



March 22, 2024

Dear Superintendent Papouras:

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

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

**Strengths of the Reading Achievement Plan:**

- The plan demonstrates alignment to Ohio’s Plan to Raise Literacy Achievement and the Science of Reading.
- There is a focus on explicit and systematic instruction.
- The plan has a focus on implementation of the 5-step continuous improvement cycle.

**This plan will benefit from:**

- Creating negotiables/non-negotiables for expected implementation of instructional practices for immediate feedback and to guide professional learning needs.
- Inclusion of intervention based diagnostic assessment data for specific skills.
- A deeper analysis of the factors contributing to low reading achievement.

The Reading Achievement Plan and this memo will be posted on the Department’s [website](#). If Euclid 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 Reading Success

# READING ACHIEVEMENT PLAN

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

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

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

**DISTRICT NAME: Euclid City Schools**

**DISTRICT IRN: 043950**

**DISTRICT ADDRESS: 651 East 222nd Street Euclid Ohio 44123**

**PLAN COMPLETION DATE: December 2023**

**LEAD WRITERS: District Literacy Team**

## 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
Becky Mamich	Curriculum Director	Euclid	bmamich@euclidschools.org
Cindy Urbic	Curriculum Coordinator	Euclid	curbic@euclidschools.org
Tim Rosenbaum	Curriculum Coordinator	Euclid	trosenbaum@euclidschools.org
Margaret Watson	Literacy Support Coordinator	Euclid	mwatson@euclidschools.org
Natasha Dodge	Instructional Coach	ELV	ndodge@euclidschools.org
Donisha Bailey	Principal	Shoreview	dbaileyeuclidschools.org
Olivia Jackson	Teacher Grade 3	Bluestone	ojacksoneuclidschools.org
Devon Johnson	Student Services Director	Euclid	dejohnson@euclidschools.org
Amanda Ruple	Teacher Kindergarten	Chardon Hills	aruple@euclidschools.org
Kathy Borally	Teacher Grade 2	Chardon Hills	kborally@euclidschools.org
Mary Thomas	Principal	ELV	mathomas@euclidschools.org
Kathy Rich	Instructional Coach	Arbot	krich@euclidschools.org
Latosha Motely	Parent Mentor	District	lmotley@euclidcschools.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.*

***Development of the Plan***

The work began in the Fall of 2018, with a review of student performance in literacy across the district. A District Literacy Committee was established, whose members include individuals who represent various grade levels and roles such as general education teachers, intervention specialists, instructional coaches, administrators, and support staff. These members, from schools across the district, know and understand the state literacy standards as well as effective literacy instruction. The team's purpose has been to develop a well-articulated vision and action plan that revolves around literacy achievement and progress in the district.

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

Development of the plan began with the completion by each school of the R-TFI (Reading-Tiered Fidelity Inventory). The Building Leadership Teams (BLTs) completed the R-TFI, with the assistance of the SST3 team in year 1. Each year, all of the Euclid school buildings conduct the R-TFI. Each building leadership team will analyze their school's results and write their building goals into their School Improvement Plan. The Literacy Committee analyzes the district results and makes recommendations to the District Leadership Team, the recommendations are addressed in the District Achievement Plan each year. This is done in conjunction with the review of Ohio's Plan to Raise Literacy Achievement.

### *Monitoring the Plan*

The monitoring of the plan has been and will continue to be a collaborative effort on the part of the leadership team as well as other appropriate stakeholders in the district. The Curriculum Director who oversees our Ohio Improvement Process is a member of the Literacy Team, making the monitoring of the plan a standing item on both the DLT (District Leadership Team) Steering Committee and DLT agendas, monthly. Our TBTs (Teacher-Based Teams) districtwide will focus on literacy development which will allow our monitoring to include a laser focus on achievement and progress data in literacy of our students. Each of the principals within each building have written a School Achievement Plan and ELA is a goal within each of the plans. We are all focused on the needs of our students in literacy, PK-12. We are currently looking at ways we can further enhance our process within the DLT-BLT-TBT with consultation from the SST that will allow us to analyze reading data so that we can focus on and improve the instructional practices within the classroom. This school year we have implemented Branching Minds to support the monitoring of MTSS at each elementary school. Each student that is provided an intervention through Tier 2 or Tier 3 will be monitored in Branching Minds. The elementary schools will have Data Meetings every six weeks to analyze student progress to ensure each student is making adequate progress, adjustments will be made as necessary.

### *Communication Plan*

The communication of this plan is ongoing at the district and building levels. We have and will continue to discuss the best ways to communicate the plan and develop a communication plan that can be shared with all stakeholders. The Literacy Team consists of members from each building and part of their responsibility is to communicate the vision and action plans to DLT, BLT and TBT members. This communication will also continue through our many other standing conduits, including, Administrative Meetings, faculty meetings, department/grade level meetings and, of course, the OIP 5-step process delineated above. Community stakeholders will be informed of the plan via the posting of our plan to the district website. Finally our superintendent will address facets of the plan to our Board Members and various community engagement groups as warranted.

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

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

The District has undertaken improvement efforts each year as reflected in the District's Leadership Plan. These efforts center around our district goals of:

## Objective 1: CURRICULUM AND INSTRUCTION

Student performance and learning will improve through the consistent use of evidence-based teaching practices with a focus on the implementation of effective Tier 1 instruction, as measured by an overall 11% increase in student achievement on State assessments.

## Objective 2: CLIMATE - ATTENDANCE

School climate and stakeholder engagement will increase through the implementation of a Multi-Tiered System of Supports along with the development and promotion of policies and opportunities that promote student success.

The needs of our students span all levels, and we believe that any plan needs to take a systems approach, addressing the academic, social, and cultural needs of students. The *Reading Achievement Plan*, focused on grades K-3. This plan aligns to and supports our district's overall continuous improvement efforts as we know that student achievement cannot improve without strong literacy skills, supported by Structured Literacy instruction.

The Ohio Improvement Process guides district improvement work, as teams identify needs through analyzing data, reviewing, planning for, and implementing evidence-based strategies, and then reflecting on their effectiveness. We work with the State Support Team in refining this process, and continue to look for ways to increase the use of evidence-based instructional strategies to increase student achievement. Specific district improvement efforts that align to literacy improvement efforts are described below.

### *District Literacy Team (DLT)*

Members of the DLT are instructional leaders representing the nine district schools, including school administrators and teachers, as well as district-level administrators and district parents. This is a critical committee for improvement efforts in the district, and members are expected to communicate the work completed here to their school staff through their BLT and TBT.

The DLT will focus on the following areas for improvement:

- Literacy Curriculum is aligned to the Science of Reading; The district adopted a new ELA curriculum for grades PreK-12. We now have board adopted materials for all of our grades, this will help ensure that all of our students are receiving equitable instruction in the area of literacy for all grade levels across the district.
- We have provided High Quality Professional Development to all of our ELA teachers on the Science of Reading with a focus on teachers in grades K-3. All of our K-5 teachers completed the States Dyslexia course. We are in compliance with ODE's Dyslexia Legislation.
- *MTSS*: As Tier 1 instruction becomes consistent and solidified, we have expanded our curriculum and professional development to identify and address the students who are not successful in Tier 1 by developing systems for Tier 2 and 3. We adopted Branching Minds to support the monitoring of students in Tiers 2 and 3. Data meetings are being conducted every six weeks in elementary schools to ensure all students are making progress.

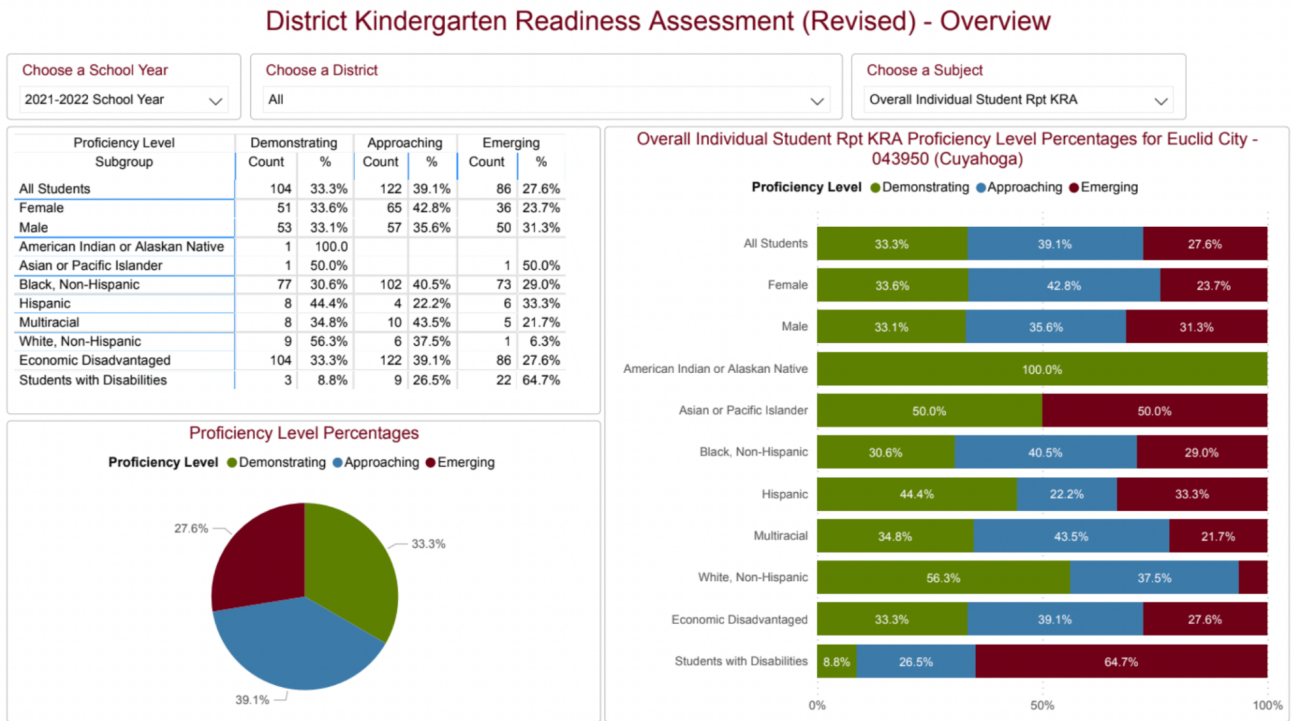
- 5-Step Process - communication cycle among Teacher-Based-Teams (TBT) to Building Leadership Teams (BLT) and the District Leadership Team (DLT). Feedback and support are given specifically in the areas of assessment and instructional strategies.
- PBIS - efforts address positive behavior supports, including building climate, at every school. They provide recommendations and analyze data relevant to student behaviors. The work to reduce student behaviors that lead to student suspensions is important, as we know that if students are not in school/class, they cannot access the learning.

