March 4, 2024

Dear Superintendent Banks:

Thank you for submitting the Finneytown Local 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 has specific ties to a multitiered system of supports.
- The plan has implementation supports tied to coaching and educator capacity building.
- The plan supports family/community collaboration and supports.

This plan will benefit from:
- The plan could benefit from a root cause analysis of data provided to link to action planning and professional learning (section 3-part C).
- The plan could benefit from considering both internal and external data sources to inform.
- Plan developers/writing team may benefit from a teacher/classroom representative.

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

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

Sincerely,

[signature]

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

877 | 644 6338
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hearing, please call Relay Ohio first at 711.

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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: **Finneytown**

DISTRICT IRN: **047332**

DISTRICT ADDRESS: **8916 Fontainebleau Terrace**

                         Cincinnati, Ohio 45321

COMPLETION DATE: **December 28, 2023**

LEAD WRITERS: Laurie Banks, Meredith Baker, Jessie Martin, Jen Bayless, Jen Dinan

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 a 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*

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*Section headings marked

with an asterisk are required by state law.*

Name	Title/Role	Location	Email
Laurie Banks	Superintendent	District Office	lbanks@finneytown.org
Meredith Baker	Principal	Finneytown Elementary	mbaker@finneytown.org
Jessie Martin	Assistant Principal	Finneytown Elementary	jmartin@finneytown.org
Jen Bayless	Literacy Coordinator	District Office	jbayless@finneytown.org
Jen Dinan	Assistant Superintendent	District Office	jdinan@finneytown.org

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

A team of district, school and teacher leaders worked to develop the plan in alignment with the District's Literacy Leadership Team's goals.

The team reviewed the goals created by District Leadership as part of our 2018-2023 Strategic Plan, district data, district programming and the State's Plan to Raise Literacy Achievement. We

*Section headings marked

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are developing a new Strategic Plan and will update this document when new goals are established.

The plan was written and will be shared with the school board, the District Leadership Team, principals, and staff.

The monitoring of the plan will take place at the building and district levels, with adjustments made as necessary. The Literacy Leadership Team and building leadership will establish a walk-through tool to monitor the implementation of high-yield strategies and the implementation of high-quality instructional materials. Grade-level teams, which include members of the LLT, meet biweekly to review progress monitoring and will review data from the walk-through tool. Decisions will be made based on these discussions.

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.

Finneytown Local School District (FLSD) has developed this local literacy plan in alignment with our current and future district goals as identified in our CCIP account, as well as our current strategic planning. Our focus is to develop strong literacy skills in each learner through evidence-based instruction and progress monitoring. This will be achieved through the strengthening of our Multi-Tiered Systems of Support (MTSS) model, ensuring all Tiers of instruction are not only evidence-based but also leading to student growth in literacy.

The district has a Literacy Leadership Team, along with other Leadership Team, who will work collaboratively to communicate, implement, and monitor this plan. Our work has already begun at FLSD with a team of educators K-12 reflecting on our current Multi-Tiered Systems of Support (MTSS) and making recommendations for improvement. The group is focused on developing a shared understanding of MTSS, reviewing district data, developing decision rules, and auditing our tiers of instruction to ensure they align with our students' needs. In addition, FLSD is identifying the needs of our staff and developing meaningful professional development to address them.

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Finneytown Local School District will foster literacy development for each student. FLSD recent state assessment data in English Language Arts reveals literacy as a critical need. FLSD had 37% of third-grade students meet the proficiency level in the spring of 2023 and 44% of eighth-grade students meet the proficiency level in the spring of 2023 as measured by state assessment.   FLSD data shows a trend of decline in achievement as students progress grades. A shared evidence-based framework and approach to literacy is needed to have consistent instruction and learning opportunities for all learners.

During the 2023 - 24 school year our educators will use data collected through formative assessment to inform instructional practices in the classroom to ensure students are making growth. An area of focus is developing Multi-Tiered System of Supports (MTSS), ensuring data is collected informing instruction and an increase in the time all students spend in Tier 1 instruction.

Performance Measure
As evident by Progress Indicator on State Report Card, Benchmark Assessments (K-8), and formative assessment.

