



November 20, 2024

Dear Superintendent Schloss:

Thank you for submitting the Elyria City Schools Reading Achievement Plan. The Department appreciates your time and commitment to 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 includes specific grade level goals and data for kindergarten through grade 8.
- Coaching is embedded in the plan.
- The plan was developed by a comprehensive group representing key stakeholders.
- The plan demonstrates alignment to the Science of Reading and Ohio’s Plan to Raise Literacy Achievement.

**This plan will benefit from:**

- A description of how families will be supported to facilitate literacy learning at home.
- An exploration of Pre-K programs that Kindergarten students come from and how the district can collaborate with those programs.
- Creating negotiables/non-negotiables for expected implementation of instructional practices for immediate feedback and to guide professional learning needs.

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

On behalf of the Department of Education and Workforce and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

Sincerely,



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

# READING ACHIEVEMENT PLAN

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

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

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

**DISTRICT NAME:** Elyria City Schools

**DISTRICT IRN:** 043943

**DISTRICT ADDRESS:** 42350 Adelbert Street, Elyria, OH 44035

**PLAN COMPLETION DATE:** December 18, 2023

**LEAD WRITERS:** Natalie Matthews, Jason Kaczay, Andrea McKenzie, Bianca Fries

## OHIO'S LANGUAGE AND LITERACY VISION

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

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

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

## CULTURALLY RESPONSIVE PRACTICE\*

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

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

Please see the Department's [Culturally Responsive Practice program page](#).

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

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

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

<b>Name</b>	<b>Title/Role</b>	<b>Location</b>	<b>Email</b>
Natalie Matthews	Associate Superintendent	Board Office	matthewsnatalie@elyriacityschoos.org
Jason Kaczay	Teaching & Learning Coordinator	Board Office	kaczayjason@elyriaschools.org
Andrea McKenzie	Implementation Specialist	District	mckenzieandrea@elyriaschools.org
Bianca Fries	Implementation Specialist	District	friesbianca@elyriaschools.org
Jackie Plantner	Elyria Early Childhood Village Principal	Ely Elementary	plantnerjacqueline@elyriaschools.org
Karen Hahn	Intervention Specialist	Eastern Heights Middle School	hahnkaren@elyriacityschoos.org
Amy Chizmar	3rd Grade Math/Science/Social Studies Teacher	Westwood Elementary	chizmaramy@elyriaschools.org
Ashley Meikle	Assistant Principal	Northwood Middle School	meikleashley@elyriaschools.org
Jacqueline Edwards	Title Teacher	Hamilton Elementary	edwardsjacqueline@elyriaschools.org
Ann Coleman	2nd Grade Teacher	Ely Elementary	colemanann@elyriaschools.org
Jennifer Reed	ELA Teacher	Eastern Heights Middle School	reedjennifer@elyriaschools.org

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

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

The district leadership team developed the plan as a result of the work done by various groups of stakeholders throughout the district. Our District Leadership Team is currently looking at the needs of each of our buildings based on various data sources (state report cards, Value Added Data, local assessments, benchmark results, etc) to complete our district's One Needs Assessment. The process is also supported by the work that our building teams are doing with the SST and SPDG for the MTSS process. Through these two groups the data was analyzed and needs were determined. Our goals are structured based on our overall plan and subsequent goals to follow the cohort of students to ensure growth for each student group. Each goal is supported by subgoals; however, each of those goals are implemented and reinforced by the commitment to delivering evidence-based Tier I instruction and creating systems of response based on the data collected. Our team will implement and monitor the elements of this plan using the same avenues that were used to create it. Each of the teams (DLT, BLT, TBT,) with the support of Academic Services, will work to explore data based on the implementation to ensure that we are making informed decisions through every step of the process. The use of data will lead to informed decisions; in addition, the process and involvement of various team members will support that the implementation and monitoring is done with an authentic, focused approach. The core writers will meet monthly to review the data and monitor progress. Adjustments will be made as appropriate and communicated to staff and admin.

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

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

Elyria City School District - home to the Elyria Pioneers - serves nearly 6,600 students in a diverse community of 55,000 residents. Elyria is Ohio's 14th largest city and was founded in 1817 by Heman Ely. It is the birthplace of artists, inventors, historians, engineers, athletes, scientists, health professionals, customer service gurus and world-renowned organizations and corporations. Elyria sits at the fork of the Black River, 7 miles from Lake Erie and 26 miles west of Cleveland. Its location a short distance from the metropolis offers something to suit every need and every enthusiast from sports, arts, culinary and culture to parks, colleges and world-class healthcare. Elyria City Schools enjoys a rich history dating to the early 1800s and laying claim to the first high school west of the Allegheny Mountains, Elyria High School, chartered in 1830.

Elyria City Schools serves its youngest learners in preschool and free, full-day kindergarten. Preschool is located at the Elyria Early Childhood Village and Hamilton Elementary School. Elyria's kindergartens are located in neighborhood schools across the district. They are taught by highly qualified early education specialists. In 2020 and 2021, the district opened five new schools: two K-4 elementary schools and three PK-8 campus schools. We have one high school and our Board of Education is connected to one of our K-8 Campuses.

The Elyria City School District is committed to equity and providing safe, inclusive learning environments that support a sense of belonging and wellness for all. The district established a task force on equity that branched into building-level teams. Team members meet regularly to reflect and determine next steps in the journey toward equity and inclusion. Elyria Schools believes that students thrive when learning is engaging and personally meaningful. Elyria Schools will continue to create opportunities to increase awareness, learn together and continue the work on equity in education.

Family partnerships are supported at the school level through family engagement nights. Bringing families into our schools in a non-threatening, fun manner, we have developed the venue to partake in valuable education activities. District activities are planned throughout the year to provide a common venue to gather and share in programs and showcase student work in literacy. Families were given the opportunity to view the Right to Read movie with an event in partnership with the Lorain County Educational Service Center. During this event, there was community/literacy support offered from the local library, Imagination library, Lorain County Community College children's learning center, Lorain County Urban league, LENA, ESC parent mentors, International Dyslexia Association of Northern Ohio. Free books were also given to families through a partnership with the Cleveland Book Bank. It is imperative that we continue to work with our families and make connections to our schools that build relationships to support the whole learner.