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

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA\*

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

- **The Kindergarten Readiness Assessment,**



**Analysis:**

**Kindergarten Readiness Assessment shows that most of our students come to kindergarten approaching or emerging in skills. We have adopted an English Language Arts Curriculum that will support all of our students regardless of where they assess in August. This curriculum is aligned with the Science of Reading and addresses our students needs. Also, all of our kindergarten teachers, including our special education teachers are trained in Orton Gillingham so they can deliver high quality intervention instruction to our students in need.**

- Ohio's State Test for **English language arts assessment for grades 3-8,**

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



**ODE Report Card, Progress Data:**

Test Grade	English Language Arts
All Grades	Light Blue
4th Grade	Dark Blue
5th Grade	Dark Red
6th Grade	Dark Blue
7th Grade	Light Blue
8th Grade	Dark Blue

Test Grade	English II
High School	Light Green

- Significant evidence that the district exceeded student growth expectations by a larger magnitude.
- Significant evidence that the district exceeded student growth expectations.
- Evidence that the district met student growth expectations.
- Significant evidence that the district fell short of student growth expectations.
- Significant evidence that the district fell short of student growth expectations by a larger magnitude.
- Value Added data is not available.

**ODE Value Added Data: Analysis**

**Overall our Value Added data for ELA is very good. In grades 4, 6 and 8 our scores show significant evidence that the district exceeded student growth expectations by a larger magnitude. Grade 7 shows exceeded growth, English II met growth. The only grade level not to show adequate or above growth is fifth grade which showed we fell short of student growth expectations. We would equate this significant growth across all grade levels from the implementation of the new Evidence Based ELA adopted curriculum for grades PreK-12. Having a board adopted curriculum that is aligned with the Science of Reading PreK-12 will ensure equitable opportunities for our students.**

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

**ELA State Assessment Scores**

ELA Assessment	2020 Passage %	2021 Passage%	2022 Passage %	+ or - growth over the two years
Grade 3	26	32	36.8	+10%
Grade 4	31	40	36	+5%
Grade 5	39	35	36	-3%
Grade 6	17	32	31	+14%
Grade 7	28	32	43	+15%
Grade 8	22	29	38	+16%

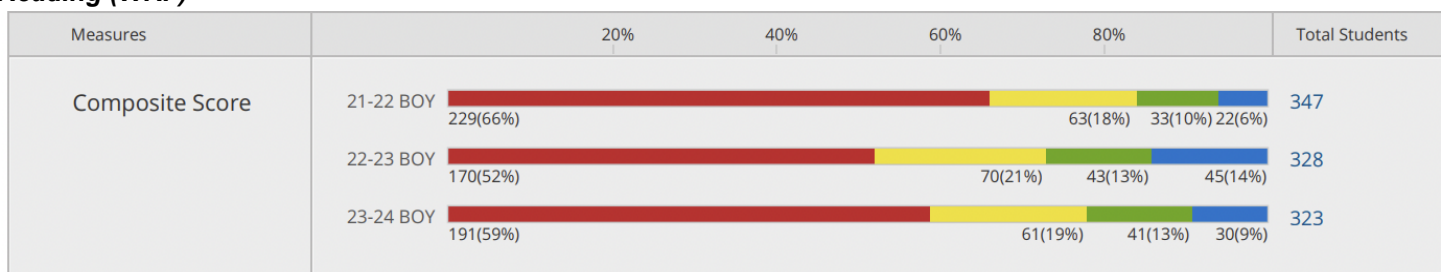
**Analysis:**

*Our ELA grades 3-8 English Language Arts assessment data is trending in the right direction. Almost every grade level has show improvement over the last three years. We attribute this growth with the implementation of Core Curriculum across all grade levels PreK-12. We have also added evidence based Tier 2 and Tier 3 interventions for our students in grades K-8. Progress monitoring and data meetings have been implemented in the elementary schools and our students are making progress. The area we are working on now is our Chronic Absenteeism. We know that if we do not tackle our Chronic Absenteeism in the district, we will not be able to reach all of our students. In order to be successful in school you need to be IN school!*

- *K-3 Reading diagnostics (include subscores by grade level), mClass Composite Scores over the past three years Beginning of the year (BOY) measure. Included in the composite score are the following sub tests:*

**Grade K**

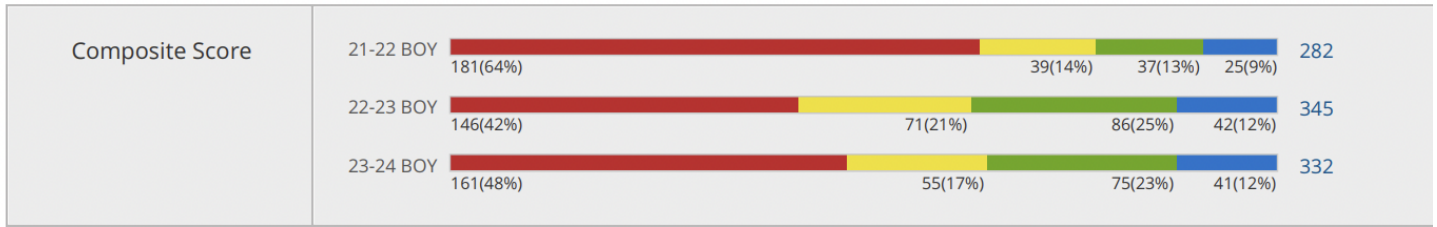
**Letter Names (LNF) Phonemic Awareness (PSF) Letter Sounds (NWFCLS) Decoding (NWF-WRC) Word Reading (WRF)**



**Grade 1**

**Letter Names (LNF) Phonemic Awareness (PSF) Letter Sounds (NWFCLS) Decoding (NWF-WRC) Word Reading (WRF) Reading Accuracy (ORF-Accu) Reading Fluency (ORF)**

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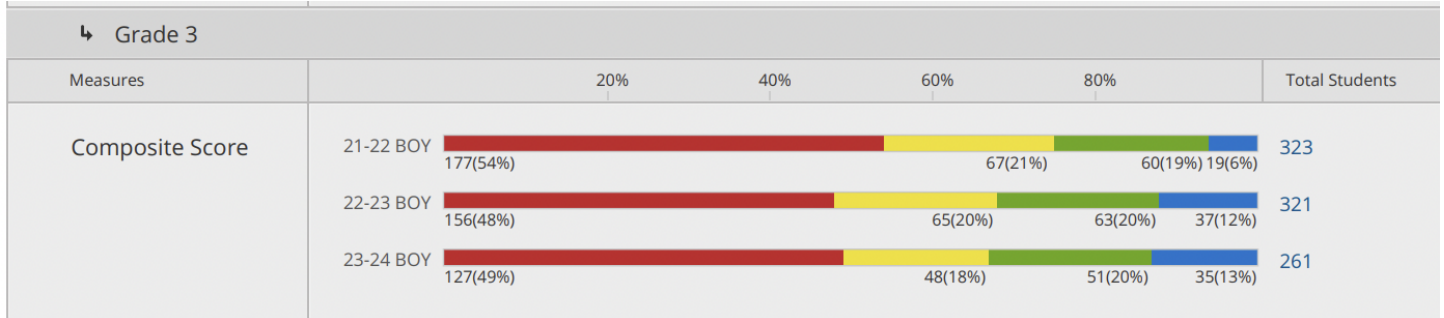
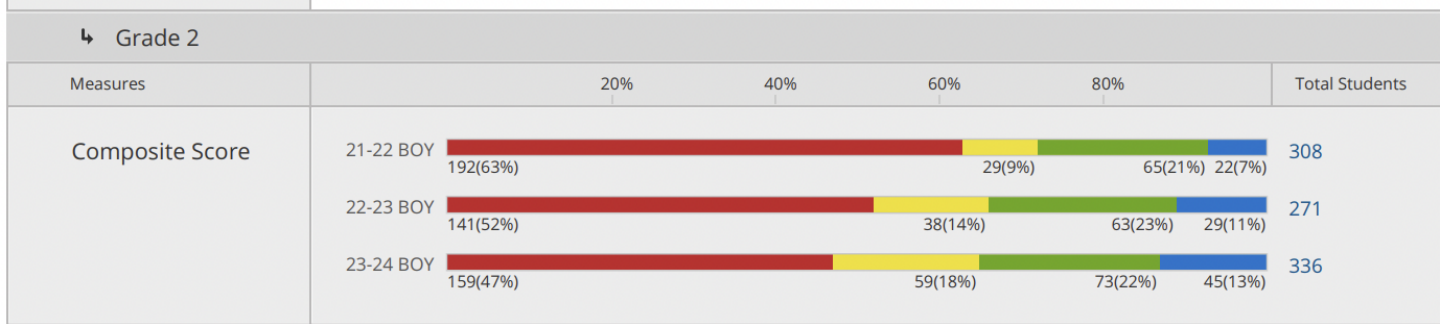
**Grade 2:**