Needs Assessment
District will strengthen Tier 1 Core Instruction to increase student growth for all students. The professional development will focus on differentiation and utilizing assessment to inform instruction. The professional development will be geared at not only developing pacing guides/maps, but also common assessments. In addition, the district will be using a data file cabinet resource to track student growth/progress and intervention as part of the MTSS framework.

Differentiation
The Finneytown teaching staff will utilize differentiation to impact the quality, content, and structure of teaching and learning focusing on student growth. Differentiation incorporated into our teaching and learning will benefit all students in the district, particularly students with disabilities, limited English proficient, economically disadvantaged, multiracial and African Americans, and at all grade levels. This includes PD around differentiation to build capacity of instructional staff.

Research-based Instructional Strategies and Intervention Related to Literacy
Finneytown teaching staff will integrate research-based instructional strategies and intervention that

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result in student literacy growth. District staff will focus on the use of differentiation in Tier 1, intervention in Tier 2/3, as well as using data from the intervention to improve outcomes for students' literacy development.
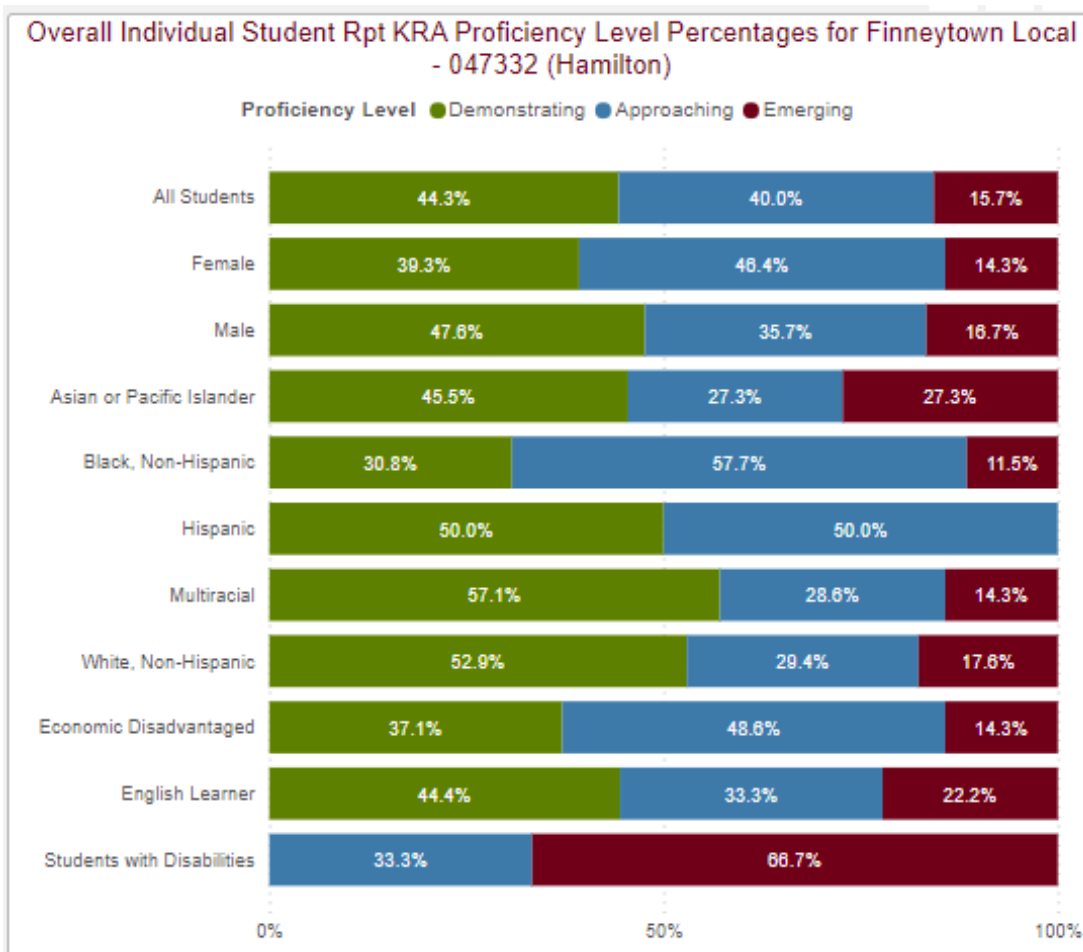
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SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

The Kindergarten Readiness Assessment

	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Fall 2023	40 (38.1%)	32 (30.5%)	33 (31.4%)
Fall 2022	15.7	40	44.3

