier 3 system of support • Use student progress monitoring data in the collaborative problem-solving process during TBTs to plan Tier 3 supports • Establish policies and procedures for using direct assessment data to determine eligibility for special education services

In order to meet the goals related to literacy and MTSS, there are several adult implementation non-negotiables that must be in place to ensure student academic success. Embedded as action steps, strategies, and other specific items related to implementation include, but are not limited to, providing ongoing, research-based professional development for teachers in the areas of literacy instruction; implementing a system for continuous assessment and data collection to monitor student progress; integrating technology tools that support literacy instruction, including assistive technology learning platforms, online resources, and interactive learning materials; and promoting culturally responsive teaching practices that recognize and respect the diverse backgrounds and experiences of students, making learning materials and approaches culturally relevant.

Adult Implementation

The District's root cause analysis, which examined why students were underperforming in literacy, yielded several possible final causes that may be rectified in order to raise student achievement levels in literacy. Some possible causes may not be able to be rectified at this time. For example, teachers whose assignments were changed within the District due to declining enrollment is a factor beyond our control. While cross-training all teachers in both Keys to Literacy and Keys to Vocabulary would be a possible solution, the time and fiscal constraints this would cause the District makes the solution untenable. Here are the goals the District will work towards for adult implementation.

Adult Implementation Goal: Beginning in August of the 2023-24 school year and in subsequent years, the District will intensify Tier I core instruction for all students–general education students, students with disabilities, and ELL students–through the implementation of evidence-based literacy practices based in the science of reading (Keys to Literacy & Keys to Vocabulary) which will be monitored by data collected from the District walk through tool, analyzed using the District's continuous improvement process, supported with targeted professional development for all teachers and all administrators in areas of deficiency, and maximized by the use of multi-tiered systems of support for all students to match their specific, individual needs for instruction through the systematic use of the aforementioned data.
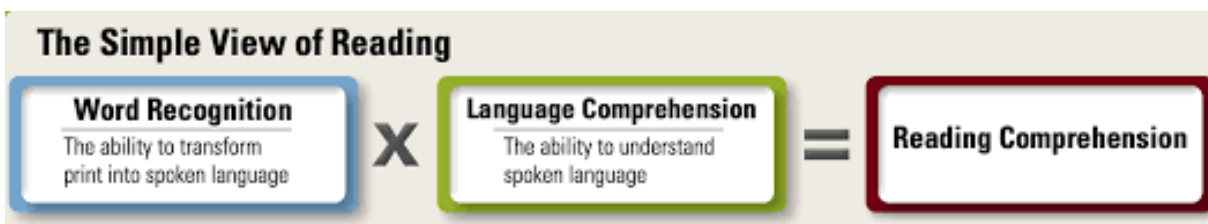
The Simple View of Reading

Word Recognition — The ability to transform print into spoken language

X

Language Comprehension — The ability to understand spoken language

=

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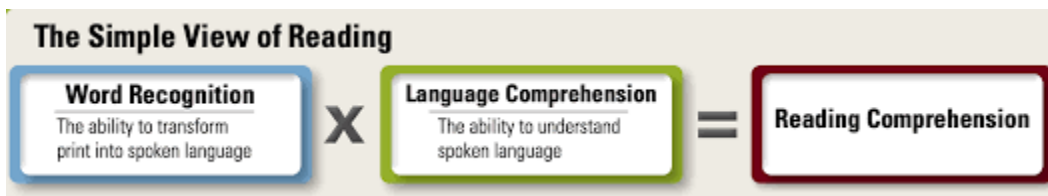
Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement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

[Goal #1](#) Action Map

Goal Statement: To align with the District's Revitalization Plan goals, the District will improve the current overall ELA Proficiency for all students, including students with disabilities, to 55.3% by the end of the 2023-24 school year, as measured by the percentage of students scoring proficient or higher on the spring OST in ELA (English language arts) by focusing on word recognition and language comprehension skills (Simple View of Reading).