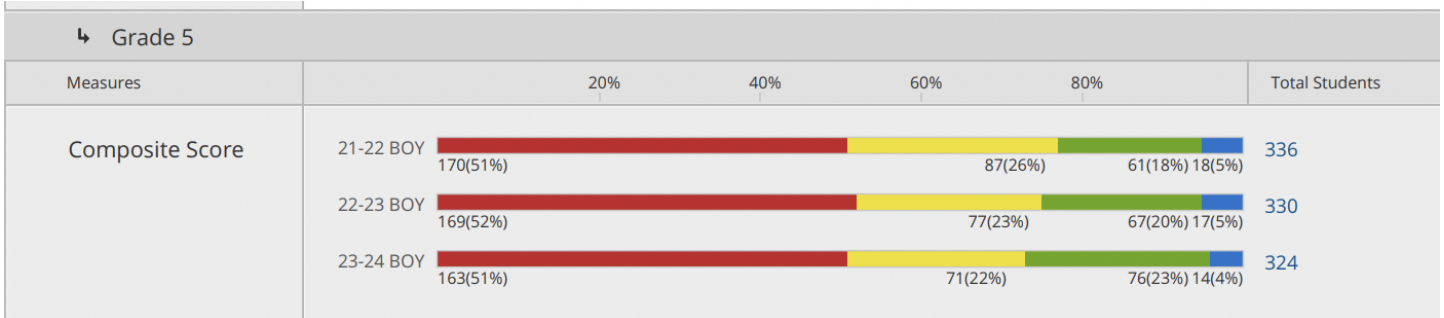
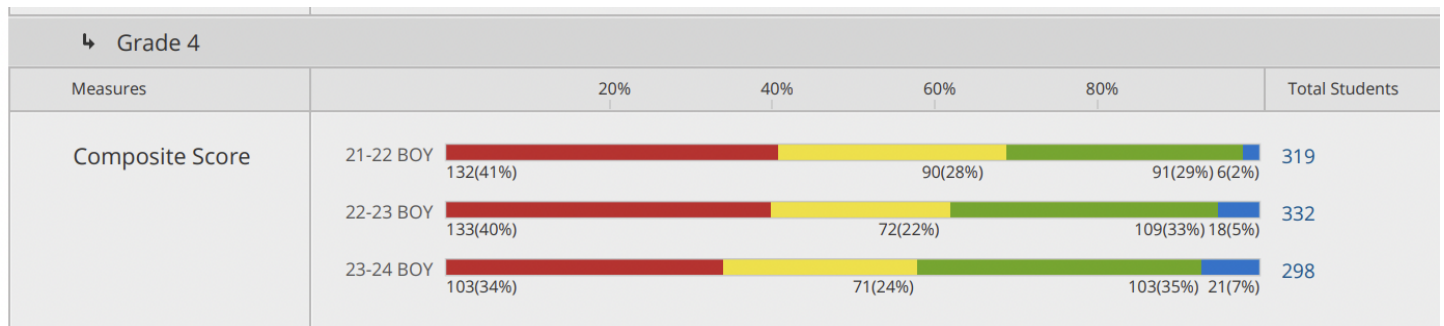
**Letter Sounds (NWFCLS) Decoding (NWF-WRC) Word Reading (WRF) Reading Accuracy (ORF-Accu) Reading Fluency (ORF) Reading Comprehension (Maze)**

**Grade 3:**

**Letter Sounds (NWFCLS) Decoding (NWF-WRC) Word Reading (WRF) Reading Accuracy (ORF-Accu) Reading Fluency (ORF) Reading Comprehension (Maze)**