The continued connections to our families and community will also increase our knowledge of our students in order to address areas of need. The median income for the families in our district is \$46,034 with a poverty rate of 20.3% (compared to neighboring districts that are around 5%). 75.1% of our students are on free and reduced lunch which factors into our low literacy rates, limited resources, and limited culture. Essentially, our students have physical, emotional, and social needs in addition to the high academic needs we see. As a district, we work daily to prioritize those needs.

Our District One Plan includes goals related to instruction, ELA, Math, and Safe/Healthy Schools. Our One Plan will be updated for the 2024/2025 school year. However, our current goals are as follows:

1. By the end of the 2023/2024 school year 75% of teachers will design lessons that differentiate for all subgroups and will incorporate the point of view and interest of all students to enhance student learning and increase student engagement.
2. All students will demonstrate growth in reading achievement and 75% will be at grade level by the end of the 2023/2024 school year. Teachers will build relationships and engage students in meaningful inquiry based lessons to meet the needs of all learners. District approved curriculum maps will guide instruction aligned to the ELA standards.
3. All students will demonstrate growth in math achievement and 75% will be at grade level by the end of the 2023/2024 school year. Teachers will build relationships and engage students in meaningful inquiry based lessons to meet the needs of all learners. District approved curriculum maps will guide instruction aligned to the math state standards.
4. By the end of the 2023/2024 school year, Elyria City Schools will improve 75% of students' sense of safety and feelings of belonging through health/wellness support, increased implicit bias awareness, and positive behavior programming as measured by a 30% decrease in discipline referrals and 30% increased attendance.

Our district report card has reflected the need for improvement in literacy. Our RAP will focus specifically on grades PreK-8.

On average ELA scores on the Ohio State Tests for Elyria City Schools in grades 3-8 for the past 2 years were 40% 3rd grade, 38.5% 4th grade, 42.5% 5th grade, 34% 6th grade, 45% 7th grade, and 39% of 8th grade were proficient or above. These scores are well below the state average. In many cases, Elyria is 20% below the state average for grade level. In addition, student scores on MAP assessments correlate to the results of the OST tests. On average the following percentage of students score in the bottom 20 percentile on MAP testing for Elyria City Schools in grades 3-8: 38.8% 3rd grade, 32.6% 4th grade, 31.6% 5th grade, 39.3% 6th grade, 32.3% 7th grade, and 26.3% of 8th grade were proficient or above.

According to Natalie Wexler, author of *The Knowledge Gap*, "Studies suggest that students with low test scores are less likely to pursue higher education, obtain and keep jobs, provide for their families, exercise their civic rights and responsibilities, and lead fulfilling lives. Education is supposed to enable everyone to do those things. It represents our best hope for breaking the cycle of multigenerational poverty." One of the goals in our strategic plan focuses on this work for a reason. It states, "We will work collaboratively with our community to reduce educational barriers for students and families." We must establish and maintain connections for students and families in addition to addressing instruction in the classroom in order to support all students to close the gaps that are present in education.

Elyria City School District is in collaboration with SPDG to design a universal MTSS for consistent instructional plans and support. Through this work we will strengthen our pathways to support the needs that are specific to our students. Our collaboration is on-going and will take place for the next 3 years. District TBTs are working with their data using the focus of the District One Needs Goals to direct their discussion. Through the use of our scheduled Professional Learning and the support of our Academic Services team, teachers will continue to implement and monitor our district Reading Achievement Plan.

All PreK-3 teachers were trained in Heggerty and fully implemented the program in Tier 1 instruction across the district to increase phonemic awareness for all students.

Additionally, our Hamilton preschool teachers will be participating in LETRS for Early Childhood Educators during the 2023/2024 school year.

Every K-2 Teacher and Intervention Specialist was trained in one of the approved dyslexia training during the 2022/2023 school year (LETRS - Language Essentials for Teachers of Reading and Spelling: Units 1-4 or Ohio's Dyslexia Modules.) During the 2023/2024 school year our teachers continue to be trained in LETRS Units 5-8 and our Grade 3 teachers are going through the Ohio's Dyslexia Modules. Our EL, Gifted, and support staff (i.e. SLPs) have also participated in the training.

K-4 teachers work with district implementation specialists to support the structured literacy Tier 1 program, implement instructional strategies and interventions that align with the benchmark and progress monitoring data for individual students. The instructional approach is paired with a Tier 1 curriculum rooted in the Science of Reading.

In grades 5-8, we are in the process of structuring a framework that is connected to explicit instructional practices guided by the principles of the Science of Reading. Teachers in grades 5-8 have been presented with the essential elements of the Science of Reading and how it will impact instruction. A committee of educators are working through the process of selecting a new curriculum for our middle school students that will serve as our Tier I program. Conversations about instruction and approach have shifted to focus on the need of a consistent Tier I programming that is supported by the delivery of evidence-based instructional practices in the classrooms.

Our community and the needs that arise make it important for us to constantly evaluate and adapt our approach to instruction to meet the needs of each of our students. It is our goal to provide instruction that is engaging through design and using materials that connect to the lives of our student population. Self-efficacy and engagement can be accomplished by solidifying our collective approach to lesson design/delivery while using a shared vision of the impact that literacy instruction will have on student success.



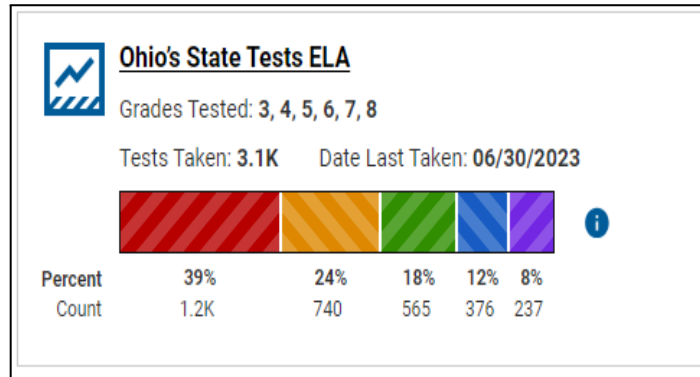
## SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL\*