Fall 2022 KRA Proficiency Level Disaggregated

Overall Individual Student Rpt KRA Proficiency Level Percentages for Finneytown Local - 047332 (Hamilton)

Proficiency Level ●Demonstrating ●Approaching ●Emerging

	Demonstrating	Approaching	Emerging
All Students	44.3%	40.0%	15.7%
Female	39.3%	46.4%	14.3%
Male	47.6%	35.7%	16.7%
Asian or Pacific Islander	45.5%	27.3%	27.3%
Black, Non-Hispanic	30.8%	57.7%	11.5%
Hispanic	50.0%	50.0%	
Multiracial	57.1%	28.6%	14.3%
White, Non-Hispanic	52.9%	29.4%	17.6%
Economic Disadvantaged	37.1%	48.6%	14.3%
English Learner	44.4%	33.3%	22.2%
Students with Disabilities		33.3%	66.7%

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KRA Domain Data Fall 2023

Domain	Language and Literacy	Mathematics	Social Foundations	Physical Development
Lowest Rating	202	206	207	202
Highest Rating	298	296	296	286
Mean Rating	256.7	252	270.5	268.6
Median Rating	262	259	269	270
Standard Deviation	28.1	29	24.9	19.8

Ohio's State Test for ELA grades 3-8
22-23 ELA Percent Proficient Data by Subgroup

Race/Ethnicity	Third	Fourth	Fifth	Sixth	Seventh	Eighth
Asian/Pacific Islander	33.3	10	25	33.3	66.7	62.5
Black, Non-Hispanic	30.6	35	30.3	46.7	40.5	42.5
Hispanic	20	40	100	33.3	100	40
Multiracial	46.2	55.6	53.8	45.5	50	57.1
White	53.6	48.1	65.4	57.7	92.6	45.8
ED	30.8	29.7	37	37	43.2	34.6
IEP	4.2	15	5.9	0	33.3	18.8

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K-3 Reading diagnostics
Fall 2023

Kindergarten BOY DIBELS 23-24				
Composite	45%	19%	13%	23%
Letter Naming	46%	18%	36%	
Phonemic Awareness	36%	16%	23%	25%
Grade 1 BOY DIBELS 23-24				
Composite	38%	11%	35%	16%
Letter Naming	34%	23%	43%	
Phoneme Seg	14%%	16%	42%	28%
Letter Sounds (NWS-CLS)	40%	9%	31%	20%
Decoding (NWF-WRC)	27%	18%	41%	14%
Grade 2 BOY DIBELS 23-24				
Composite	56%	9%	17%	18%
Letter Sounds (NWS-CLS)	49%	10%	35%	6%
Decoding (NWF-WRC)	50%	21%	23%	6%
Word Reading	58%	5%	32%	5%
ORF	54%	15%	16%	15%
ORF- Accuracy	62%	6%	32%	
MAZE	58%	15%	13%	14%
Grade 3 BOY DIBELS 23-24				
Composite	32%	20%	27%	21%
Letter Sounds (NWS-CLS)	32%	12%	49%	7%
Decoding (NWF-WRC)	39%	13%	39%	9%
Word Reading	58%	5%	39%	9%
ORF	44%	24%	24%	0%

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ORF- Accuracy	40%	13%	29%	16
MAZE	46%	13%	29%	12%

OELPA 22-23

	EL Proficiency	EL Growth	EL Met Proficiency/Growth
Percentages	13.7	30.1	43.8

NWEA Single-Term Achievement Reading Fall 2023

	1st-20th	21st-40th	41st-60th	61st-80th	>80th
2nd Grade (92)	55	18	9	7	11
4th Grade (91)	33	19	16	18	14

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.

Within Finneytown Local Schools, there are a number of underlying internal factors contributing to students' underachievement in literacy.