**Grade 4 and 5: Reading Accuracy (ORF-Accu) Reading Fluency (ORF) Reading Comprehension (Maze)**

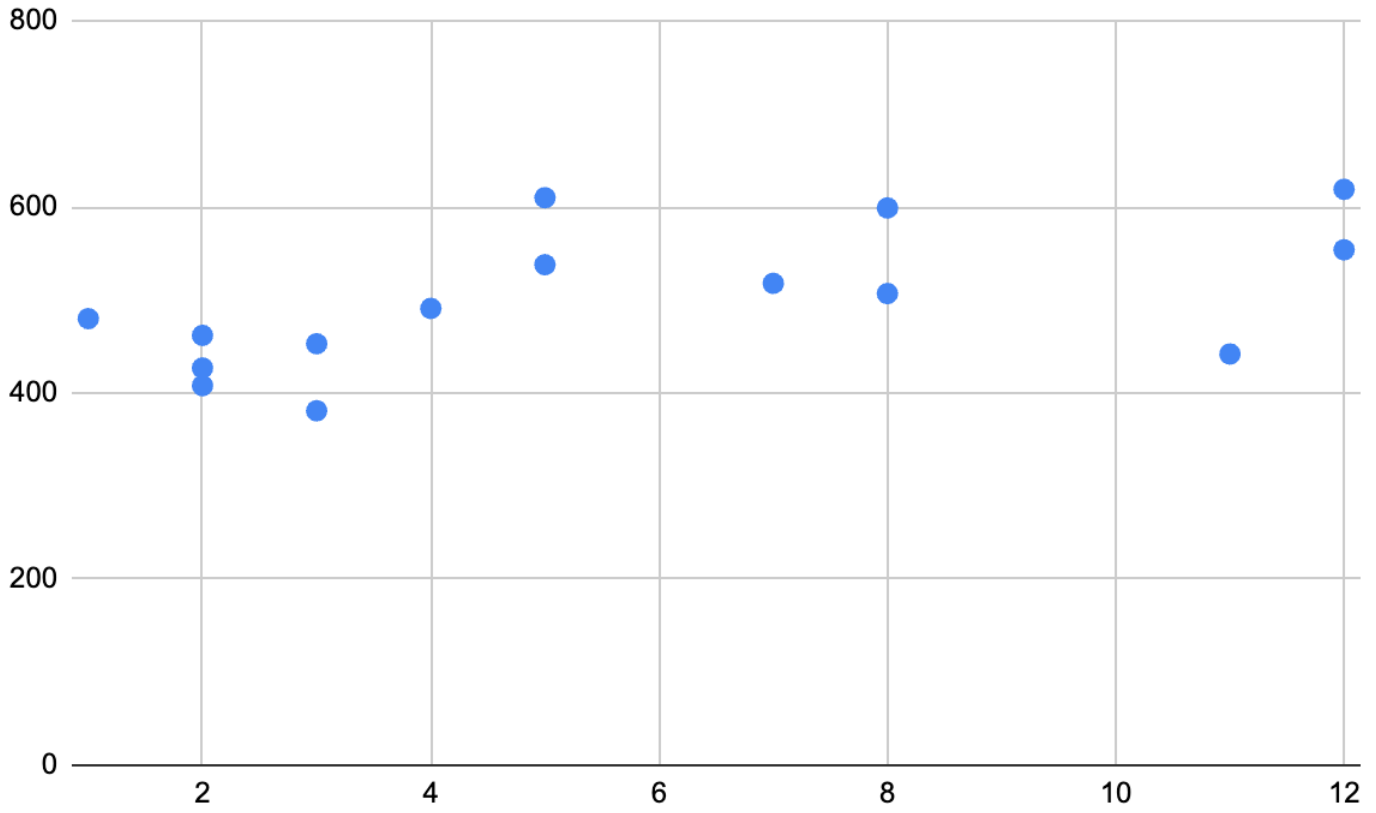




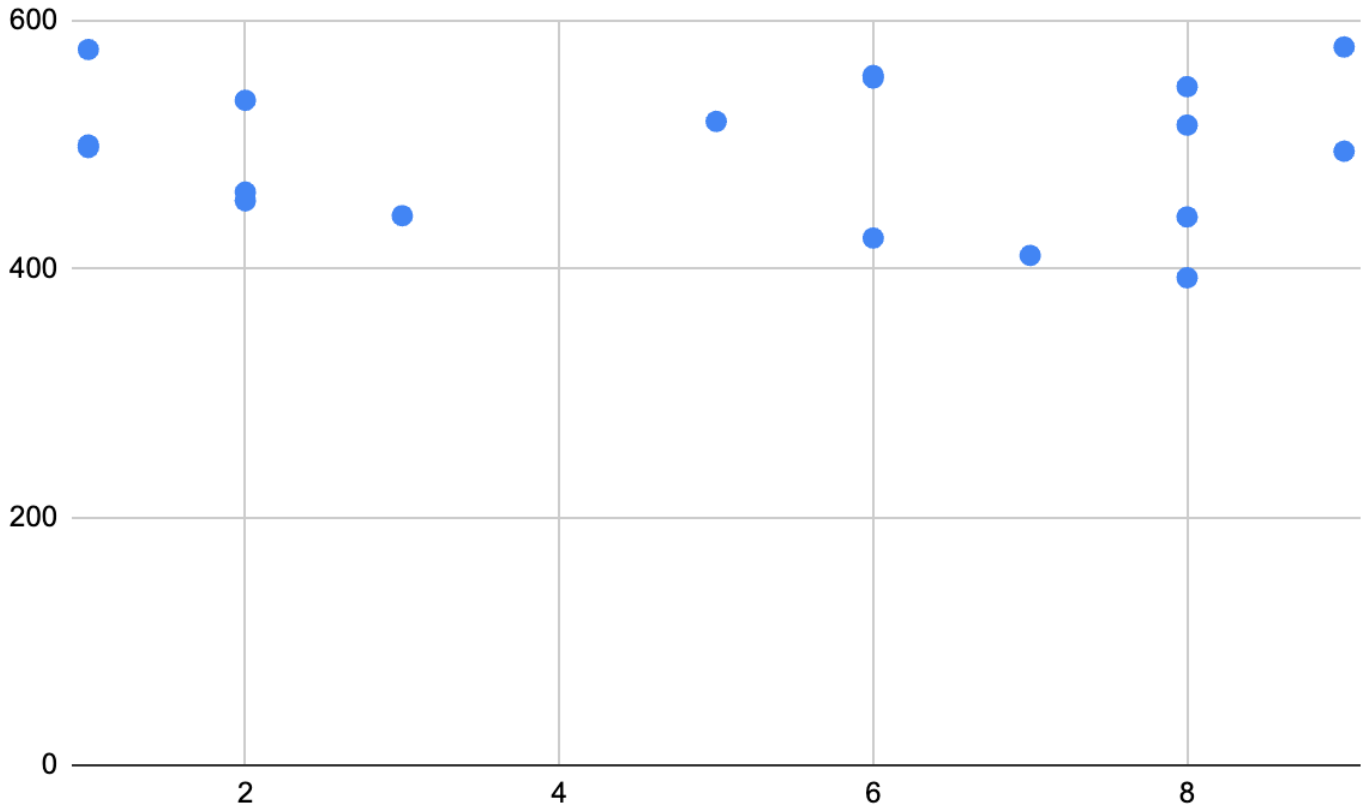
**Analysis:**

**For our diagnostic information we currently use mClass data. We also use this for Benchmarking data three times per year, fall, winter and spring. For our students who are receiving Tier 2 and/or Tier 3 interventions students are progress monitored weekly or biweekly using nonsense words for K and ORF for grades 1-5. The mClass data suite will provide us with student learning goals for each sub test, which are listed above. mClass will also provide teachers with groupings based on sub tests and interventions that can be done with each group that are aligned to the sub tests. These interventions are done in the classroom by the classroom teachers. For those students who score well below based on mClass and iReady, those students are placed in intervention groups, which are seen five days a week for 30 minutes a day. Progress monitoring takes place weekly or biweekly and data meetings are held every 6-8 weeks with the data team and the classroom teacher in grades K-5.**

- **The Ohio English Language Proficiency Assessment (OELPA)  
2021-2022 OELPA Reading Scores:**



**2022-2023 OELPA Data**

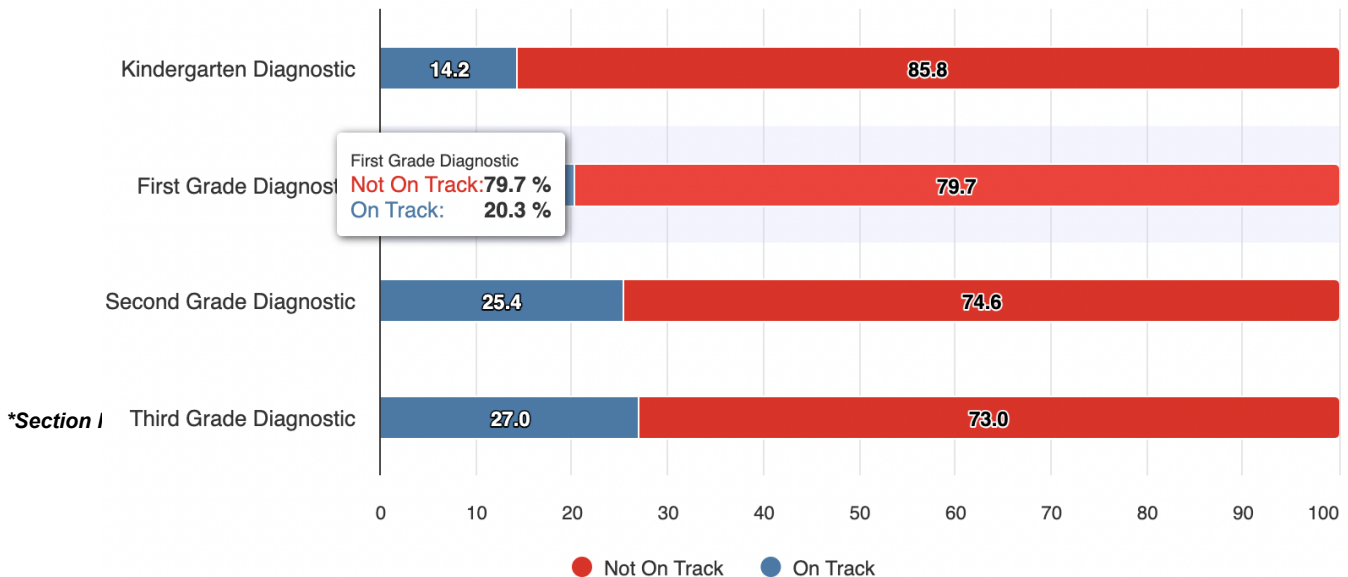


- **The Alternate Assessment for Students with Significant Cognitive Disabilities** and benchmark assessments, as applicable. We currently use mClass which serves as our Benchmark and Diagnostic data. We also use mClass to Progress Monitor our students who are receiving Tier 2 and/or Tier 3 interventions weekly or biweekly.

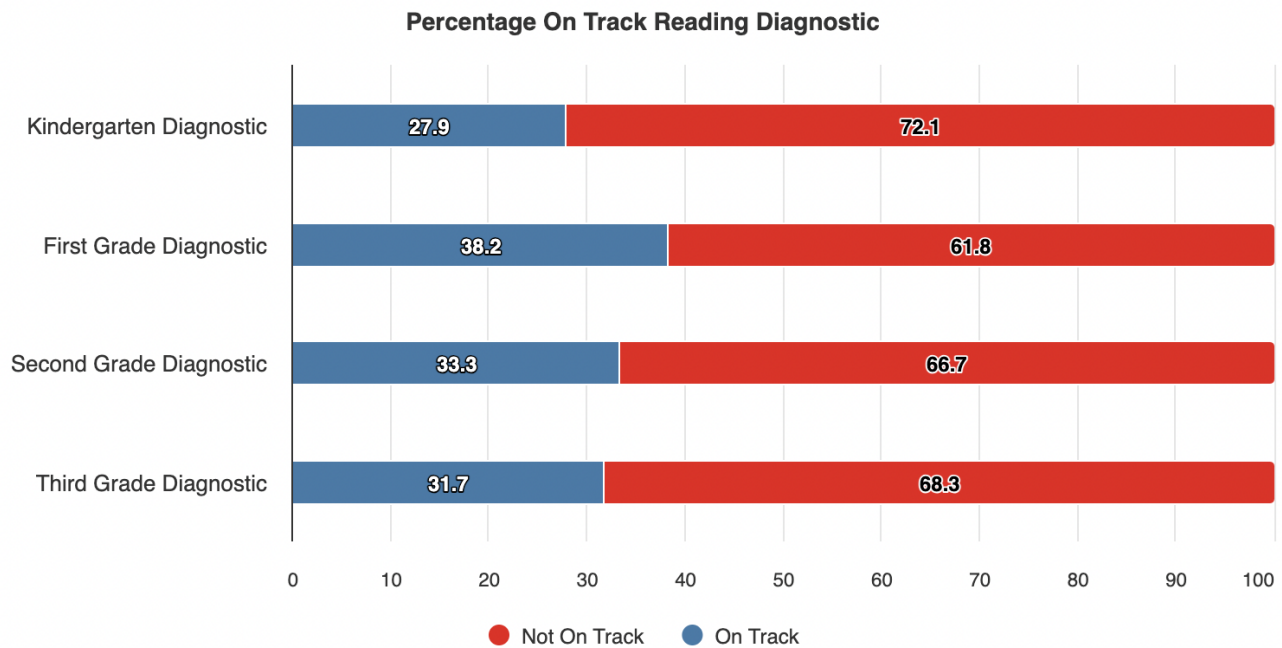
ODE Fall Reading Diagnostic Data

Fall  
2020

Percentage On Track Reading Diagnostic



## Fall 2021



**Analysis:** For our Literacy Score On Track and Not on Track data, you can see that we have made some progress. From 2021-2022 our first grade students made great progress. This would reflect having two years of the CKLA curriculum which is helping our teachers prepare our students with great foundational skills in early literacy. Again, there is much work to be done but we are making progress.