The Simple View of Reading

Word Recognition — The ability to transform print into spoken language

X

Language Comprehension — The ability to understand spoken language

=

Reading Comprehension

The strategies chosen were selected from the The IES practice guides.The strategies are identified as *Strong Evidence* to support Tier I instruction. The guides include: *Assisting Students Struggling with Reading: Intervention in Grades 4–9* practice guide (Foorman et al., 2019); *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (Foorman, et al., 2018);* and *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* (Kamil et al., 2008)

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

Grades K-3[3]:

Teach students to develop awareness of the segments of sound in speech and how they link to letters.To effectively decode (convert from print to speech) and encode (convert from speech to print) words, students must be able to:[4]

- Identify the individual sounds, or phonemes, that make up the words they hear in speech
  - Teach students to recognize and manipulate segments of sound in speech.
- Name the letters of the alphabet as they appear in print
  - Teach students letter–sound relations.
- Identify each letter's corresponding sound(s)
  - Use word-building and other activities to link students' knowledge of letter–sound relationships with phonemic awareness

Teach students to decode words, analyze word parts, and write and recognize words:

- Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation (i.e., blending chunking, sound out).
- Instruct students in common sound–spelling patterns.
- Teach students to recognize common word parts.
- Have students read decodable words in isolation and in text.
- Teach regular and irregular high-frequency words so that students can recognize them efficiently.
- Introduce non-decodable words that are essential to the meaning of the text as whole words.

Grades 4-5[5]:

Build students' decoding skills so they can read complex multisyllabic words:

- Identify the level of students' word-reading skills and teach vowel and consonant letter sounds and combinations, as necessary.
- Teach students a routine they can use to decode multisyllabic words.
- Embed spelling instruction in the lesson
- Engage students in a wide array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity

Provide purposeful fluency-building activities to help students read effortlessly:

- Provide a purpose for each repeated reading.
- Focus some instructional time on reading with prosody.
- Regularly provide opportunities for students to read a wide range of texts.

Consistently provide students with opportunities to ask and answer questions to better understand the text they read:

- Explicitly teach students how to find and justify answers to different types of questions.
- Provide ample opportunities for students to collaboratively answer questions.

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[3] https://ies.ed.gov/ncee/WWC/PracticeGuide/21
[4] Kim, Y.-S., Petscher, Y., Foorman, B. R., & Zhou, C. (2010). The contributions of phonological awareness and letter-name knowledge to letter–sound acquisition: A cross-classified multilevel model approach. Journal of Educational Psychology, 102(2), 313–326.
[5] https://ies.ed.gov/ncee/wwc/Document/1295

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

Teach students to ask questions about the text while reading:

- Model how to use a routine to generate gist statements.
- Teach students how to use text structures to generate gist statements.
- Work collaboratively with students to generate gist statements

Teach students to monitor their comprehension as they read:

- Help students determine when they do not understand the text.
- Teach students to ask themselves questions as they read to check their understanding and figure out what the text is about.
- Provide opportunities for students to reflect on what they have learned.

Grades 6-12[6]

Provide explicit vocabulary instruction:
- Dedicate a portion of regular classroom lessons to explicit vocabulary instruction.
- Provide repeated exposure to new words in multiple contexts, and allow sufficient practice sessions in vocabulary instruction.
- Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading.
- Provide students with strategies to make them independent vocabulary learners.

Provide direct and explicit comprehension strategy instruction:

- Select carefully the text to use when beginning to teach a given strategy.
- Show students how to apply the strategies they are learning to different texts.
- Make sure that the text is appropriate for the reading level of students.
- Use a direct and explicit instruction lesson plan for teaching students how to use comprehension strategies.
- Provide the appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning.
- Talk about comprehension strategies while teaching students.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Review existing curriculum for alignment with the Science of Reading/Simple View of Reading to ensure that they are High Quality Instructional Materials (HQIM)	Identify additional HQIM to be used to address supports for students with RIMPs to allow for more individualized/targeted instruction and reinforcement of the science of reading	Utilizing instructional coaches to support teachers in the implementation of instructional strategies to build teacher capacity
Timeline	March 2024 through April 2024	March 2024 through July 2024	January 2024 and ongoing

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[6] IES Practice Guide on Improving Adolescent Literacy: Effective Classroom and Intervention Practices

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

	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	Curriculum Council Members of the curriculum department Curriculum Director	Curriculum Council Members of the curriculum department Curriculum Director	Instructional Coaches Curriculum Department Pupil personnel services department
Resources Needed	Access to all existing curriculum materials Ohio Materials Matter Review tool Time	Sample lesson plans Student formative assessment data TBT data Time	Coaching resource text–Student-Focused Coaching: The Instructional Coach's Guide to Supporting Student Success Through Teacher Collaboration by Hasbrouck & Michel Adult implementation data Student instructional data (formative, summative, diagnostic)

Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	• Schedule a meeting with curriculum council with curriculum review as an agenda item
	• Ensure that all council members have appropriate access to curriculum in order to evaluate it
	• Select and distribute the review tool
	• Assign subject areas for review and allow time for review
	  ○ Make recommendations for continued use and implementation or change
	• Share results with the following parties: curriculum council itself, district leadership team (to be shared down vertically) and building principals
		• Schedule a meeting with curriculum council with curriculum implementation efforts as an agenda item
		• Engage the committee in professional learning experiences to ensure their work is grounded in a shared understanding of why materials matter and the content-specific characteristics of instructional materials.
		• Ensure that all council members have appropriate access to curriculum in order to evaluate it
		• Assign subject areas for review and allow time for review
		• Utilize a rubric during the review which addresses the following:
		  ○ Dates of instruction
		  ○ Standards addressed
		  ○ Content used (Module #, passage or Unit & Passage)
		  ○ Illuminate test used (if any) or pre-reading assessment from textbook series
			• Complete a book study with current instructional coaches on Student-Focused Coaching
			• Assign coaches to buildings
			• Establish a culture of trust between teachers and coaches such that teachers seek out consultation rather than be referred by an administrator
			• Offer necessary demonstrations, materials, or other support

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

	Action Step 1	Action Step 2	Action Step 3
		• Make recommendations for continued use and implementation or change • Share results with the following parties: curriculum council itself and building principals	
Measure of Success	• A completed review document with evidence of a recommendation based on whether or not the material "MEETS EXPECTATION" within the rubric	• A series of completed review documents for all courses with the given rubric	• Improved walk through data results related to topics and areas of concern
Description of Funding	• Title II-A funds for compensation of curriculum council's time and efforts in the review	• Title II-A funds for compensation of curriculum council's time and efforts in the review	• Title I-A funds, or other grant funding source if available, for materials or compensation based on coaching
Check-in/Review Date	• March 2024 meeting • April 2024 meeting • Other meetings as scheduled or necessary	• March 2024 meeting • April 2024 meeting • May 2024 meeting • Summer work, as needed • Other meetings as scheduled or necessary	• May 2024–complete book study • June 2024–coaches board approved • August 2024–familiarize with assignments and roster • September 2024 and ongoing–assisting teachers

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

Goal #2 Action Map

Goal Statement: <u>Multi-Tiered Systems of Support Goal</u>: Beginning in August of the 2023-24 school year and continuing in subsequent years, the District will implement a multi-tiered system of supports that is aligned and coordinated to all the structures, conditions, and supports in place to design levels or tiers of prevention, intervention and remediation for both academics and social wellbeing that will maximize learning for all students by efficiently matching all students' needs to instruction through the systematic use of decision making trees and assessment data in the continuous improvement process.

Evidence-Based Strategy or Strategies:

- Data-Driven Decision Making:
  - Regularly collect and analyze data to monitor student progress.
  - Use assessment results to inform instructional decisions at all tiers.
- Progress Monitoring:
  - Implement a system for continuous progress monitoring to assess the effectiveness of interventions.
  - Adjust interventions based on ongoing assessment data.
- Ensure that additional time and frequency of intervention increases with each subsequent tier of support[7]
- Utilize decreasingly smaller groups of students with higher levels of individualization with each subsequent tier of support

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Establish a system to collect universal screening data and student behavioral data which will be reviewed by vertical teams to group and assess students as well as ensure delivery of services	Plan and utilize a tier 2 system of support using universal screening data and student behavior data, then implement progress monitoring	Plan and utilize a tier 3 system of support using universal screening data and student behavior data, implement progress monitoring, and establish policies and procedures to determine eligibility for special education services
Timeline	January 2024 and beyond	February 2024 and beyond	March 2024 and beyond, through the 2024-25 school year
Lead Person(s)	MTSS team Pupil personnel department Curriculum department BLTs at each building	MTSS team Pupil personnel department Curriculum department BLTs at each building	MTSS team Pupil personnel department Curriculum department BLTs at each building

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[7] https://resources.finalsite.net/images/v1568836530/resanet/uqbhj3quz8ct9rmkfiw7/ClassroomMTSSQuickGuide.pdf