- Evidence-based Core Curriculum- the district has adopted two Core Elementary ELA curricula in 23-24. Our literacy Leadership Team selected curricula designed around the science of reading and staff was provided implementation training this year. Prior to this year, grade levels made decisions about the reading model they used and the construction of the literacy block, as well as the resources they used.
- Attendance- Based upon district data our average attendance is 90.7 percent.
- Mobility- We continue to strive to mitigate the factors of a significant mobility rate among our students. For the 22-23 school year, our mobility rate was 10 percent.
- Student Growth on the 3rd Grade ELA Assessment- Many of the districts' K-3 students enter significantly behind, as by KRA and DIBELS assessment data, and are not meeting proficiency in one academic year. Beginning of the 22-23 school year DIBELS data indicates that 74 percent of Kindergartners are off track., 49 percent of first graders are off track, 65 percent of 2nd graders are off track and 52 percent of third graders are off track

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Describe the measurable learner performance goals addressing learners' needs 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.

Overarching District Literacy Goal:

By the end of the 2024-2025 school year, 75% of all Finneytown Elementary students in grades K-6 will read at or above grade level as measured by approved district and state assessments.

Subgoal #1: Instruction

By the end of the 2024-2025 school year, all teachers in grades K - 6 will implement grade appropriate literacy strategies based on data and driven by the Finneytown Elementary Literacy curriculum resource(s).

Subgoal #2: Professional Development

By the end of the 2024-2025 school year, the District will have a refined professional development plan based on data which addresses the literacy needs of all educators using a formal protocol to monitor and assess its effect on student achievement.

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.

Subgoal #1: Instruction: Action Map

Goal Statement: By the end of the 2024-2025 school year, all teachers in grades K - 6 will implement grade appropriate literacy strategies based on data and driven by the Finneytown Elementary Literacy curriculum resource(s).

Evidence-Based Strategy or Strategies:

1.) **Implement a specific set of core in-school strategies and practices to support reading:** Implementation of a set of specific instructional and classroom practices is effective in closing the reading achievement gap. Strategies include, but are not limited to: direct, explicit instruction in phonics, vocabulary, and fluency in the primary grades; explicit vocabulary instruction for English learners. **ESSA Tier 1, Strong**- Source: School-based Strategies for Narrowing the Achievement Gap: February 2017

2.) **Design and provide specific and systematic phonemic awareness and phonics instruction**: To become successful readers, all young students require: Focused and explicit phonemic awareness instruction on one or

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more skills rather than a combination of three or more; Phonemic awareness instruction in small groups rather than individually or in whole classroom settings; and systematic phonics instruction to impact children's growth in reading. **ESSA Tier 1, Strong**- Source: <u>Langenberg, D. et al. (1999) National Reading Panel Report. (online) Accessed 14 December 2023.</u>

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement new curriculum resources with fidelity- Wit & Wisdom and 95% Core Phonics & ensure it is aligned to the OH Curriculum Frameworks for ELA and Literacy	Standardize literacy instruction K to 6 with explicit and systematic instruction of: phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing	Tailor core instruction, strategic instruction, and intensive instruction provided by the classroom teacher and specialists to meet the needs of all students with more opportunities for practice
Timeline	2023 - 2024 & 2024 - 2025 school years (and ongoing)	2023 - 2024 & 2024 - 2025 school years (and ongoing)	2023 - 2024 & 2024 - 2025 school years (and ongoing)
Lead Person(s)	Literacy Leadership Team- led by Meredith Baker, Jen Bayless, and Jen Dinan	Literacy Leadership Team- led by Meredith Baker, Jen Bayless, and Jen Dinan	Jen Bayless, Karen Bause, and Lori Gehr
Resources Needed	Wit and Wisdom curriculum; 95% Core Phonics resources; OH Curriculum Framework; collaboration time; training	professional reading (various books, podcasts, webinars); time for and facilitation of PD; Wit and Wisdom curriculum; 95% Core Phonics resources	DIBELS; Basic Phonics Skills Test; differentiated materials; planning time
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Onboarding training by curriculum company, grade level common planning time, literacy leadership team grade level representation.	ODE state dyslexia module; provide at least a 120 minute block for core literacy instruction; provide PD to teachers in the five components of reading and data driven instruction	Grade level biweekly meetings to discuss data, improvements, interventions, changes as needed; implement a systematic tiered model of instruction; provide PD opportunities on differentiated instruction and