### 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.

#### EXTERNAL FACTORS

- According to our 2022-2023 state report card: 4,547 students were part of the district:
  - 85% Black, Non-Hispanic, 5.3% White, Non-Hispanic, 5.4% Multiracial, and 3.7% Hispanic
  - 99.9% Economically Disadvantaged
  - 21.6% Students with Disabilities
  - 21.6% Mobility
  - 47.5% of students are Chronically Absent
    - 54.1% of students with disabilities are chronically absent

- Over 2,468 students are enrolled in a community school or participate in the EdChoice Scholarship program.
- In 2021, Euclid, OH had a population of 49.4k people with a median age of 41.5 and a median household income of \$42,056. Between 2020 and 2021 the population of Euclid, OH grew from 46,861 to 49,382, a 5.38% increase and its median household income grew from \$40,342 to \$42,056, a 4.25% increase.

We believe in the power of excellent instruction on student success. However, we also understand the challenges that impact our students' learning and district classrooms.

In addition to learner performance data detailed above, the Literacy Committee also analyzed internal and external factors that impact student achievement. Internal factors reviewed included adult implementation data, and an overview of curricular resources. External factors analyzed included city demographics, socio-economic status of students, and transiency rates.

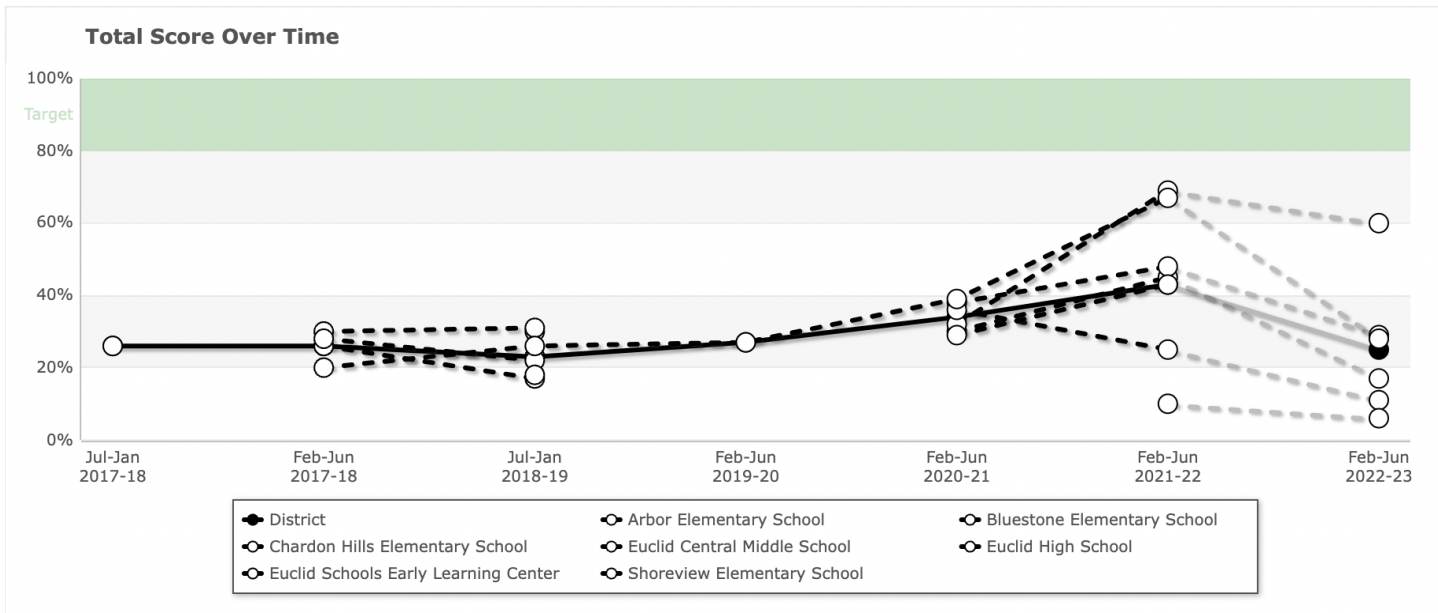
## ANALYSIS OF INTERNAL FACTORS

### R-TFI Results:

Total Score Over Time							
	Jul-Jan 2017-18	Feb-Jun 2017-18	Jul-Jan 2018-19	Feb-Jun 2019-20	Feb-Jun 2020-21	Feb-Jun 2021-22	Feb-Jun 2022-23
<b>District</b>	26%	26%	23%	27%	34%	43%	25%
<b>Arbor Elementary School</b>			30%		30%	45%	17%
<b>Bluestone Elementary School</b>	26%		23%		38%	48%	29%
<b>Chardon Hills Elementary School</b>		30%	31%		32%	69%	60%
<b>Euclid Central Middle School</b>		26%	17%		36%	25%	11%
<b>Euclid High School</b>		28%	22%			10%	6%
<b>Euclid Schools Early Learning Center</b>			18%		29%	43%	
<b>Shoreview Elementary School</b>		20%	26%	27%	39%	67%	28%

blue cells indicate that the score is on track





**Analysis of RTFI Results:**

- Each year since 2017 we have had our school buildings assess their Literacy implementation using the RTFI. the results actually show a progression of learning from the district schools. As you can see we started an upward trend and last school year all schools rated themselves lower. What can we relate this to? Over the past three years we have focused on The Science of Reading and the implementation of MTSS. This has been especially true for our elementary buildings with the passage of the dyslexia legislation. As each staff learns more about the Science of Reading and effective reading instruction they are more critical of their own implementation. The expectation is that these scores will consistently increase due to the implementation of MTSS and our increased knowledge of The Science of Reading. The district has recently purchased new ELA curriculum that is also aligned with The Science. All students should show increased achievement.

**Overview of Curricular Resources**

- The Literacy Committee identified the resources used at grade bands for literacy instruction. Over the past two years we have aligned our district curriculum PreK-12 in the area of literacy. We adopted a new core curriculum in 2021-2022 for grades K-8 and new core curriculum in grades Pre K and High School in 2022-2023. By aligning our core curriculum for literacy we have ensured an equitable education for our students. We have also developed a walk through tool to ensure our teachers are using Board Adopted Curriculum during their literacy instruction.
- The need for consistent Tier 2 and Tier 3 materials was also needed in the district. Teachers were developing their own intervention materials, which did not provide our students with any type of equitable or evidence based instruction during their intervention time. We first implemented Tier 2 core materials for grades K-5 using the SIPPS and Phonics for Reading curriculum in 22-23. This school year we implemented Tier 3 literacy

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

interventions using the Orton Gillingham materials. All students in a Tier 2 or Tier 3 intervention are progress monitored using mClass. (DIBELS) If students are in Tier 2 they are PM 2x per month if they are in Tier 3 they are PM every week. Every six weeks the literacy building team will analyze students' PM data and determine if the intervention is working or if it needs to be modified. Parent input is also monitored during these meetings.

- We also implemented Explicit Instruction practices beginning in 2022. All of our teachers have been trained by Dr. Anita Archer and district leaders in the area of Explicit Instruction, this is an ongoing process because of the depth of explicit instruction. Each year our teachers are trained on different parts of explicit instruction. We developed a walk through tool to ensure teachers are using the explicit instruction routines in their classrooms consistently.
- Without consistent expectations and/or monitoring of those expectations, student reading achievement will be impacted. We have taken the last three years to ensure proper Tier 1, 2 and 3 curriculum materials are provided to our staff and training in use of the materials is ongoing. We have also focused our professional development on Structured Literacy and Explicit Instruction. While we do believe our teachers are much more aligned to the principles of Structured Literacy and Explicit Instruction it will take time for us to see overall results. We are beginning to see some positive results primarily in the early grades, but we do anticipate more impactful results as the years go on.

### 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.*

#### ROOT CAUSE ANALYSIS

After our analysis of learner performance data and other impacting factors, the Literacy Committee conducted a Root Cause Analysis. The problem statement for which we determined root causes was: *Percentage of students meeting or exceeding expected proficiency levels, on state assessments, in Euclid City Schools has not reached state averages in ELA at any grade level. In addition, scores throughout the district are inconsistent across grade-level cohorts, i.e. sometimes scores decrease from one year to the next within the same cohort of students.*

Root causes for the problem statement were categorized as follows:

##### *Student*

- Students have limited vocabulary upon entering school, which continues to have negative impacts throughout PK-12 education, including in content areas.
- Student behaviors create challenges to learning and consequences lead to missed instruction.
- On state tests, students often don't understand what is being asked, and lack the stamina and skills needed to persevere through difficult questions.
- Students have a lack of prior knowledge and experiences to connect them to their reading or content area learning.
- There is a lack of motivation or interest in reading.

- Students have a lack of executive functioning skills.
- Students often come to school with a lack of adequate nutrition or medical care.

#### *Family/Community*

- There is a general lack of community support in Euclid schools.
- Over the last several years, families have sent children to community/charter schools and not to schools in the district.
- We lack sustained family and community partnerships.

#### *Instruction*

- Not all teachers are adequately teaching to grade-level state standards.
- There is inconsistent use of evidence-based instructional practices, as well as inconsistent alignment of assessments, standards, and instruction. These are areas we are currently working on.
- Executive functioning processes are not explicitly taught to students.

#### *Curriculum*

- Throughout the district, we have purchased Tier 1 curriculum in the following areas, grades PreK-12: ELA, Math (6-12) currently piloting in K-5, Science (6-12). Ensuring a Evidence based Tier 1 curriculum is a district focus.
- There is a lack of consistency of what is taught to general education and special education students in Tier 1 instruction. Content-area teachers need to learn the standards for literacy that they could use to impact student learning in grades 6-12
- We are implementing a structured MTSS process, including structured assessment and intervention practices in grades K-5. This is year one of this process.