### SECTION 3, PART A: RELEVANT LEARNER PERFORMANCE DATA\*

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

- The Kindergarten Readiness Assessment
- Ohio's State Test for English Language Arts Assessment for Grades 3-8
- K-3 Reading Diagnostics (include subscores by grade level)
- The Ohio English Proficiency Assessment (OELPA)
- The Alternate Assessment for Students with Significant Cognitive Disabilities and Benchmark Assessments, as applicable

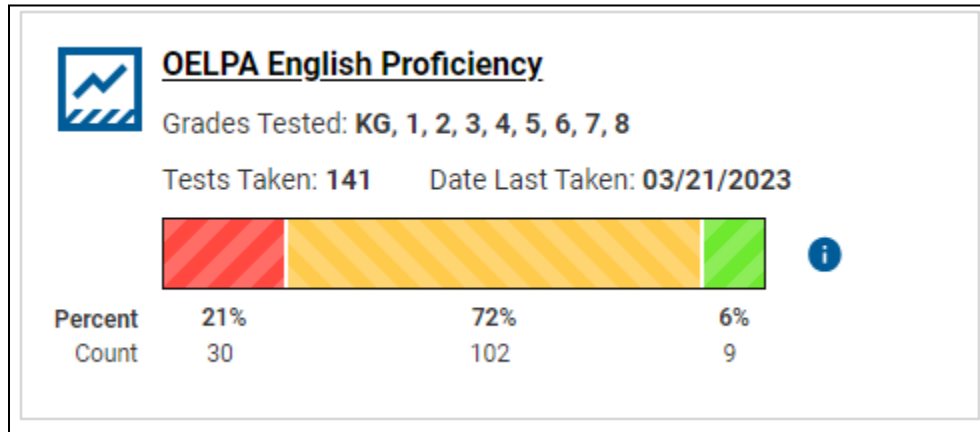
### Ohio's State Test for English Language Arts Assessment for Grades 3-8



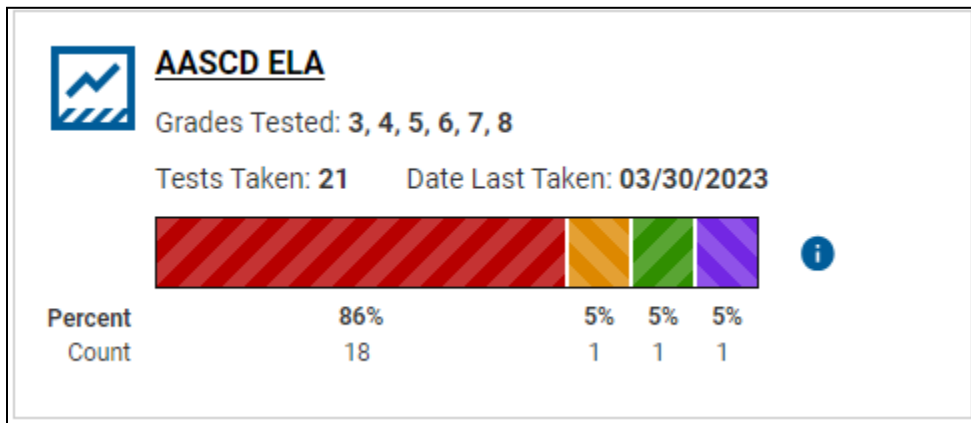
OST Breakdown by Grade				OST Breakdown by Students with IEPs		
Grade	Student Count	Avg Scale Score	Percent Proficient	Grade	Student Count	Percent Proficient
3	471	690	41%	3	90	8%
4	409	685	36%	4	73	10%
5	431	691	46%	5	86	12%
6	410	682	31%	6	79	8%
7	408	695	45%	7	68	7%
8	502	691	41%	8	86	7%

OST Breakdown by Ethnicity		
Ethnicity	Avg Scale Score	Percent Proficient
All	689	27.3%
White	699	52.1%
Black or African American	678	28.3%
Hispanic or Latino	682	26.3%
Two or More Races	677	27.5%
American Indian or Alaskan Native	679	26.6%
Asian	715	68.6%
Native Hawaiian or Other Pacific Islander	736	83.3%

**The Ohio English Language Proficiency Assessment (OELPA)**



**The Alternate Assessment for Students with Significant Cognitive Disabilities and benchmark assessments, as applicable**



AASCD ELA Breakdown by Grade				
Assessment	Grade	Student Count	Average Score	Performance % (#of students)
Grade 3 ELA	3	2	436	100% (2) Limited
Grade 4 ELA	4	4	439	100% (4) Limited
Grade 5 ELA	5	2	353	100% (2) Limited
Grade 6 ELA	6	3	284	100% (3) Limited
Grade 7 ELA	7	5	419	60% (3) Limited 20% (1) Proficient 20% (1) Advanced
Grade 8 ELA	8	5	427	80% (4) Limited 20% (1) Basic

**K-3 Reading Diagnostics (include subscores by grade level)**

Kindergarten Readiness Assessment				
Emerging Readiness		Approaching Readiness		Demonstrating Readiness
175 students, 40.3%		145 students, 33.4%		114 students, 26.3%
mCLASS DIBELS 8th Edition				
Grade Level	Well Below	Below	Benchmark	Above
Grade 1	212	104	96	63
Grade 2	245	56	93	51
Grade 3	183	82	100	49
mCLASS Intervention - High Dosage Tutoring				
Grade Level	Well Below	Below	Benchmark	Above
Grade 4	26	12	6	0
Grade 5	44	27	10	0
Grade 6	21	15	6	2

**Other**

NWEA MAP			
Assessment	Grade	Student Count	Performance % (Bottom 20th Percentile)
MAP Reading Achievement Overall	3-8	2,328	34.6% scored in the <b>RED</b>
Grade 3 MAP Reading Achievement	3	404	39.8% scored in the <b>RED</b>
Grade 4 MAP Reading Achievement	4	437	32.6% scored in the <b>RED</b>
Grade 5 MAP Reading Achievement	5	369	31.6% scored in the <b>RED</b>
Grade 6 MAP Reading Achievement	6	394	39.3% scored in the <b>RED</b>
Grade 7 MAP Reading Achievement	7	351	32.3% scored in the <b>RED</b>
Grade 8 MAP Reading Achievement	8	372	26.3% scored in the <b>RED</b>