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

	Action Step 1	Action Step 2	Action Step 3
			Supportive Environments/District Discipline Committee
Resources Needed	Textbook <u>The MTSS Start-Up Guide: Ensuring Equity, Access and Inclusivity for All Students</u> by Hannigan Assessment screening tool (NWEA) and appropriate training for administering the tool Warehouse tool for storing and drawing down behavioral data	Textbook <u>The MTSS Start-Up Guide: Ensuring Equity, Access and Inclusivity for All Students</u> by Hannigan	Textbook <u>The MTSS Start-Up Guide: Ensuring Equity, Access and Inclusivity for All Students</u> by Hannigan
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	- Complete "The 10 Indicators of MTSS Implementation" Provide PD on the the 4 phases of MTSS Implementation - Identify the universal screener tool and provide professional development on the use of the assessment tool and the analysis of said data outlined in <u>The MTSS Start-Up Guide: Ensuring Equity, Access and Inclusivity for All Students</u> - Identify an implementation schedule and collaborate on decision trees to indicate what services are necessary for a student after screening	- Ongoing evaluation and continuous improvement of MTSS implementation effectiveness and fidelity - Follow the identified implementation schedule - Adhere to decision trees - Adjust interventions for students accordingly	- Based on the ongoing evaluation, provide specific, targeted professional development for all teachers and administrators in areas of deficiency - Provide MTSS professional development for new staff or staff that have moved positions - Complete a book study on Textbook <u>The MTSS Start-Up Guide: Ensuring Equity, Access and Inclusivity for All Students</u> by Hannigan

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

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	• MTSS Start-Up Assessment reveals that the "10 Indicators of MTSS Implementation" are in place with success criteria evident	• Tier 2 systems of support are in place at all grade levels	• Tier 3 systems of support are in place at all grade levels • Policies and procedures to determine eligibility for special education services are developed and utilized
Description of Funding	• Title II-A funds for compensation of curriculum council's time and efforts in the review of literacy practices	• Title II-A funds for compensation of curriculum council's time and efforts in the review of literacy practices	• Title I-A funds, or other grant funding source if available, for materials or compensation based on coaching
Check-in/Review Date	• March 2024 meeting • April 2024 meeting • Other meetings as scheduled or necessary	• March 2024 meeting • April 2024 meeting • May 2024 meeting • Summer work, as needed • Other meetings as scheduled or necessary	• May 2024–complete book study • June 2024–coaches board approved • August 2024–familiarize with assignments and roster • September 2024 and ongoing–assisting teachers

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

Goal #3 Action Map

Goal Statement: <u>Adult Implementation Goal</u>: Beginning in August of the 2023-24 school year and in subsequent years, the District will intensify Tier I core instruction for all students–general education students, students with disabilities, and ELL students–through the implementation of evidence-based literacy practices based in the science of reading (Keys to Literacy & Keys to Vocabulary) which will be monitored by data collected from the District walk through tool, analyzed using the District's continuous improvement process, supported with targeted professional development for all teachers and all administrators in areas of deficiency.

Evidence-Based Strategy or Strategies:

Data-Driven Decision Making:
- Regularly collect and analyze data to monitor student progress.
- Use assessment results to inform instructional decisions at all tiers.

Professional Development:
- Provide ongoing professional development for educators to enhance their knowledge and skills in evidence-based instructional practices.
- Foster a culture of continuous learning among school staff.

Collaboration and Communication:
- Foster collaboration among teachers, support staff, and specialists.
- Establish effective communication channels to share information about student progress and intervention strategies.

Progress Monitoring:
- Implement a system for continuous progress monitoring to assess the effectiveness of interventions.
- Adjust interventions based on ongoing assessment data.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Collect and analyze implementation data on literacy practices based in the science of reading	Plan, offer, and evaluate the outcomes of professional development to teachers and leaders on literacy practices based in the science of reading	Implement the essential components of a multi-tiered system of support that speaks to the needs of whole child including literacy and behavioral needs
Timeline	January 2024 and beyond	February 2024 and beyond	March 2024 and beyond, through the 2024-25 school year
Lead Person(s)	Curriculum Department Pupil Services Department Building Administrators DLT	Curriculum Department Pupil Services Department Building Administrators DLT	Curriculum Department Pupil Services Department Building Administrators DLT

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

	Action Step 1	Action Step 2	Action Step 3
Resources Needed	https://ies.ed.gov/ncee/WWC/PracticeGuide/21 https://ies.ed.gov/ncee/wwc/Document/1295 IES Practice Guide on Improving Adolescent Literacy: Effective Classroom and Intervention Practices	Walk through data https://ies.ed.gov/WWC/PracticeGuide/21 https://ies.ed.gov/ncee/wwc/Document/1295 IES Practice Guide on Improving Adolescent Literacy: Effective Classroom and Intervention Practices	Textbook The MTSS Start-Up Guide: Ensuring Equity, Access and Inclusivity for All Students by Hannigan Walk through data https://ies.ed.gov/ncee/WWC/PracticeGuide/21 https://ies.ed.gov/ncee/wwc/Document/1295 IES Practice Guide on Improving Adolescent Literacy: Effective Classroom and Intervention Practices
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	● Provide PD for building administrators on implementation evidence using the walk through tool	● Curriculum Council and Supportive Environments Committee members provide tips at staff meetings	● Provide MTSS professional development teachers and administrators ● Based on the ongoing evaluation, provide specific, targeted professional development for all teachers and administrators in areas of deficiency
Measure of Success	● Evidence of daily explicit instruction across all grade levels and content areas	● Evidence of daily explicit instruction across all grade levels and content areas ● improved ELA scores on the spring OST	● Multi-Tiered systems of support are in place at all grade levels for both literacy and behavior
Description of Funding	● Title II-A funds for compensation of curriculum council's time and efforts in the review of literacy practices	● Title II-A funds for compensation of curriculum council's time and efforts in the review of literacy practices	● Title I-A funds, or other grant funding source if available, for materials or compensation based on coaching