#### *System/Structure*

- All of our K-5 teachers have completed the Dyslexia Coursework and are becoming more knowledgeable about Structured Literacy and its positive effects on student reading achievement.
- We are in year one of redefining the TBT process to ensure that teachers are learning about evidence based practices, and collaborating with their colleagues to ensure best practices in implementation.
- Principals lack knowledge of effective reading instructional practices, principals have attended PD on the Science of Reading and will be attending the Orton Gillingham training to improve their knowledge.
- Student behaviors consume too much administrative time for them to become Instructional Leaders in their building.
- Chronic Absenteeism is an area of concern for our district. With almost 50% of our students chronically absent it won't matter what we do if students are not in school
- We need systems to support our students coming to school consistently.

Through reviewing these responses, the Literacy Committee developed goals and action steps as identified in sections 5 and 6 of this plan.

## 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.*

### District Goal:

The district's 4-year graduation rate will reach 96.5%, in five years, with at least 83% of students graduating by the reporting of the 2024 cohort on the state report card.

Our district's overall goal is based on graduation because everything we do around student achievement is with the end goal in mind- student graduation.

### Objective 1: CURRICULUM AND INSTRUCTION

**Student performance and learning will improve through the consistent use of evidence-based teaching practices with a focus on the implementation of effective Tier 1 instruction, as measured by an overall 11% increase in student achievement on State assessments.**

#### Adult Measures

Instructional Learning Walks, Reading Tiered Fidelity Inventory(R-TFI), Math Tiered Fidelity Inventory (New)

#### Student Measure

Benchmark Assessments, Course Passage, State Assessment Data

**Objective 2: School climate and stakeholder engagement will increase through the implementation of a Multi-Tiered System of Supports along with the development and promotion of policies and opportunities that promote student success.**

#### Adult Measure

Tiered Fidelity Inventory (TFI) - annually

Self Assessment Survey - Staff - annually

Parent Survey - annually

Instructional Learning Walks - Environment Climate component - monthly

Staff Attendance

#### Student Measure

MIRs

Behavior Referrals

Class Cuts

Student Attendance

Student Surveys

**SECTION 5: ACTION PLAN MAP(S) FOR ACTION STEPS\***

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

**Goal # \_1\_\_ Action Map**

Goal Statement:Objective 1: CURRICULUM AND INSTRUCTION

Student performance and learning will improve through the consistent use of evidence-based teaching practices with a focus on the implementation of effective Tier 1 instruction, as measured by an overall 11% increase in student achievement on State assessments

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Implementation of Dyslexia Legislation K-5 <ol style="list-style-type: none"> <li>1. Universal Screener All K-5 students</li> <li>2. Establish &amp; support multidisciplinary teams</li> <li>3. Create Intervention Plans</li> <li>4. Monitoring Data</li> <li>5. Problem Solve &amp; Next Steps</li> <li>6. Communication</li> </ol>	Build capacity and instructional competence of administrators and teachers(staff) to implement instructional strategies through professional learning to include: <ol style="list-style-type: none"> <li>1. Explicit Instruction                             <ol style="list-style-type: none"> <li>a. Writing Revolution</li> </ol> </li> <li>2. Orton Gillingham for Early Learning Village Staff, K teachers, Lead Literacy Teachers, Elementary Building Principals and Elementary Instructional Coaches</li> <li>3. Board Adopted Curriculum</li> <li>4. Interpreting and utilizing various forms of Data to inform instruction</li> <li>5. Instructional Coaching and Model Classrooms</li> </ol>	Increase understanding & effectiveness of Teacher Based Teams (TBTs) <ol style="list-style-type: none"> <li>1. Clarify purpose and expectations of the (new) Five Step Process</li> <li>2. Define roles and responsibilities to ensure fidelity</li> <li>3. Develop procedures to implement the Five Step Process to include adult learning and data analysis</li> <li>4. Develop a process for District Leadership Team, Building Leadership Teams and Teacher Based Teams to actively review and reflect on the effectiveness of their implementation.</li> </ol>

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

	Action Step 1	Action Step 2	Action Step 3
Timeline	<p>2022-2023 School year</p> <p>Benchmarking Fall, Winter, Spring</p> <p>MTSS data meetings: Every 6-8 weeks</p>	<p>2022-2023 School Year</p> <p>Writing Revolution and Orton Gillingham professional development will be provided on the District's five professional development days, beginning in August and ending in January</p> <p>Board Adopted Curriculum monitoring and coaching will be provided during district inservice days and scheduled days with the program consultants</p> <p>Data days will be scheduled every six weeks at each elementary building</p> <p>Model classrooms will be selected in the second semester of the school year.</p>	<p>2022-2023 School Year</p> <p>TBT's will roll out new form in August</p> <p>First three Cycles of TBT will be Writing Revolution(for those in the training) Orton Gillingham (for those in the training)</p> <p>Each elementary TBT will be learning and implementing a strategy that they learned about in the Writing Revolution. After their two hour training, they will have 2 hours to TBT, using the new form, about how they will then implement what they learned</p>
Lead Person(s)	<p>District Curriculum Department</p> <p>Building Principals</p> <p>Instructional Coaches</p> <p>Identified Teachers</p> <p>Support Staff</p>	<p>District Curriculum Department</p> <p>Building Principals</p> <p>Instructional Coaches</p> <p>Identified Teachers</p>	<p>District Curriculum Department</p> <p>Building Principals</p> <p>Instructional Coaches</p> <p>Identified Teachers</p>
Resources Needed	<p>Branching Minds</p> <p>Tier 1,2, 3 ELA Curriculums</p>	<p>Writing Revolution Curriculum</p> <p>Orton Gillingham Curriculum</p> <p>CKLA Program Consultants</p> <p>Explicit Instruction Training provided by district coaches and administrators who have been</p>	<p>TBT form</p> <p>PD on new forms</p>

	Action Step 1	Action Step 2	Action Step 3
		trained in the TtT model by Dr. Anita Archer	
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>Fall, Winter and Spring benchmarking will be completed by each elementary building's data team for students in grades k-5</p> <p>Each building will establish an MTSS team. This team will be responsible for the roll out of Branching Minds. We will begin with inputting students who are receiving a Tier 2 or 3 intervention into the system.</p> <p>All students who are receiving Tier 2 and/or 3 interventions will have written intervention plans and identified progress monitoring dates</p> <p>Every 6-8 weeks all elementary buildings will conduct Data meetings where they will analyze the students performance and make adjustments as necessary to ensure student success</p> <p>Communication and collaboration with students parents will be documented in Branching Minds</p>	<p>Identified staff will participate in the Writing Revolution and Orton Gillingham training on the district Professional Development Days</p> <p>CKLA curriculum implementation monitoring and coaching will be done in November. In collaboration with CKLA each elementary building will work with the company to ensure Tier 1 CKLA curriculum is being implemented with fidelity.</p> <p>Beginning in the second semester each building will select 1-3 model classrooms. These identified classrooms will receive instructional support in the area of explicit instruction, structured literacy, and responsive classroom. They will work with their instructional coach to ensure their classroom is a "model" for other grade levels and teachers to learn from throughout the district.</p> <p>Explicit Instruction professional development for staff will occur at monthly/weekly staff meetings provided by their building administrator and/or instructional coach. They will base the content of these PD sessions on data received from their walk through data. The walk through form is measuring the implementation of explicit instruction strategies.</p>	<p>TBT PD on new forms will begin in August</p> <p>After the first Writing Revolution (or OG) the TBT will complete part of the TBT form, as much as time allows or until they get to the implementation phase.</p> <p>The building administrators will review and monitor the TBT forms. The Instructional coach will work with the TBTs in between the weeks, after the TWR or OG training to complete the cycle of the TBT form. This will be done until TWR or OG training has been completed and implementation is underway.</p>
Measure of Success	Most students will respond to Tier 2 and/or Tier 3 interventions	Student success in the area of reading. Student mClass scores will show AT LEAST one year's growth for students at grade level and MORE THAN ONE YEAR'S growth	<p>Fidelity of TWR or OG will happen in the elementary buildings.</p> <p>Students will achieve higher success in the area of reading and</p>

	Action Step 1	Action Step 2	Action Step 3
	All teachers will implement Tier 2 and Tier 3 interventions with fidelity as reflected in the walk through fidelity data	for students identified in Tier 2 and/or 3	writing which will show in their mClass benchmarking data
Description of Funding	Funding for Branching Minds will come from the Curriculum Departments Budget	Funding for this goal will come from the Curriculum Department and Title budgets	TWR and OG training were purchased with ESSER funding
Check-in/Review Date	Every 6-8 weeks at the building level and three times per year at the DLT meeting.	Every 6-8 weeks and benchmarking data will be monitored by the DLT and BLT  Explicit Instruction walk through data will be monitored at the monthly principal meetings	Check in will occur at the DLT and BLT meetings.  We will monitor implementation at the Principal Meetings

**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.*

Consistent monitoring of student progress toward performance goals will occur at the classroom, building, and district levels. This will occur through a district universal screening tool, classroom formative assessments, and common, grade-level summative assessments. Data will be housed primarily in Branching Minds.