**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.*

In the continuous cycle of collecting and analyzing data to plan instruction, all levels of the Ohio Improvement Process (OIP) in The Elyria City Schools, District Leadership Team (DLT), Building Leadership Teams (BLTs), and TBTs (Teacher Based Teams) engage in DLT Decision Framework and Root Cause Analysis of our deficiencies to purposely plan next steps in addressing student needs. In identifying student weaknesses, we also need to consider contributing factors that play a part in each student's literacy skills. In many cases, these factors are external to our school day and school buildings, however, have an extreme impact on the lives of our children and their literacy skills. Some of these notable contributing factors include:

### **Internal**

- Gaining knowledge and understanding of a new Tier 1 program in grades PreK-3 has contributed to students' reading achievement levels.
- There is a lack of an evidence based Tier 1 program district-wide in grades 5-8.
- The loss of veteran teachers has resulted in less experienced teachers at the K-3 level and the need for ongoing, job embedded professional development.
- Teacher absenteeism causes the need for substitute coverage or consolidated classrooms, leading to larger class sizes.
- The consolidation of 7 elementary buildings to 5 resulted in new administrators, teams, and school cultures.

### **External**

- Chronic absenteeism applies to, on average, 34% of our student population (*88.8% among Economically disadvantaged students*). That means, on average, our students that are considered economically disadvantaged are missing out on 20 instructional days in a school year.
- *72.8% of the student population is considered* Economically disadvantaged while 20.3% are below the level of poverty according to the most recent census data.
- The Opioid Epidemic in Lorain County is one of the highest in the nation. Our students are exposed to this through direct family members.
- High mobility rates, such as 11.5% (*58% owner occupied housing rate*) district-wide has led to decreased achievement as students moving into the district do not always have a strong literacy foundation, including English Learners.
- Lack of meaningful preschool experiences leads to students coming to kindergarten unprepared with foundational deficits.
- Learning loss due to COVID-19 Pandemic/Hybrid & Virtual Learning
- Lorain County students living in the city of Elyria (area code 44035) are required to get tested for lead due to at-risk exposure in their homes. Exposure to lead has a negative impact on learning, behavior, and development for children.
- Students begin their schooling years with a shortage of educational and positive life experiences in which to build background knowledge.
- Our families are in financial, medical, and mental health crisis, as a result there is a lack of family engagement and exposure to literature.
- Many of our students have suffered severe trauma in their personal lives and are entering our classrooms needing emotional support.

Knowing that we have an impact on students during their school day, we need to address these contributing factors, creatively and specifically to each student. Our charge is to educate the whole child, so therefore, we must address any and all roadblocks to literacy. It is bringing the student to a state of feeling safe, secure, and healthy that is our challenge even before we can create lifelong, productive readers, writers, and communicators.

## **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.*

### **5 Why Root Cause Analysis**

*Why do students in Elyria City Schools have low reading achievement?*

1. **Because:** Students have not received evidence-based structured literacy instruction.
2. **Why/Because:** Teachers were using district curriculum and pacing guides that were researched and approved at the time to meet the needs of a typical learner.
3. **Why/Because:** Teachers were not provided professional development that aligned to structured literacy in their college preparatory programs and from the school district.
4. **Why/Because:** Educational leaders/Educators were not aware of the significance of the Science of Reading research and its impact on structured literacy for all learners.
5. **Why/Because:** Literacy experts had not discovered and/or shared their findings with those in schools and therefore teachers did not have access to a tier 1 curriculum embedded in evidence-based practices.

## 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.*

While looking at contributing factors, analyzing district data, and using the root cause analysis process, it was determined that the best approach would be to look at the wide scope of our learning outcomes in each of the grade bands. In order to impart the type of systematic changes that are necessary for our students, we need to look further into the future with our goals. Therefore, we have structured our overall plan and subsequent goals to follow the cohort of students to ensure growth for each student group. Each goal is supported by subgoals; however, each of those goals are implemented and reinforced by the commitment to delivering evidence-based Tier I instruction and creating systems of response based on the data collected. The district's instructional commitment will allow a more purposeful approach to Tier II and Tier III interventions and allow us to support our learners with specific needs. By using benchmark data, progress monitoring data, TBT data/outcomes, solidified MTSS processes, and structured approaches to classroom instruction we will be able to better gauge student progress toward successful outcomes. The Adult Implementation Goals were approached in the same way. It was important to our team to focus our goals on systems that are lasting and impactful. We designed our goals to start at a Tier I level with constant support and training. As the implementations progress, we will use data on every level to shape our approach to address the needs of learners at all levels and subgroups. Our partnership with the Student Services department connects our students to literacy instruction that is based on evidence and stems from informed decisions.

### **Overall Goal Grades K-3:**

By 2025-2026, Elyria City Schools will increase the percentage of students meeting or exceeding Third Grade proficiency from 41% in 2022-2023 to 60% (about 85-90 students) as measured by the Ohio State Assessment.

- ELA Proficiency for all students (47% in 2024, 53% in 2025) to 60% in 2026

- By 2023-2024, the Overall District ELA Proficiency will be 47% or greater
- By 2024-2025, the Overall District ELA Proficiency will be 53% or greater
- By 2025-2026, the Overall District ELA Proficiency will be 60% or greater

### **Kindergarten**

- Increase the percentage of kindergarteners demonstrating Readiness to at least 80% by spring as assessed using benchmark data.