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	Action Step 1	Action Step 2	Action Step 3
			interventions; Title I coordinators and Literacy Coordinator are working with teachers to implement tiered intervention services
Measure of Success	standards are clearly visible, verbalized, and referenced to enhance student understanding of expectations	feedback from PD; student data from formative and summative assessments; observable evidence in classrooms (walk-throughs form with post-analysis and conference used as coaching tool); an increase in student writing across all content areas that reflects student knowledge and understanding of the content	student data; formative and summative assessments; student engagement; observable evidence in classrooms
Description of Funding	ARP ESSER	General Funds and Title II funds	General Funds
Check-in/Review Date	bi-weekly check-ins through Literacy Leadership Team (LLT) meetings; quarterly check-ins- beginning August 2023	bi-weekly check-ins through Literacy Leadership Team (LLT) meetings; following professional development days; quarterly- beginning August 2023	bi-weekly check-ins through Literacy Leadership Team (LLT) meetings; quarterly check-ins- beginning August 2023

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Subgoal #2: Professional Development: Action Map

Goal Statement: By the end of the 2024-2025 school year, the District will have a refined professional development plan based on data which addresses the literacy needs of all educators using a formal protocol to monitor and assess its effect on student achievement.

Evidence-Based Strategy or Strategies: Provide professional development and ongoing instructional support to all instructors. Use experienced teachers to deliver instruction, provide ongoing coaching for novice teachers assigned to deliver instruction, and monitor the quality of instruction to identify additional professional learning needs of teachers. **ESSA, Tier 4, Demonstrates a Rationale** - Structuring Out-of-School Time to Improve Academic Achievement. (NCEE 2009 - 012)

	Action Step 1	**Action Step 2**	**Action Step 3**
Implementation Component	Determine Professional Development needs for staff, principals, and supervisors	Develop PD offerings and a calendar of offerings	Implement and monitor a consistent cycle of PD based on the needs of the districts, including literacy needs
Timeline	2023 - 2024 & 2024 - 2025 school years and ongoing	2023 - 2024 & 2024 - 2025 school years and ongoing	2023 - 2024 & 2024 - 2025 school years and ongoing
Lead Person(s)	District Facilitators; Literacy Leadership Team; Superintendent; Assistant Superintendent; Director of Personnel and Systems Design; Principal; Assistant Principal	District Facilitators; Literacy Leadership Team; Superintendent; Assistant Superintendent; Director of Personnel and Systems Design; Principal; Assistant Principal	District Facilitators; Literacy Leadership Team; Superintendent; Assistant Superintendent; Director of Personnel and Systems Design; Principal; Assistant Principal
Resources Needed	PD needs from staff; time; resources/supplies for PD offerings	PD needs from staff; time; resources/supplies for PD offerings	PD needs from staff; time; resources/supplies for PD offerings
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Principals will outline building needs; district leaders will outline district needs; facilitator team and literacy leadership team will analyze data for trends	Facilitators will design calendar based on needs and share with staff	collect data, reflect on assessment information and use that to develop a new cycle of PD based on needs

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	Action Step 1	Action Step 2	Action Step 3
Measure of Success	variety of PD offerings to meet needs	variety of PD offerings and the calendar of when they will be offered	changes in classroom Tier 1 instruction; improved student achievement; improved climate & culture in building
Description of Funding	General Funds and Title II funds	General Funds and Title II funds	General Funds and Title II funds
Check-in/Review Date	bi-weekly check-ins through Literacy Leadership Team (LLT) meetings; quarterly check-ins- beginning August 2023	bi-weekly check-ins through Literacy Leadership Team (LLT) meetings; following professional development days; quarterly- beginning August 2023	bi-weekly check-ins through Literacy Leadership Team (LLT) meetings; quarterly check-ins- beginning August 2023

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

Measurement and Progress

The following measures will be used to assess and monitor the progress of student learners:
- ❏ mCLASS DIBELS
  - ❏ Grades K-3
  - ❏ Benchmark- BOY/MOY/EOY
  - ❏ Progress Monitoring- weekly or bi-weekly
- ❏ 95% Core Phonics Instruction
  - ❏ Grades K-3
  - ❏ Benchmark- BOY
  - ❏ Progress Monitoring- weekly
- ❏ NWEA MAP Growth: Reading
  - ❏ Grades 2-4
  - ❏ Benchmark- BOY/EOY
  - ❏ Skills Checklists- as needed
- ❏ Ohio State Testing Results
  - ❏ Fall 3rd grade ELA results
  - ❏ Spring testing gr. 3-10
- ❏ Kindergarten Readiness Assessment (KRA)
  - ❏ Results available after November 1

Reporting

- ❏ Reading Improvement and Monitoring Plans (RIMPS) and interventions will be recorded and monitored.
- ❏ Student reports are available in NWEA MAP and mCLASS DIBELS. These reports will be shared with families at conferences and/or after benchmark periods.
- ❏ KRA Individual Student Reports (ISRs) will be shared with families after November 1 each year.
- ❏ Ohio State Testing results will be shared with families when released by the state.