Analysis of the data points will be reviewed weekly in Teacher Based teams as well as monthly by School Level Teams and quarterly by the District Leadership Team. Through OIP and the development of an MTSS infrastructure, data analysis and consistent implementation of resources should provide district personnel with mechanisms for providing support in Tier I as well as Tier II and III.

Each elementary grade level (k-5) will monitor all student performance in the area of literacy through mClass data. All students who are receiving Tier 2 and/or Tier 3 will monitor their students' performance through Branching Minds. Data meetings on each student will occur every 6-8 weeks to monitor and adjust plans as necessary. Communication with parents will be provided every 6-8 weeks. Parent interventions completed at home will also be monitored.

The chart below identifies standardized assessments used with students for Progress Monitoring. In addition to these, each grade-level has common summative assessments for each unit, given about every six weeks. Formative assessments are also used to inform instruction on a day-to-day basis.



Monitoring Tool	Grade Level(s)	Frequency
mClass All of this information is stored in Branching Minds: <ul style="list-style-type: none"> <li>• mClass progress monitoring data, with goals and trend lines</li> <li>• Student attendance during intervention</li> <li>• Teacher anecdotal notes</li> <li>• Teacher’s attendance for providing intervention</li> <li>• Student’s Benchmark Scores</li> </ul>	All K-5 students who are below or significantly below benchmark	All students receiving a Tier 2 and/or Tier 3 intervention are progress monitored weekly or biweekly using mClass progress monitoring. Students in grade K will use the nonsense word probes and students in 1-5 will use the ORF probes for progress monitoring
Data Meetings	All K-5 grade levels	Every 6-8 weeks each teacher and data team will participate in data meetings. At the data meetings classroom teachers and the data team will discuss each child’s achievement and progress in the Tier 2 and/or Tier 3 intervention. Adjustments will be made as necessary. Look fors in data meetings: Student progress towards goals, trend line analysis, student and teacher attendance for intervention, parent communication and participation in the process

Student results from assessments will be stored in Branching Minds and mClass is housed in the classroom teachers CKLA hub. As part of the mClass benchmarking data, Tier 1 interventions can be implemented by the classroom teachers using interventions designed by CKLA.

Teacher Based Teams may use the data during collaboration. Building Leadership Teams will analyze the data on a schoolwide basis. The District Leadership Team will review districtwide results and will determine types of representations needed to effectively use the information.

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

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

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

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

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

The Literacy Committee has reviewed several practice guides from the What Works Clearinghouse. The overall strategies identified in previous sections of this plan connect to specific recommendations from the Practice Guides, as indicated below. The “our implementation” paragraph is an overview of how our district will implement practices identified in the “how to carry out the recommendation” sections of each Practice Guide.

**Strategy:** Building Phonological Awareness Skills

Action Maps: 1, 3, 4

*Evidence:* WWC Practice Guide, *Foundational Skills to Support Reading for Understanding KG Through 3rd Grade*

Recommendation 2, Strong Evidence:

Develop awareness of the segments of sounds in speech and how they link to letters.

Recommendation 3, Strong Evidence:

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

*Our Implementation of Recommendations:* A student’s ability to read begins with his/her understanding the sounds of speech. Teachers of our KG-5 students will continue to use their CKLA Tier 1 instruction curriculum. They will implement strategies learned through Orton Gilligham such as the Red Word Routine, and many multi sensory activities to accompany their Tier 1 curriculum. Strategies to teach students to recognize and manipulate segments of sound include using sound boxes and sound sorts, connecting sounds with motions, and building words. This is accomplished through our work with the Phonics in Motion program and the interventions are structured lessons, based on our training with Orton Gilligham.

**Strategy:** Modeling and Teaching How to Use Reading Comprehension Strategies

*Evidence:* WWC Practice Guide, *Foundational Skills to Support Reading for Understanding KG Through 3rd Grade*

Recommendation 1, Minimal Evidence:

Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

Recommendation 4, Moderate Evidence:

Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

*Evidence:* WWC Practice Guide, *Improving Reading Comprehension in Kindergarten Through 3rd Grade*

Recommendation 1, Strong Evidence:

Teach students how to use reading comprehension strategies.

Recommendation 2, Moderate Evidence:

Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.

Recommendation 3, Minimal Evidence:

Guide students through focused, high-quality discussion on the meaning of text.

*Our Implementation:* Teachers in grades KG through 5 are in their third year of using the district-adopted, Core Knowledge Language Arts (CKLA) that includes modeling and explicit teaching of comprehension strategies. As students progress from one grade level to another, they build upon their use of recommended strategies such as activating prior knowledge, visualization, questioning, making inferences and retelling. Elementary teachers will continue to work with instructional coaches and administrators on consistently implementing strategies in the classroom that provide the time needed for students to learn how to independently use these techniques. They will use the I Do-We Do-You Do explicit instruction model from Anita Archer. Teachers will also provide feedback, and review progress during teacher-based-team collaboration.

*Strategy:* Developing Word Study Skills, Vocabulary, and Fluency

*Evidence:* WWC Practice Guide, *Foundational Skills to Support Reading for Understanding KG Through 3rd Grade*

Recommendation 1, Minimal Evidence:

Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

Recommendation 3, Strong Evidence:

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

Recommendation 4, Moderate Evidence:

Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

*Our Implementation of Recommendations:* Structured literacy instruction will be aligned with the science of reading including, explicit, strategic, evidence-based practices in the areas of phonemic awareness, phonics, vocabulary, fluency and comprehension. We will ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension. We will use read aloud, decodable books, think aloud, prompting, and tiered reading groups to model strategies, scaffold and provide feedback to support accurate and efficient word identification. These strategies are used to teach students to self-monitor their understanding of the text and to self-correct word-reading errors. All of this is implemented when using the CKLA materials. The small group or pausing points, provides opportunities for oral reading practice with teacher feedback, so students can develop fluency and accuracy in reading with expression. The above strategies support students on Reading Improvement and Monitoring Plans, as many of our students who are not-on-track in the early grades are lacking foundational skills of connecting sounds and

letters. They are also struggling with fluency, comprehension, and vocabulary. Through implementing consistent and explicit instructional practices, including those based on phonics and comprehension, all students, including special education students, will be able to meet grade-level expectations.

*Strategy:* Implementing Explicit Instruction

*Evidence:* WWC Practice Guide, *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*

Recommendation 1, Strong Evidence:

Provide explicit vocabulary instruction.

Recommendation 2, Strong Evidence:

Provide direct and explicit comprehension strategy instruction.

*Our Implementation:*

The district has numerous staff members, building administrators and instructional coaches that have completed the Anita Archer 5 day training of the trainer on Explicit Instruction. For grades K-5 the building administrators and instructional coaches will provide professional development via Staff Meetings for the staff on explicit instruction. The expectation will be for all of the elementary staff to use all of the components of explicit instruction in the classroom.

*Strategy:* Creating Protocols for Multi-Tiered Systems of Support

*Evidence:* WWC Practice Guide, *Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades*

Recommendation 1, Moderate Evidence

Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students at risk for developing reading disabilities.

Recommendation 3, Strong Evidence

Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.

*Evidence:* WWC Practice Guide, *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*

Recommendation 5, Strong Evidence

Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

*Our Implementation of Recommendations:* Our current practice of screening all students for reading difficulties begins to meet the identified recommendations. The district uses mClass assessments and each school has a data team responsible for the assessment and reporting. We are using Branching Minds to house all of the

data for our students. This year we will add all of our students who are receiving a Tier 2 or Tier 3 intervention into the program and conduct data meetings every 6-8 weeks. By the end of this school year all elementary students will be monitored using Branching Minds. We have identified two evidence based phonics interventions for students identified in Tier 2 and Orton Gilligham will be used for students identified for Tier 3 intervention. All students are progress monitored weekly or biweekly using mClass ORF or Nonsense Words. Each elementary school has three staff members that are considered Lead Literacy Teachers. These teachers have had extensive training via AIM coursework on structured literacy and have also participated in the OG training. These teachers and our Instructional Coaches (who have all received the same training) will serve on their school's MTSS committee and provide intervention assistance to any student who is in need. They are also there to provide support to staff on interventions that can be done in the classroom for Tier 1.

*Strategy: Writing PK-12 Curriculum Maps*

*Evidence: IES Practice Guide, Organizing Instruction and Study to Improve Student Learning*

Recommendation 1, Moderate Evidence:

Space learning over time.

Recommendation 3, Moderate Evidence:

Combine graphics with verbal descriptions.

Recommendation 5b, Strong Evidence:

Use quizzes to re-expose students to key content.

Recommendation 7, Strong Evidence:

Ask deep explanatory questions.

*Our Implementation of Recommendations:* Currently, there exist pacing guides for ELA instruction at each level. A team of teachers and instructional coaches have been working since January 2020 to create curriculum maps aligning ELA standards, materials and assessments PreK-12. Reviewing recommendations on organizing instruction will assist the team in writing curriculum maps that will not only address state standards but will also include evidence-based strategies that can assist teachers in providing effective instruction.