### **First Grade**

- Increase the percentage of students at benchmark or above benchmark from 33% to 80% as measured by mCLASS/DIBELS assessments. (2023/2024 Progress)
- Increase percentage of students at benchmark or above benchmark Word Reading (WRF) from 80% to 80% as measured by mCLASS/DIBELS. (2023/2024 Progress)
- Increase percentage of students at benchmark or above benchmark Reading Accuracy (ORF-Accuracy) from 24% to 80% as measured by mCLASS/DIBELS. (2023/2024 Progress)

### **Second Grade**

- Increase the percentage of students at benchmark or above benchmark from 31% to 80% as measured by mCLASS/DIBELS. (2023/2024 Progress)
- Increase percentage of students at benchmark or above benchmark Reading Accuracy (ORF-Accuracy) from 33% to 80% as measured by mCLASS/DIBELS. (2023/2024 Progress)
- Increase percentage of students at benchmark or above benchmark Reading Comprehension (MAZE) from 26% to 80% as measured by mCLASS/DIBELS. (2023/2024 Progress)

### **Third Grade**

- Increase the percentage of students at benchmark or above benchmark from 36% to 80% as measured by mCLASS/DIBELS. (2023/2024 Progress)
- Increase percentage of students at benchmark or above benchmark Reading Accuracy (ORF-Accuracy) from 37% to 80% as measured by mCLASS/DIBELS. (2023/2024 Progress)
- Increase percentage of students at benchmark or above benchmark Reading Comprehension (MAZE) from 37% to 80% as measured by mCLASS/DIBELS. (2023/2024 Progress)
- Increase the proficiency rate on the Grade 3 ELA OST assessment from 45% to 60% by 2025-2026.

### **Overall goal grades 4-8:**

By 2025-2026, increase the amount of students that score Proficient (in every grade level, 4-8) or above by the Spring of each school year by 5% (about 20-30 students) or greater as measured by the Ohio State Assessment.

\*During the 2023-2024 school year, we will be assessing students to measure the growth by using MAP and mCLASS (for a sub group).

*\*In grades 4-6 there are approximately 200 students in High Dosage Tutoring with Amplify. Currently, 85% of students in that group are below benchmark according to our benchmark data.*

- Increase the number of students reaching achievement grade level norms in NWEA MAP by 10% as monitored by teachers and used in TBTs.
- Increase the number of students reaching Benchmark levels on MClass assessments from 15% to 45% (about 54 students).

### **Adult Implementation Goal:**

By June 2024, 100% K-4 teachers will consistently implement explicit and systematic teaching strategies through Tier I instruction, TBTs, and BLTS

- Continue implementation and support of Tier 1 programming
- Purposeful adaptations to instruction for Tier II and Tier III based on student data

- Instructional training and supports for administrators and teachers
  - Training with Academic Services and Professional Learning Days

By June 2024, 100% 5-8 teachers will evaluate and select explicit and systematic teaching strategies and curriculum, TBTs, and BLTS

- Evaluate and support the implementation and support of Tier 1 programming
- Instructional training and supports for administrators and teachers
  - Continued training with Academic Services on Science of Reading and application to Middle School classrooms

By June 2025, 100% 5-8 teachers will consistently implement explicit and systematic teaching strategies, TBTs, and BLTS

- Include Tier 1 programming
- Instructional training and supports for administrators and teachers
  - Training with Academic Services and Professional Learning Days

## SECTION 5: ACTION PLAN MAPS FOR ACTION STEPS\*

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

### Goal #1 Action Map

**Goal Statement:** By 2025-2026, Elyria City Schools will increase the percentage of students meeting or exceeding Third Grade proficiency from 41% in 2022-2023 to 60% (about 85-90 students) as measured by the Ohio State Assessment.

**Evidence-Based Strategy or Strategies/Practices:** Amplify CKLA, Heggerty, mCLASS, and the Elyria City Schools Decision Rules Framework

- Explicit Structured Literacy instruction with the following components:
  - Phonemic Awareness
  - Phonics
  - Vocabulary
  - Comprehension
  - Writing
- Explicit & Targeted Instruction in Tier 1
- Explicit & Targeted Intervention for Tier 2 and Tier 3
- On-going support provided through coaching, modeling, and professional development to strengthen instructional delivery

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Teachers in grades K-3 will complete LETRS training or Dyslexia modules to support targeted instruction in areas of need through student data	Every teacher in grades K-3 will participate in Teacher Based Teams to analyze student data, progress monitoring data, monitor adult implementation, and	Align evidence-based interventions to determine instruction based upon benchmark data and our Elyria City Schools Decision Rules Framework.

	Action Step 1	Action Step 2	Action Step 3
	and/or progress monitoring data.	determine each student's area of need to develop next steps.	
Timeline	Fall of 2022 - Ongoing	Fall of 2023 - Ongoing	May of 2023 - Ongoing
Lead Person(s)	Implementation Specialist K-3 Teams Title teaching teams Teaching and Learning Coordinator ESC Consultants	K-3 Teams Implementation Specialist Building Principals Teaching and Learning Coordinator Special Education Coordinators SST Consultants	K-3 Teams Implementation Specialist Building Principals Teaching and Learning Coordinator Special Education Coordinators
Resources Needed	Decision Rules Framework Evidence-Based Instruction Strategies LETRS Manual and materials Classroom Coaching and support from Implementation Specialists	Decision Rules Framework Evidence-Based Instruction Strategies Classroom Coaching and support from Implementation Specialists TBT Forms	Decision Rules Framework Evidence-Based Instruction Strategies Classroom Coaching and support from Implementation Specialists
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional Learning: Decision Rules Framework and training Dyslexia Modules LETRS training 1-4 and then 5-8 Science of Reading Education CKLA Training Support from Implementation Specialists District Calendar/Professional Learning Days	Identify Critical Needs based on data Research and select evidence-based practices Plan for implementation of instruction Implement & Monitor Examine, Reflect, Adjust	Decision Rules Framework District Calendar/Professional Learning Days Support from Implementation Specialists
Measure of Success	Online Module Completion/Passage Rate	Diagnostic Data	Student data (with Subgroups)



	Action Step 1	Action Step 2	Action Step 3
	Certificate of Completion Record of Trainings Student data	Progress Monitoring Data Benchmark Data Principal Walk-through Data	Testing Data Progress Monitoring Data
Description of Funding	Grant and General Fund for training costs/presenters/teacher pay for additional hours	No Funding Needed	No Funding Needed
Check-In/Review Date	Monthly RAP meetings-Team review	Monthly RAP meetings-Team review	Monthly RAP meetings-Team review

## Goal #2 Action Map

**Goal Statement:** By 2025-2026, increase the amount of students that score Proficient (in every grade level, 4-8) or above by the Spring of each school year by 5% (about 20-30 students) or greater as measured by the Ohio State Assessment.