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

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	● March 2024 meeting ● April 2024 meeting ● Other meetings as scheduled or necessary	● March 2024 meeting ● April 2024 meeting ● May 2024 meeting ● Summer work, as needed ● Other meetings as scheduled or necessary	● May 2024–complete book study ● June 2024–coaches board approved ● August 2024–familiarize with assignments and roster ● September 2024 and ongoing–assisting teachers

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

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.

Paraphrasing Hattie, the District believes that for any strategy to have an impact on student learning, there must be effective implementation. The strategies listed in Section 5 can be bucketed into three groups: developing word recognition and language comprehension strategies; providing direct and explicit comprehension strategy instruction; and implementing a system for continuous progress monitoring to assess the effectiveness of interventions. These groups will be discussed in greater detail below.

The District also acknowledges that woven within all three of these groups must be ongoing professional development for educators to enhance their skills and knowledge as well as plans to involve parents and caregivers to reinforce these strategies and interventions at home.

Developing Word Recognition and Language Comprehension Strategies

There are numerous strategies that the District uses to develop word recognition and language comprehension strategies. The strategies span the K-12 grade band and emphasize the importance of segmenting phonemes correctly, encoding words (converting speech to print), decoding words (converting print to speech), applying these encoding and decoding skills to multisyllabic words, recognizing affixes to better understand word morphology, and providing explicit instruction in vocabulary.

The District administers diagnostic assessments in reading–NWEA for grades three through high school and Acadience reading in grades kindergarten to two. These tests are administered three times annually–fall, winter, and spring. Teachers will use the results from these diagnostics as baseline data to inform their instruction. Data is analyzed by vertical teams as part of the District's continuous improvement process. This baseline data helps teachers and administrators to understand the challenge and begin to identify potential solutions. In looking for potential solutions, teachers and administrators can refer to our instructional playbooks in Keys to Literacy and Keys to Vocabulary.

Following the District's continuous improvement process, teachers will select an intervention to implement as a possible solution. For students in grades kindergarten through two, teachers can use Acadience benchmarking data which is collected every three weeks. As NWEA does not have a benchmarking feature, teachers can use formative assessments housed within the District approved curriculum or produce short cycle assessments within the District's data warehouse program, Illuminate, to check for student progress. TBTs, which meet weekly, will examine the findings and determine next steps.

Providing Direct and Explicit Comprehension Strategy Instruction

The District uses the gradual release model as an instructional model in all classes. The specific elements and look-fors of this model are embedded in the District walkthrough tool used by administrators and evaluators. Among these are elements are look-fors related to providing students with consistent opportunities to ask and answer questions about the text, teaching students to ask questions about the text while reading, teaching students to monitor their comprehension as they read, and providing opportunities for extended discussion of the text related to its meaning and possible interpretations.

The summary of each walkthrough is shared with both the teacher being observed and the administrator performing the observation. The results are housed in an online form. Results of the online form are accessible to all vertical teams.

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

When examining student performance data related to a specific instructional strategy, these teacher implementation data will be viewed alongside student data for relevance. Areas of poor teacher implementation are flagged as possible topics to be addressed either through conferencing, instructional coaching, and/or professional development. Conferencing and coaching fosters both collaboration among all teachers, support staff, and administrators as well as bolstering a culture of continuous learning.

The District's instructional coaches can push into a classroom at any time, and conferences can also happen at any time. The District calendar identifies numerous professional development days based on the collective bargaining agreement. The vertical teams (BLT and DLT) can make recommendations about possible topics to be addressed during the professional development days.