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❏ A student's development along the literacy continuum is reported on standards-based report cards and discussed at parent conferences.
❏ School, grade, and class reports are available in NWEA MAP and mClass DIBELS. These reports will be shared and analyzed by the Literacy Leadership Team after each benchmark period.

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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.*

95% Core Phonics Program

An explicit and systematic approach to phonics instruction. In Kindergarten, the curriculum is built around the foundational standards, using phonemic awareness as an anchor to build mastery of letter-sound correspondences. In first and second grades, students use consistent routines, dialogues, phonics chips colors, and gestures to ensure student learning is focused on content, and learning skills in sequential order. In third grade, students focus on previously taught foundational phonemic awareness and phonics skills to build automaticity in reading multisyllable words in both isolation and in text.

Multi-tiered System of Supports

MTSS is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction. The framework can be used for literacy, math, or positive behavior supports

❏ The Response to Intervention model focuses on identifying skills that students need to develop to access the curriculum, developing a plan to provide intervention, monitoring progress/response to the intervention, and then making decisions based on the data collected. RTI is recognized in federal law to address the needs of students and is an

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evidence-based practice shown to increase student learning/skill beyond the one year of anticipated growth (Hattie, 2009). [ESSA-Moderate Evidence as defined by the US Department of Education]

❏ There is a critical need for strong literacy skill development in Tier I, or core instruction in an RTI model, to allow all students to access the curriculum (Brozo, 2010) .

[ESSA-Moderate Evidence as defined by the US Department of Education]

Instructional Coaching

An approach to enhance instructional practices to be developmentally appropriate, contextually explicit and systematic instruction, and frequent practice in reading and writing across content areas. Provides a framework for feedback and reflection for teachers resulting in improved instruction for all students.

Ohio's Plan to Raise Literacy Achievement reflects the need for professional learning and resources designed to deepen educators' understanding of how children learn to read, diagnose why some children struggle, and sharpen teachers' abilities to select and implement evidence-based practices and interventions. Research supports the use of coaching as an effective way to improve the instructional skills of teachers and learner outcomes (Cantrell & Hughes, 2008; Carlisle & Berebitsky, 2011; Shidler, 2009). Within Ohio's plan, coaching serves as both a tool for implementation and an intervention, to improve outcomes for all learners - especially those who are considered the most disadvantaged.

Family Literacy Events and Community Outreach

The National Institute for Literacy (NIFL), The National Center for Family Literacy (NCFL), and cooperating agencies from the Partnership for Reading addressed early literacy development and implications for early intervention for children ages birth to five in the National Early Literacy Panel (NELP) (National Center for Family Literacy, 2008). The panel identified size precursor skills to literacy: alphabet knowledge, phonological awareness, rapid automatic naming, rapid automatic naming of objects or colors, writing or writing name, and phonological memory. They identified five categories of intervention effective in developing early literacy: code-focused intervention, shared-reading intervention, parent and home programs, preschool and kindergarten programs, and language-enhancement programs.

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"When families participate in programs that offer ideas for fun and stimulating parent–child activities, their children develop higher comprehension-related abilities and improved sound and letter knowledge" (Sénéchal, M., & Young, L., 2008) [ESSA-Moderate Evidence as defined by the US Department of Education].

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 5 will do the following:

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

The Literacy Leadership Team (LLT), in partnership with FLSD's district leadership team, will support the implementation of the proposed plan through shared learning and understanding of the approach. FLSD's academic calendar has dedicated days to provide professional learning to staff on the identified goals. In addition, LLT and FLSD will provide summer learning opportunities to enhance and enrich the professional learning and implementation of evidence-based practices and interventions. LLT and FLSD leadership will remove distractions to ensure the implementation is done with support and fidelity. In addition, the implementation incorporates the support of instructional coaching to guide evidence-based practices and interventions.