**Evidence-Based Practices:** Amplify CKLA for High Dosage Tutoring, Elyria City Schools Decision Rules Framework, Evidence Based Interventions as appropriate

- Explicit Structured Literacy instruction with the following components:
  - Vocabulary
  - Comprehension
  - Writing
- Explicit & Targeted Instruction in Tier 1
- Explicit & Targeted Intervention for Tier 2 and Tier 3
- On-going support provided through coaching, modeling, and professional development to strengthen instructional delivery

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Every Teacher in grades 5-8 will receive introduction training to literacy instruction connected to the Science of Reading in all subject areas.	Every teacher in grades 5-8 will participate in Teacher Based Teams to analyze student data, adapt instruction, monitor adult implementation, and determine next steps to meet student needs.	Implementation of evidence-based Tier I curriculum and support.
<b>Timeline</b>	Fall of 2023 - Fall of 2024	Fall of 2023 - Ongoing	Fall of 2023 - Spring of 2025
<b>Lead Person(s)</b>	Teaching and Learning Coordinators Implementation Specialist 5-8 Teams Special Education Coordinators Read Ohio Coach	Teaching and Learning Coordinators Implementation Specialist Building Principals 5-8 Teams Special Education Coordinators Read Ohio Coach	Teaching and Learning Coordinators Implementation Specialist Building Principals 5-8 Teams Special Education Coordinators Middle School ELA Adoption Comm. Read Ohio Coach
<b>Resources Needed</b>	Evidenced-Based Instructional Strategies Science of Reading Education	OIP 5 Step Process SPDG- One Needs Data/Info TBT forms	Curriculum and Supports Revised Curriculum Maps by grade level

	Action Step 1	Action Step 2	Action Step 3
	<p>Activities and Materials for workshop sessions</p> <p>Ideas for Tier II and III approaches and programs</p>	<p>Check-In data</p> <p>Student Performance Data</p> <p>Adult Implementation Data</p> <p>Evidenced-Based Instructional Strategies</p>	<p>Evidenced-Based Instructional Strategies</p> <p>New Curricular Materials</p>
<p>Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)</p>	<p>Identify Critical Needs based on data</p> <p>All staff presentation at Middle Schools (3 buildings)</p> <p>Support materials for teachers to implement during process</p> <p>Support from Teaching and Learning Coordinator and Implementation Specialists</p>	<p>Identify Critical Needs based on data</p> <p>Research and select evidence-based practices</p> <p>Plan for implementation of instruction</p> <p>Implement &amp; Monitor</p> <p>Examine, Reflect, Adjust</p>	<p>Continue use of TBTs focused on district goals</p> <p>Implement and monitor the use of Tier I programming</p>
<p>Measure of Success</p>	<p>Record of Training</p> <p>Survey of results</p> <p>Attendance at Staff meetings</p>	<p>Diagnostic Data</p> <p>Short Cycle Assessment data</p> <p>C Data</p>	<p>Adult Implementation Data</p> <p>Student Performance Data</p> <p>Lesson Plans</p>
<p>Description of Funding</p>	<p>Grant and General Fund for training costs</p>	<p>No Funding Needed</p>	<p>District General Fund and ESSER Funds for curriculum purchase</p>
<p>Check-In/Review Date</p>	<p>Introduction Training - February 2024</p> <p>Check in - May 2024</p> <p>Follow-up - August 2024</p>	<p>Check in - Monthly</p> <p>May 2024</p>	<p>Adoption - May 2024</p> <p>Planning - August 2024</p> <p>Follow-up - October 2024</p>

## SECTION 6: PROCESS FOR MONITORING PROGRESS AND IMPLEMENTATION OF THE PLAN'S STRATEGIES\*

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

Because of the critical deficit in Word Recognition, Phonics, and Vocabulary, the Overarching Goal and Grade Level Sub goals were established to address these gaps. We feel that these goals, though substantial, are also attainable through evidenced based instruction, professional development and coaching supports, progress monitoring, and effective feedback at every level. We will monitor student and grade level growth using a universal screener and progress monitoring tools.

All students are given Benchmark Assessments in the Beginning, Middle, and End of the year. Progress Monitoring decisions are determined by the district Decision Rules Framework using benchmark data. Students at benchmark and above, are meeting the expectations and continue with focused, Tier 1 core instruction and assessment without additional Progress Monitoring. Students in Tier 2 receive intervention based on their specific skill-deficits, in addition to Tier 1 instruction. Students who score in Well Below for their benchmark are progress monitored bi-weekly and students who score in Below are progress monitored monthly. Students in Tier 3 receive additional, targeted interventions and progress monitoring every week.

Results and appropriate feedback from these measurements will be provided to the stakeholders in the means appropriate for the audience. Immediate and effective feedback will be provided to the teacher for instructional planning, student growth, and communication with parents/guardians. Data from targeted students, or groups, will be shared with the grade-level teacher based teams for collaborative planning for future instructions, supports, and interventions. Grade level data will be combined and presented to Building Level Teams for analysis through the OIP 5 Step Process Framework. The building level analysis will be communicated to the District Level Teams for review, discussion, and system level analysis.

Anticipated barriers for the district include new assessments that are being administered that may create invalid scores initially due to unfamiliarity with teacher administration. Students will also be unfamiliar with the assessment and administration delivery/response style. Finally, the gap in Tier 1 instruction will impact student performance as we transition to new curricular materials and implementation (K-2 2022/2023, Gr. 3-4 2023/2024, Gr. 5-8 2024/2025.) To alleviate some of these barriers, the Associate Superintendent will send out regular communication to all staff related to the goals, implementation and timeline of our plan. The Teaching & Learning Coordinator, Implementation Specialists, and the Read Ohio Coach will all be onsite regularly to support staff, model lessons and assessment administration and support staff through the action plans.

The district RAP committee will meet monthly to review district data, RAP progress, and provide feedback to buildings/teams as needed.

## SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNING AND SCHOOLS\*

### SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS\*

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

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

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

**Below are school-wide, evidence-based strategies and programs used throughout the district that support all learners:**

#### **Heggerty**

- Heggerty is a structured and systematic curriculum that focuses on the development of phonemic awareness. Phonemic awareness is the ability to understand that spoken words are made up of individual sounds called phonemes, and it's one of the best early predictors for reading success. Students will practice a variety of PA activities including blending, segmenting, adding/deleting/substituting at the word, syllable, onset-rime, and phoneme levels.
  - Students receiving Tier 2 support are given the program provided Phonemic Awareness Assessments (K-2) to identify specific skill deficits. Teachers analyze the collected data to design their instruction for students with similar needs. Instruction includes a second dose of specific Heggerty components students are working on.