**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 use of evidence-based strategies and ensuring their effectiveness through supporting and monitoring the progress of adult implementation. Key components of this include:

- Use of established protocols for communication between the Teacher-Based-Teams and Building Leadership Teams and between the Building Leadership Teams and the District Leadership Team. The Ohio Improvement Process forms a basis for this communication, as teams identify needs (based on data), review and select research-based strategies, implement and monitor the strategies, and then reflect on the results. Building Leadership Teams will provide feedback to Teacher Based Teams in the key areas of assessment and instructional strategies to assist in moving teams forward in their consistent use of evidence-based practices. The District Leadership Team will then review Building Leadership Team feedback/communication and determine common areas of opportunity throughout the district. Professional development, or other needed support, will then be provided and monitored from the district level.
- Administrators and instructional coaches will conduct classroom observations and walk throughs to monitor the implementation of specific district-identified instructional practices. Three examples of these practices are integrated use of sound-symbol motions in primary grades, teacher modeling of the use of comprehension strategies in intermediate grades, and specific, common content-based strategies in middle and high school . By completing an agreed upon number of observations and completing a feedback form on specific “look-fors”, instructional coaches and administrators will have a basis for identifying needs for ongoing professional development. These will also allow for targeted conversations during teacher-based-teams.
- At the elementary level, school staff will review Reading Improvement and Monitoring Plans at least three times per year. While all students are monitored three times per year, students who have not yet demonstrated expected performance levels will be monitored more frequently and interventions adjusted, based on needs. These students will have additional support in the classroom and possibly through Lead Literacy teachers implementing identified Tier 2 and Tier 3 evidence based programs. (SIPPS, Phonics for Reading and Orton Gillingham) The interventions provided will be documented on RIMPs, and challenges/successes will be communicated with families.
- Annual completion of the R-TFI by each school. By completing this each year, we will be able to monitor progress and needs. In addition, as School Improvement Plans are developed, this tool will assist with monitoring adult implementation. This tool parallels the work currently in place with the TFI.

The Ohio Improvement Process has provided us with an infrastructure of support for our district change initiatives. Our district has focused on teams at the teacher (classroom), building and district level. The focus of our Teacher Based Teams has provided us with the opportunity to collaborate as teaching teams and further our collaboration with the general education and special education teacher relative to the implementation and monitoring of data-based and evidence-based instructional practices. The goal is for both general and special education teachers to collaboratively acquire the capacity to identify and focus on skills a student needs to meet the targeted standard. In order to achieve this goal, the teachers need to focus on diverse learners and their individual needs.

The above strategies build upon work begun in the two prior school years in three ways. First, consistent curriculum work was begun nearly three years ago through the establishment of an elementary literacy committee. This committee worked to determine consistent resources for KG through 5th grade classrooms.. The district will continue the use of systematic monitoring of students. All students in grades one through nine are assessed three times per year using a standardized benchmark assessment.

#### 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.*

**The district has committed to four full days of PD for staff each year, with two optional days for staff to attend. Along with the days scheduled for PD the district offers additional PD during weekly one hour staff meetings and as part of the learning in the OIP process which is used during our TBT time.**

Our plan includes professional learning that increases educator knowledge and effective implementation of evidence based reading strategies. The plan ensures that all materials, programs, screening, diagnostic assessments, progress measures, and instructional strategies utilize the evidence based and are implemented with fidelity. This plan also addressed the need for developing leaders into strong literacy-instructional leaders that support evidence-based systems and methods of literacy instruction.

To meet the performance goals and to support the evidence-based strategies outlined throughout this plan, professional development will address the criteria established for professional development through ESSA.

The PD will be *sustained and job-embedded*. Throughout the district, the time allotted each week for Teacher-Based-Teams (TBTs) provides opportunities for teams to critically review student data and to discuss specific strategies to address student needs. During this time, in our elementary buildings, an instructional coach assists with the facilitation and is able to provide PD on an ongoing basis. In our elementary buildings, the instructional coach is also able to provide PD through modeling, co-teaching, and coaching cycles. In our secondary buildings, there are department chairs and instructional coaches who offer expertise to colleagues. In addition, district administrators

attend staff meetings or collaboration to provide professional development and feedback to staff on the TBTs identified topic.

The professional development will be *instructionally-focused* and *intensive*. Three specific areas of focus for instructional strategies are phonemic awareness, comprehension strategies, vocabulary, and writing. As a district, we are also focusing on curriculum maps and the MTSS process. Small teams, representative of various roles and levels, have been formed for each area. In this way, these individuals will develop expertise in a focused area and then provide PD to district staff.

The professional development is *collaborative*. All of our professional development is attended by both general education and special education teachers, title 1 teachers, coaches, support staff and administrators. General educators and intervention specialists collaborate in weekly TBT meetings.

Finally, professional development is *data-driven*. Embedded throughout TBT processes, planning for specific professional development days, and administrative meetings is a focus on data. We are constantly reviewing student performance, and we also review adult implementation of practices.

The following charts provide an overview of planned professional development. The dates identified should be viewed as an initial timeline, as all areas will have continuous follow-up during staff meetings, TBT collaboration, and district professional development days. Revisions to the plan will occur based on analysis of student and adult implementation data and participant and facilitator feedback.

When and Who	PD Topics	Outcomes/Evaluation
August-January 2024 PreSchool Staff	<input type="checkbox"/> Emergent Literacy with Ann Zito	<input type="checkbox"/> Teachers will implement the strategies learned in emergent literacy with their current curriculum (PreK on My Way)
August-January 2024 Grades 1-8 (all staff) High School, electives staff	<input type="checkbox"/> The Writing Revolution (TWR)	<input type="checkbox"/> Teachers will implement the strategies learned in TWR in their content areas of instruction
August through January 2023-2024 K, Early Learning Village Staff, Lead Literacy Teachers, Instructional Coaches, Elementary Principals and Special Education Teachers	<input type="checkbox"/> Orton Gillinham Five Day training	<input type="checkbox"/> Teachers will use OG programming to support students who need additional support in phonemic awareness and phonics <input type="checkbox"/> This can be used as Tier 1, 2, or 3 curriculum based on the



		needs of the student
August 2023 October 2023 (TBT meetings) 1-3 teachers	<input type="checkbox"/> Phonics in Motion PD <input type="checkbox"/> Connecting sounds of letters to motions <input type="checkbox"/> Using the Language Calendar to model written language conventions and high frequency words <input type="checkbox"/> Using the Vowel House consistently to connect sounds with spelling patterns <input type="checkbox"/> Use of Phonics in Motion website	<input type="checkbox"/> Teachers further understanding of evidence based strategies for phonological awareness and phonics <input type="checkbox"/> Specific strategies will be identified in lesson plans  <input type="checkbox"/> Review of TBT forms <input type="checkbox"/> Classroom walkthrough data
August 2023 Grades 3-5	<input type="checkbox"/> Trauma Informed Care training by Dr. Frank Kros	<input type="checkbox"/> Teachers will gain an understanding of the impact trauma has on student learning
	<input type="checkbox"/> CKLA: Interactive Classroom and Differentiation	<input type="checkbox"/> Update on our CKLA curriculum and how to use differentiation to meet all students' needs in the classroom
	<input type="checkbox"/> Centralized Reporting Systems & Readiness Assessments (Tested grades only)	<input type="checkbox"/> Teachers in tested subjects will learn to analyze their OST data to better inform their instruction
August 2023-January 2024 Lead Literacy Teachers Instructional Coaches	<input type="checkbox"/> AIM Structured Literacy Course (40 hours) <ul style="list-style-type: none"> <li><input type="checkbox"/> online learning</li> <li><input type="checkbox"/> 4 hours of Zoom learning sessions</li> </ul>	<input type="checkbox"/> This course is offered for staff who are leaders on their building's MTSS team <input type="checkbox"/> They will be the school's literacy expert
January 2024-May2024 Lead Literacy Teachers Instructional Coaches	<input type="checkbox"/> AIM Structured Literacy Practicum	<input type="checkbox"/> This course will be offered for staff who are lead literacy instructors or instructional coaches
November 2023 Identified Elementary Teachers	<input type="checkbox"/> CKLA coaching professional development	<input type="checkbox"/> CKLA will work with identified teachers to ensure the fidelity of implementation

### Curriculum Mapping Elementary (Action Map 1)

When and Who	Curriculum Mapping	Outcomes/Evaluation
District Elementary Literacy Committee	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop Curriculum Maps for K-5 CKLA</li> <li><input type="checkbox"/> Roll Out new Curriculum Maps upon completion</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers will follow District Curriculum Maps beginning 2022-2023 school year</li> </ul>

### MTSS (Action Maps 1 and 2)

When and Who	PD Topics	Outcomes/Evaluation
DLT/BLT/TBT Adoption of Branching Minds to monitor and support implementation of MTSS	<ul style="list-style-type: none"> <li><input type="checkbox"/> Roll out of Branching Minds for special education students and Tier 2 and Tier 3 intervention groups</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Each elementary school will monitor implementation of Tier 2 and Tier 3 interventions using Branching Minds</li> </ul>
BLT/TBT	<ul style="list-style-type: none"> <li><input type="checkbox"/> Data meetings will be held every six weeks at each elementary school, to monitor each student's progress</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor student progress and make adjustments as needed for student success</li> </ul>
Elementary Data Teams	<ul style="list-style-type: none"> <li><input type="checkbox"/> Each elementary data team will assess all K-5 students using mClass for benchmarking in the fall, winter and spring</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Based on student benchmarking data, interventions for Tier 2 and Tier 3 will be assigned to identified students</li> </ul>
Classroom Teacher	<ul style="list-style-type: none"> <li><input type="checkbox"/> Classroom teachers will meet with parents to discuss student's RIMP plan and implement a home intervention for any student who qualifies for a RIMP</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will make progress based on their mClass scores. Students will be progress monitored weekly or biweekly</li> </ul>

## APPENDICES

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