LLT and FLSD leadership will ensure the proposed plan and specific evidence-based practices and interventions identified will be effective through the ongoing support of leadership as identified in the previous section. Progress will be monitored through monthly data reports by the TBT, instructional coaches, and building administration and during the bi-weekly LLT meetings. In addition, the evaluators will be utilizing walk-throughs to identify the key elements in instructional practices and provide constructive feedback. The proposed plan improves and extends our previous approach to literacy through a shared, systematic framework with the appropriate foundational professional learning. In addition, the instructional coach, LLT, and district leadership team will have the shared learning and understanding to support the work through guidance and resources.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

*Section headings marked

with an asterisk are required by state law.*

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

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

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

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Goals:

Overarching District Literacy Goal:

By the end of the 2024-2025 school year, 75% of all Finneytown Elementary students in grades K-6 will read at or above grade level as measured by approved district and state assessments.

Subgoal #1: Instruction

By the end of the 2024-2025 school year, all teachers in grades K - 6 will implement grade-appropriate literacy strategies based on data and driven by the Finneytown Elementary Literacy curriculum resource(s).

Subgoal #2: Professional Development

By the end of the 2024-2025 school year, the District will have a refined professional development plan based on data that addresses the literacy needs of all educators using a formal protocol to monitor and assess its effect on student achievement.

Evidence-Based Practices or Interventions: Professional Learning and Coaching

"Professional development is important at all levels of the system and the management team should be responsible for providing coaches, mentors, and school and district administrators with professional development opportunities as well as resources in the form of books and other publications, website content, newsletters and blogs" (Charner and Medrich, 2017, p. 17). [ESSA-Moderate Evidence as defined by the US Department of Education]

"Not only does coaching make a difference for teachers' instructional practice, but effective coaches also stimulate teachers' interests in other forms of professional development" (Charner and Medrich, 2017, p. 3). [ESSA-Moderate Evidence as defined by the US Department of Education]

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	-Driven	-Focused

Section headings marked

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1. 95% Core Phonics training- (comprehensive 30 hours) *Who? New hires; K-3 certified staff	Begin SY23-24 and continue through SY24-25	✔	✔	✔		✔	✔
2. Wit & Wisdom training *Who? Reading Specialists; Intervention Specialists; and certified staff K-6	Begin SY23-24 and continue through SY24-25	✔	✔	✔		✔	✔
3. Literacy Leadership Team (LLT) Professional Development	Begin SY23-24 and continue through SY24-25	✔	✔	✔			✔
4. Literacy Coaching (including needs assessment, goal setting, and real-time coaching) *Who? K-6 teachers	Begin SY23-24 and continue through SY24-25		✔	✔	✔		
5. mClass DIBELS training *Who? K-3 general education	Begin SY23-24 and continue	✔	✔	✔		✔	✔

*Section headings marked

with an asterisk are required by state law.

teachers and interventionists	through SY24-25 (continue each year)					
6. NWEA MAP training (follow-up sessions for those already trained and introductory sessions for new hires) *Who? 2-4 certified staff and administrators	Begin SY23-24 and continue through SY24-25 (continue each year)		✔		✔	✔

Resources Required	Outcomes/Evaluation
1. 95% Core Phonics certified trainers 1.a. Training materials 1.b. Instructional materials	1. Participants will learn: * How to administer informal criterion-referenced assessments * Phonological awareness assessment and strategies * Multisensory strategies for reading, writing, and spelling phonetic and non phonetic words * Syllable types and syllable patterns for encoding and decoding * Explicit, multisensory strategies for teaching fluency, vocabulary, and comprehension * Guidelines for weekly lesson plans
2. Wit & Wisdom trainers 2.a. Training materials 2.b. Instructional Materials	2. Teachers will be able to access and implement the Wit & Wisdom curriculum for students based on data (Wit & Wisdom assessments, mClass DIBELS, and/or NWEA MAP). Participants will deepen their understanding of many research-based techniques to help struggling readers make accelerated progress. Topics include an overview of the Lesson Framework, assessing and grouping students, teaching within the Wit & Wisdom lessons, using the Teachers' Guide, understanding the demands of texts, and documenting progress.