#### **Bridge the Gap: Intervention**

- Bridge the Gap is a series of systematic phonemic awareness intervention lessons focusing on students in Second Grade and above. Lessons are designed to be focused in small groups or with individual students who struggle to decode words automatically or may be missing gaps in phonemic awareness.

#### **mCLASS DIBELS 8th Edition**

- mCLASS with DIBELS 8th Edition is an integrated literacy system based on the Science of Reading and validated for universal screening, benchmarking, progress monitoring, and screening for risk of dyslexia. Once students have been screened, grade levels analyze data and create small groups, focusing on specific skill deficits. Teachers utilize the intervention strategies and activities that are provided directly from the mCLASS platform. The progress monitoring component focuses on only the measures students are working on to track their progress towards their goals. Intervention groups are reviewed and rearranged based on needs shown from their progress monitoring.

### **Amplify CKLA**

- Backed by the Science of Reading, Amplify Core Knowledge Language Arts (CKLA) is a structured early literacy program used as our Tier 1 curriculum for students K-4. Instruction is a combination of knowledge-building and research-based foundational skills. CKLA encompasses not only a solid Tier 1 for our students that spirals vocabulary, content, and consistent language when learning foundational skills, but it also includes additional practices and remediation guides that are embedded into the core instruction, as well as, Tier 2.

### **Amplify mCLASS Intervention - High Dosage Tutoring**

- Currently used as an option for Tier 2, a select group of 3rd-6th graders are participating in mCLASS Intervention, which follows a systematic progression and uses software to analyze results from small groups to build lessons every 10 days. Students are grouped by abilities and like needs on specific skill deficits. Students meet with an Amplify Tutor 3 times a week for 30 minutes and are both, benchmarked and progress monitored through the program.

### **Elyria City Schools Decision Rules**

- ECS Implementation Specialists collaborated with the Lorain County Educational Service Center to design a framework to ensure that all students are screened for potential reading difficulties and diagnostic assessments are used to identify specific reading difficulties for students. The ECS Decision Rules Framework mimics mCLASS Dibels 8th Edition and reflects the 5 components of reading – Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Our Decision Rules also ensure that the assessments and interventions provided to students are equitable, leaving no children without support. Our Reading Improvement and Monitoring Plan template includes common language provided from mCLASS Dibels 8th Edition and correlates with our Decision Rules Framework, making it streamlined and accessible for all teachers and buildings.

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

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

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

The District is committed to the Evidenced-Based Strategies and ensures that they are implemented and supported systemically. We will ensure the effectiveness through monitoring the progress of adult implementation. We will use the following measures to monitor effective implementation:

**Instructional Frameworks and Individual Teacher Lessons are designed in alignment with the Science of Reading**

- Lesson Plans are available weekly and monitored by the building principal with feedback pertaining to the literacy instruction, ensuring accessibility to all learners and addressing any learning needs and academic barriers (SoR). K-4 Literacy Lesson Plans must include Knowledge, Skills, and Comprehension utilizing our Tier 1 Curriculum, Amplify CKLA. Through the job embedded PD, coaching will continue to address individual teacher needs around these strategies, leading towards ongoing teacher professional growth.

**Classroom Observations and Principal Walk-Throughs**

- The building principal conducts regular observations and walk-throughs to observe, gather, and analyze classroom instructional practices. Written and verbal feedback from the observations and walk-through is shared with the observed teacher and used as a discussion prompt in follow-up conversations. As part of our literacy monitoring, building leaders ensure that the following non-negotiable items are followed. Observation and Walk-Through data will be used to drive discussions, coaching, and professional development, leading toward ongoing teacher and school building improvement.
  - 120 minutes/day of uninterrupted ELA time for K-3
  - 90 minutes/day of uninterrupted ELA time for Grade 4
  - 10-15 minutes/day of Phonological Awareness (Heggerty)
  - All students will participate in Tier 1 instruction
  - Strategies to Practice (Bridge to Practice)
  - Assessment Plans (Formative and Monitoring Plans)

**Teacher-Based and Building Level Teams**

- As part of a professional learning community, each teacher is a valued member of our collaborative teacher-based teams (TBT). The function of the TBT is to improve instruction, promote teacher professional growth, and to establish procedures for the effective implementation of evidenced-based strategies to address student learning needs. This occurs in deliberate conversations around teaching and learning and the analysis of data through the lens of the five-step improvement process. The addition of Implementation Specialists (elementary) and a Read Ohio Coach (middle school) and the LETRS framework have provided the Literacy Base for productive and effective TBTs. The work of our TBTs guides, supports, and monitors the adult implementation of the identified strategies.

**District and Regional Coaches**

- The additions of Literacy Implementation Specialists (2) and a Read Ohio Coach have provided an important coaching and monitoring component for our district. They train, equip, coach, and monitor teachers and paraprofessionals in the implementation of the selected reading strategies and the grade level instructional plans.

**Reading Improvement and Monitoring Plans (RIMP)**

- Teachers create and adjust student RIMPs in the Fall, Winter, and Spring based upon student benchmark data. The updated RIMPs are submitted electronically and communicated to the students' families. Building leaders and coaches help provide guidance and support for RIMP developments and adjustments. Progress is reported with the regular updates. The Reading Improvement and Monitoring Plans are more defined and effective as a result of the diagnostic assessments now being used with our K-3 students. Explicit instruction and practice in phonics and phonemic awareness is being provided utilizing our District Decision Rules Framework Resource.

### **Intervention System Review**

- The Building and District Leadership Teams in coordination with building leadership and instructional coaches will review the Tiered Reading Intervention System through daily monitoring of interventions, ongoing walkthroughs and observations, and data reports provided to the District Leadership Teams and RAP Committee. The data collected from monitoring intervention systems will be used for ongoing improvements in intervention routines, policies, and practices related to providing targeted services to at-risk students.