Implementing a System for Continuous Progress Monitoring to Assess the Effectiveness of Interventions

The District uses a continuous improvement model which uses student performance data and adult implementation data to identify the challenges with which we are faced. Based on that data, vertical teams (teacher based teams, building teams, and a district level team) regularly reviews this data. Teacher based teams meet weekly, building teams typically meet every other week, and the District team meets quarterly after each District scorecard is published. The scorecard is a public-facing monitoring document that is presented to the Board of Education and the community to update all regarding the status of the District's Revitalization Plan.
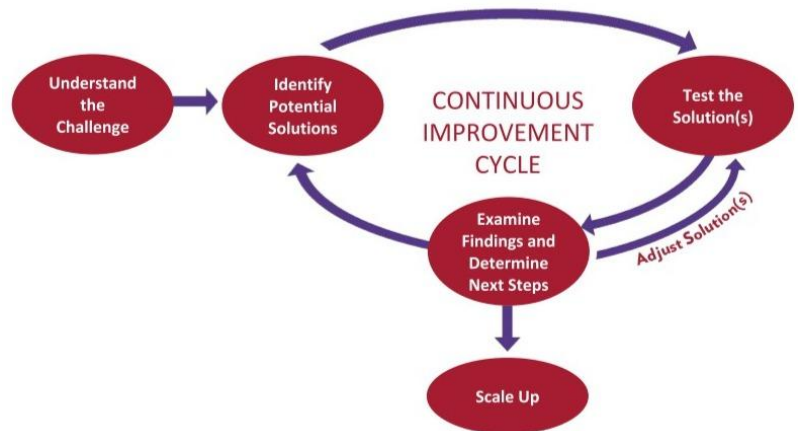
With each meeting, student data and adult implementation data is reviewed and possible strategies are discussed to test their effectiveness. A single strategy, or set of related strategies, are agreed upon to implement and the time period of implementation is set by the team. Progress monitoring data is collected and the strategy is evaluated again by the team to determine if the strategy should be abandoned, modified, or taken to scale.

Effective communication is established through common meeting templates for all vertical teams. These templates house student data and link resources to common strategies. The District needs to establish firm decision trees in order to qualify. evaluate, and monitor students who need additional support.

As part of this support, the availability of additional resources needs to be available to families and care takers to reinforce these interventions at home.

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 evidenced-based strategies chosen were selected from the The IES practice guides.The strategies are identified as *Strong Evidence* to support Tier I instruction. The guides include: *Assisting Students Struggling with Reading: Intervention in Grades 4–9* practice guide (Foorman et al., 2019); *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (Foorman, et al., 2018);* and *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* (Kamil et al., 2008). The identified evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs) by embedding word recognition and language comprehension skills in Tier I and Tier II instruction. For many children, learning to read is a challenging undertaking. In 2001, Dr. Hollis Scarborough created the [Reading Rope](#) (which incorporates the Simple View of Reading) to convey how the different "strands" of reading are all interconnected yet independent of one another. Scarborough's Reading Rope is made up of lower and upper strands. The lower strand is focused on word-recognition consisting of phonological awareness, decoding, and sight recognition. While the upper strand addresses language-comprehension skills including background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge. When all these component parts intertwine it results in skilled and accurate, fluent reading with strong comprehension.

Phonological Awareness:

Grades K-3: According to the Ohio IES Practice Guides, phonological awareness includes the awareness of the speech sound system that includes words, syllables, onset-rime, first sounds and phonemes. Included under the umbrella of phonological awareness is phonemic awareness, the awareness of individual phonemes, which are the smallest sound units of speech. A learner's ability to perceive individual phonemes often is the most difficult component of learning to decode and often is the reason learners struggle to read. This difficulty occurs because the brain is not designed to develop these skills, so learners need support and explicit instruction to develop this ability (Willingham, 2017). Learners who use alternate modes of communication may use sign or augmented voice to take part and demonstrate phonological awareness.

Teach students to develop awareness of the segments of sound in speech and how they link to letters.To effectively decode (convert from print to speech) and encode (convert from speech to print) words, students must be able to:[8]

- Identify the individual sounds, or phonemes, that make up the words they hear in speech
  - Teach students to recognize and manipulate segments of sound in speech.
- Name the letters of the alphabet as they appear in print
  - Teach students letter–sound relations.
- Identify each letter's corresponding sound(s)
  - Use word-building and other activities to link students' knowledge of letter–sound relationships with phonemic awareness

Teach students to decode words, analyze word parts, and write and recognize words:

- Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation (i.e., blending chunking, sound out).
- Instruct students in common sound–spelling patterns.
- Teach students to recognize common word parts.
- Have students read decodable words in isolation and in text.
- Teach regular and irregular high-frequency words so that students can recognize them efficiently.
- Introduce non-decodable words that are essential to the meaning of the text as whole words.