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3. LLT professional development (focus on foundations, vocabulary, phonological processing, print knowledge, and ELL) 3.a. Training materials 3.b. Online module subscriptions when applicable	3. Teachers will grow as literacy teachers and impact student growth. With LLT professional development, educators receive: * Information and learning around: - Explicit Instruction - Morphology/Vocabulary - Foundational Skills/Sequence - Language Structures & Writing Instruction * Information about the brain and learning to read * Information about identification and treatment of dyslexia * Demonstrations of classroom and small-group instruction
4. Literacy Coaching (including needs assessment, goal setting, modeling, feedback, and real-time coaching)	4. Teachers will grow as literacy teachers and impact student growth.
5. mClass DIBELS training for K-3 general education teachers and new hires (interventionists)	5.1. Teachers will be able to administer benchmark and progress monitoring measures. 5.2. Teachers will be able to access and print online reports. 5.3. Teachers will be able to set target growth goals for individuals or small groups. 5.4. Teachers will be able to use benchmark and interim data to create, modify, and plan for instructional groups.
6. NWEA MAP training (follow-up sessions for those already trained and introductory	6.1. Teachers will be able to create and proctor test sessions. 6.2. Teachers will be able to access and analyze class and individual student data. 6.3 Teachers will be able to use benchmark and interim data to create, modify, and plan for instructional groups.

Section headings marked

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sessions for new hires)	

Section headings marked

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A brief description of how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.

Sustained:

Our professional development plan includes targeted training sessions for staff over multiple days or sessions:

- 95% Core Phonics training= 20 hours
- Wit & Wisdom training= 20 hours
- LLT= Options: Webinar sessions, one-day workshops, or multi-day institute options; book studies; sessions offered during professional development days throughout the school year
- Literacy Coaching= Multiple coaching sessions throughout the year
- mClass DIBELS= training and follow-up sessions offered after school and during staff professional development days
- NWEA MAP= training and follow-up sessions offered after school and during staff professional development days

Intensive:

Each of our professional development opportunities is focused on specific literacy concepts or assessment tools.

Collaborative:

The professional development opportunities outlined in our plan involve the collaborative efforts of multiple staff members. We are offering professional development time for teams and groups during some of our scheduled district inservice days. Many of our trainings also include administrators learning with teachers. By engaging administrators in the various training sessions, they will be able to utilize the information in their walk-throughs, mentoring and evaluations.

Job-Embedded:

Literacy coaching will take place in the learning environment. Coaches will be able to guide teachers through assessment, planning, teaching, and reflective practices. The work of the coaches will support the 95% Core Phonics training and Wit and Wisdom training.

Data-Driven:

Our professional development plan supports the needs of teachers to use data to drive planning and instruction. The plan includes benchmarking, progress monitoring, reporting, and data analysis to enable teachers to formatively assess students and adjust instruction.

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Instructionally-Focused:

Many components of our professional development plan (95% Core Phonics, Wit and Wisdom,, and coaching) are directly related to creating a positive learning environment and the teaching process. These practices include frameworks for delivery, routines for instruction, and scripts for implementation. Teachers will receive models and practice for real-time application in the classroom.

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

GLOSSARY OF TERMS

DIBELS: The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one-minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. DIBELS are comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. DIBELS were designed for use in identifying children experiencing difficulty in the acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.

Multi-tiered Systems of Support (MTSS): MTSS is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction. The framework can be used for literacy, math, or positive behavior supports.

Phoneme Segmentation: The ability to break words down into individual sounds

Phonemic Awareness: A subset of phonological awareness in which listeners are able to hear, identify, and manipulate phonemes, the smallest units of sound that can differentiate meaning.

Phonological Recoding: Using systematic relationships between letters and phonemes (letter-sound correspondence) to retrieve the pronunciation of an unknown printed string or to spell words. Phonological recoding consists of: Regular Word Reading and Irregular Word Reading.

Measures of Academic Performance (MAP): MAP® Growth™ measures what students know and informs what they're ready to learn next. By dynamically adjusting to each student's performance, MAP Growth creates a personalized assessment experience that accurately measures performance—whether a student performs on, above, or below grade level. MAP Growth reveals how much growth has occurred between testing events and, when combined with norms, shows projected proficiency.

Ohio Kindergarten Readiness Assessment (KRA): The Kindergarten Readiness Assessment is used to assess four areas of early learning:

1. Social Foundations- including social and emotional development, and approaches toward learning
2. Mathematics
3. Language and Literacy
4. Physical Well-being and Motor Development

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