**SECTION 7, PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN\***

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

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

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

**Literacy Professional Development Plan**  
Elyria City Schools

<b>Timeline</b>	<b>Title</b>	<b>Description</b>	<b>Who</b>
2019/2020 2020/2021 2021/2022	Science of Reading	Teachers were provided an overview of the foundational components behind the research on the Science of Reading and studied Structured Literacy practices for application in classrooms.	Elementary - All Staff (Gen. Ed. Teachers, Intervention Specialists, Gifted Teachers, EL Teachers, Principals, Central Office, Associate Superintendent)
2022/2023	Heggerty	Initial Heggerty training included a structured and systematic overview of the curriculum that focused on the development of phonemic awareness. Phonemic awareness is the ability to understand that spoken words are made up of individual sounds called phonemes, and it's one of the best early predictors for reading success. Teachers have the opportunity for on-going support with job embedded modeling, co-teaching, and coaching.	K-3 Gen. Ed. Teachers, Intervention Specialists, Title Teachers, Implementation Specialists
2022/2023 2023/2024	Dyslexia Modules	Professional development that utilizes a hybrid model including online modules provided by ODE and a facilitator from the ESC. Training designed to complement the Ohio Dyslexia Guidebook by providing general information and evidence-based practices. Teachers will be trained about the characteristics of dyslexia and understand the pedagogy for	K-3 Gen. Ed. Teachers, Intervention Specialists, Title Teachers, Implementation Specialists, Teaching & Learning Coordinator

		instructing students with dyslexia.	
2022/2023 2023/2024	LETRs Units 1-4 Units 5-8  LETRs for Early Childhood Educators	LETRS provides professional learning courses of study based in the Science of Reading for elementary educators. The courses teach the how, what, and why of literacy acquisition to improve instructional practice and achieve long-term systemic change in literacy instruction.	PreK-3 Gen. Ed. Teachers, Intervention Specialists, Title Teachers, Implementation Specialists, Teaching & Learning Coordinator, Associate Superintendent
May 2022-Current	Tier 1 Curriculum - Amplify CKLA	Initial teacher professional development was an interactive session that prepared participants to deliver CKLA instruction with fidelity. Participants were introduced to materials, learned how to use the program to deliver reading and language arts instruction, explored the online platform, and reviewed resources to support students of all abilities. Additional professional development included on-site support with a CKLA Coach to strengthen instructional delivery.	K-2 Teachers/IS/EL/ Gifted, Implementation Specialists, Teaching & Learning Coordinator, Associate Superintendent
May 2023-Current	Tier 1 Curriculum - Amplify CKLA	Initial teacher professional development was an interactive session that prepared participants to deliver CKLA instruction with fidelity. Participants were introduced to materials, learned how to use the program to deliver reading and language arts instruction, explored the online platform, and reviewed resources to support students of all abilities. Additional professional development included on-site support with a CKLA Coach to strengthen instructional delivery.	Grades 3 & 4 Teachers/IS/EL/ Gifted, Implementation Specialists, Teaching & Learning Coordinator, Associate Superintendent
2022/2023	mCLASS Screener Training	Initial training introduced teachers to mCLASS assessments and how to collect reliable data. Participants learned about each assessment and its design, function, and implementation. Teachers practiced measures within a collaborative learning environment.	Title and Title Tutors, Implementation Specialists, Teaching & Learning Coordinator, Associate Superintendent
2022/2023 2023/2024	mCLASS Screener Training	Teachers were provided initial and an optional refresher training. Initial training introduced teachers to mCLASS assessments and how to collect reliable data. Participants learned about each assessment and its design, function, and	IS/SLP Gen. Ed Teachers K-3

		implementation. Teachers practiced measures within a collaborative learning environment. The optional refresher training included a review of the scoring rules and gave teachers additional opportunities for teachers to practice measures.	
2023/2024	Science of Reading	Teachers were provided an overview of the foundational components behind the research on the Science of Reading and reviewed Structured Literacy practices for application in classrooms. Teachers were given the opportunity to practice engaging instructional strategies, in a collaborative learning environment, that were applicable to all content areas.	Middle School - All Staff (Gen. Ed. Teachers, Intervention Specialists, Gifted Teachers, EL Teachers, Principals)
Spring of 2023-Current	Elyria City Schools Decision Rules	ECS Implementation Specialists collaborated with the Lorain County Educational Service Center to design a framework to ensure that all students are screened for potential reading difficulties and diagnostic assessments are used to identify specific reading difficulties for students. The ECS Decision Rules Framework mimics mCLASS Dibels 8th Edition and reflects the 5 components of reading – Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.	Title Teachers, Principals, Intervention Specialists, and currently working through General Education staff

*\*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.*

- **Academic Services Department**
  - An Elyria City Schools department that supports **all** educators and **all** students across the district in curriculum, instruction, materials, teacher development, state reporting, state testing, instructional technology, gifted services, EL supports, summer learning, and professional development. We ensure our instruction and resources are aligned with Ohio’s Learning Standards. We coordinate Federal Programs, including Title 1 and Title 2A.
    - Stakeholders include: Associate Superintendent, Administrative Assistant, Director of Professional Development, Teaching and Learning Coordinators, Implementation Specialists, EMIS and Testing Coordinators, and the EL and Gifted Coordinator.
- **Implementation Specialists**
  - Supports teachers, classrooms, buildings, and the district in implementing programs, strategies, and best-practices. Implementation Specialists serve as a partner for teachers as a non-evaluative stakeholder. Implementation Specialists also are a bridge between the Academic Services Department and teachers. Implementation Specialists are committed to continuing personal learning, but also deliver high-quality professional development for all.
- **SPDG - State Personal Development Grant**
  - Builds educator, districtwide, and statewide capacity (knowledge, skills, and practices implemented with fidelity) in MTSS, adolescent literacy, and transition.
- **Special Education Coordinators**
  - Oversees the implementation of individualized education plans for students across the district, provides guidance, supports, and resources for the intervention specialists, ensures the district is compliant with Federal education laws, provides professional development for staff and administrators, and collaborates with Academic Services.
- **Teaching and Learning Coordinators**
  - Supports principals and teachers, provides professional development, facilitates curriculum selection, analyzes data, attends DLT, BLT, and TBT meetings, collaborates with the Special Education Department, and supports all jobs within the Academic Services’ Team.