Vocabulary and Comprehension:

Grades 4-5: According to the Ohio IES Practice Guides, decoding includes basic and advanced phonics, applying letter-sound correspondence and word analysis skills – or patterns of spelling. The most effective way to teach decoding to all learners, including nonverbal learners and those with significant intellectual disabilities, is through explicit and systematic instruction (National Reading Panel, 2000; Woods-Field, et al., 2015). Additionally, fluency building is used for a learner, becoming proficient in word-level reading leads to word reading fluency. Fluency is defined as reading with sufficient accuracy, rate and expression to support comprehension (Hasbrouck & Tindal, 2006). Also, students who are accurate and fluent but cannot read grade-level text for meaning are at risk of not meeting future reading comprehension goals and should receive instructional support.

Build students' decoding skills so they can read complex multisyllabic words:

- Identify the level of students' word-reading skills and teach vowel and consonant letter sounds and combinations, as necessary.
- Teach students a routine they can use to decode multisyllabic words.
- Embed spelling instruction in the lesson
- Engage students in a wide array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity

Provide purposeful fluency-building activities to help students read effortlessly:

- Provide a purpose for each repeated reading.
- Focus some instructional time on reading with prosody.

[8] Kim, Y.-S., Petscher, Y., Foorman, B. R., & Zhou, C. (2010). The contributions of phonological awareness and letter-name knowledge to letter–sound acquisition: A cross-classified multilevel model approach. Journal of Educational Psychology, 102(2), 313–326.

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

- Regularly provide opportunities for students to read a wide range of texts.

Consistently provide students with opportunities to ask and answer questions to better understand the text they read:

- Explicitly teach students how to find and justify answers to different types of questions.
- Provide ample opportunities for students to collaboratively answer questions.

Teach students to ask questions about the text while reading:

- Model how to use a routine to generate gist statements.
- Teach students how to use text structures to generate gist statements.
- Work collaboratively with students to generate gist statements

Teach students to monitor their comprehension as they read:

- Help students determine when they do not understand the text.
- Teach students to ask themselves questions as they read to check their understanding and figure out what the text is about.
- Provide opportunities for students to reflect on what they have learned.

Grades 6-12: According to *Ohio's Literacy Implementation Guide* it is important to teach vocabulary because, **"**reading is a language based skill. Students who experience delays in oral language or who are English learners often have difficulty learning to read and comprehending what they read. Students must have a solid foundation in spoken English so that once they translate printed symbols into oral language, they can extract the meaning. Students also must have the ability to select words for effective oral and written communication. Research has demonstrated that 80% of comprehending informational text is related to understanding the <u>vocabulary</u>." (Ohio Department of Education, 2023.) Additionally, comprehension strategies must be explicitly taught. According to Anita Archer, comprehension is an outcome, not a product. Comprehension occurs when the student is able to read the words accurately and fluently, understand the meaning of the words, has adequate background knowledge and focuses attention on critical content (Archer, 2020).

Provide explicit vocabulary instruction:

- Dedicate a portion of regular classroom lessons to explicit vocabulary instruction.
- Provide repeated exposure to new words in multiple contexts, and allow sufficient practice sessions in vocabulary instruction.
- Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading.
- Provide students with strategies to make them independent vocabulary learners.

Provide direct and explicit comprehension strategy instruction:

- Select carefully the text to use when beginning to teach a given strategy.
- Show students how to apply the strategies they are learning to different texts.
- Make sure that the text is appropriate for the reading level of students.
- Use a direct and explicit instruction lesson plan for teaching students how to use comprehension strategies.
- Provide the appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning.
- Talk about comprehension strategies while teaching students.

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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.*

Supporting educators in implementing evidence-based practices and interventions involves a multifaceted approach that addresses their professional development, resources, collaboration, and ongoing support. RTFI data indicated that the strategies utilized during the prior two consecutive school years were inconsistently selected and implemented. Additionally, the strategies used were not rooted in the Science of Reading. Therefore, in order to ensure the strategies are effective and show progress, here are key strategies for supporting educators in this context:

Professional Development:
- Providing comprehensive on-going, targeted professional training based in the science of reading using evidence based practices relevant to their subject areas or student populations. This on-going training will cover district and program objectives, methodologies, resources, and the use of instructional materials. Continuous professional development opportunities also help educators stay updated with best practices. As well as onboarding for new staff to ensure they receive the appropriately needed trainings. Additionally, Tailor professional development opportunities to accommodate different learning styles and levels of expertise among educators for staff from our district literacy coach and instructional coaches.

Resource Allocation:
- Curriculum Resources: Ensure that educators have access to High Quality Instructional Materials (HQIM) resources aligned with evidence-based practices. This may include textbooks, online materials, and teaching aids. Also, provide educators with the necessary technological tools and resources that can enhance the implementation of evidence-based practices in the classroom.

Collaborative Learning Communities:
- Teacher-Based Teams: Implement opportunities for TBTs time to collaborate, share experiences, and discuss the implementation of evidence-based practices.
- Peer Collaboration: Facilitate peer observation and collaboration, allowing educators to learn from each other and share successful strategies.

Coaching and Mentoring:
- Instructional Coaches: Employ instructional coaches who can work closely with educators to provide guidance, support, and feedback on the implementation of evidence-based practices.
- Peer Mentoring: Establish peer mentoring programs where experienced educators mentor those who are newer to evidence-based practices.

Data-Informed Decision Making:
- Data Analysis Training: Train educators in the effective analysis of student data to inform instructional decisions and adjust interventions as needed.
- Regular Data Review: Implement regular data review sessions where educators can collectively analyze student performance and adjust strategies accordingly.

Feedback Mechanisms:

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- Formative Feedback: Establish a system of formative feedback where educators receive ongoing, constructive feedback on their implementation of evidence-based practices. Implement a system of regular classroom observations by instructional coaches, mentors, or peers. Encourage educators to engage in self-reflection, fostering a culture of continuous improvement and professional growth.

Support Structures:
- Establishing support structures for educators, onboarding for new staff including mentoring programs or peer learning communities, fosters collaboration and knowledge sharing with all teachers to address challenges and encourages adherence to program objectives.

Data Monitoring:
- Establish systems for monitoring and analyzing data related to the implementation of evidence-based practices. Use data to track fidelity, identify areas of improvement, and make data-driven adjustments to implementation strategies.

Modeling and Demonstration:
- Using modeling and demonstration to show educators how to effectively implement the evidence-based practices. Use modeling and demonstration to provide video examples, live demonstrations, or case studies that highlight successful implementation.

Monitoring and Evaluation:
- Regular monitoring and evaluation of the implementation of evidence-based strategies ensure that it aligns with the intended goals. This involves classroom walkthroughs, reviewing materials, collecting data/ feedback from learners and educators to be used in TBT, BLT and DLT discussions, and assessing outcomes against predefined benchmarks. Evidence will be collected and evaluated using RTFI (to be administered at least twice a year) data, the district literacy walkthrough tool, classroom observations, and OIP notes and feedback forms.

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.

The District calendar identifies numerous professional development days based on the collective bargaining agreement. The vertical teams (BLT and DLT) can make recommendations about possible topics to be addressed during the professional development days. Given the evidence-based strategies listed throughout the plan, the table below indicates the topics and possible activities/description of said activities.

Topic/Objective	Possible Activity and Description
Word Recognition	Activity: Workshop on Culturally Relevant Word Recognition Strategies Description: In either a half day or full day setting, conduct a workshop led by a literacy expert (from either the SST or ESC) specializing in culturally responsive practices which emphasizes the importance of incorporating students' cultural backgrounds into word recognition strategies.

Language Comprehension Strategies	Activity:Book Study Groups Description: Facilitate small book study groups (by grade or by subject matter) where educators read and discuss culturally diverse literature. Provide resources and guidelines for integrating language comprehension strategies tailored to diverse cultural contexts. Contact the SST or ESC to serve as facilitators of the book study. The activity can be ongoing throughout the year, depending on the length of the reading selections.
Direct and Explicit Comprehension Instruction	Activity:Model Lessons with Peer Observations (fishbowl activity) Description: Implement model lessons incorporating direct and explicit comprehension instruction with a focus on cultural relevance. Request volunteer teachers to be "in the fishbowl" to be observed and take feedback. Encourage peer observations through a response form and share collaborative feedback.
Family & Community Engagement	Activity: Host culturally inclusive literacy nights and workshops for parents to engage them in supporting literacy development at home. Description: Provide resources and strategies that align with classroom practices.

**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.

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

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

The following links and documents serve as works referenced or researched for this composition of this document, though these sources may not necessarily be directly quoted.

- https://ohiohcrc.org/crp
- https://opportunitymyth.tntp.org/
- https://ies.ed.gov/ncee/wwc/practiceguides
- https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/District-Team-Discussion-Guide.pdf.aspx?lang=en-US
- https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Read-Ohio
- Ohio Literacy Plan Appendices

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