



March 4, 2024

Dear Superintendent Reynolds:

Thank you for submitting the Garfield Heights 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 data included in the RAP is thorough and well-explained.
- The discussion of internal and external factors contributing to students' reading challenges is thorough and detailed.
- The root cause analysis provided is clear and demonstrates an understanding of the scope and sequence of literacy development.
- The professional development opportunities described are linked to specific goals.

This plan will benefit from:

- As part of the section "Strategies to Support Learners," consider including the ways in which adult implementation of the strategies listed will be monitored to ensure fidelity.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Garfield Heights 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. 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:

Garfield Heights City Schools

DISTRICT IRN:

044040

DISTRICT ADDRESS:

5640 Briarcliff Dr

PLAN COMPLETION DATE:

December 31, 2023

LEAD WRITERS: Regina Bajzer, Amanda Sizler, Abby Klamer, Jen Corrado, Tanya Stitt, Khiara Rice, Gina Wilson, Crystal McNeily, Brianna Kemper, Betsy Raimer, Jill Frimel, Beverlee Mahone, Amy Tomon, Lynette Stevens, Latia Taylor, Candice Milton, Paul Glazer, Susan Hart, Martha Hach, Deanna Soriano.

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*

Name	Title/Role	Location	Email
Gina Bajzer	Director of Teaching and Learning	Central Office	gbajzer@ghbulldogs.org
Amanda Szler	Coordinator of Professional Development	Central Office	aszler@ghbulldogs.org
Abby Klamer	Curriculum Support	High School	aklamer@ghbulldogs.org
Jen Corrado	Curriculum Support	Middle School	jmcorrado@ghbulldogs.org
Tanya Stitt	Director of Data and Accountability	Central Office	tstitt@ghbulldogs.org
Khiara Rice	SEL Coordinator	Central Office	krice@bulldogs.org
Gina Wilson	Supervisor of Pupil Services	Central Office	gwilson@ghbulldogs.org
Crystal McNeily	Special Education Supervisor	Central Office	cmcneily@ghbulldogs.org
Brianna Kemper	Instructional Coach	High School	bkemper@ghbulldogs.org
Betsy Raimer	Instructional Coach	William Foster	braimer@ghbulldogs.org
Jill Frimel	Principal	Elmwood	jmfrimel@ghbulldogs.org
Beverlee Mahone	Title 1 Teacher	Elmwood	bmahone@ghbulldogs.org
Amy Tomon	Teacher	Middle School	atomon@ghbulldogs.org
Lynnette Stevens	Principal	William Foster	lstevens@ghbulldogs.org
Latia Taylor	Assistant Principal	High School	ltaylor@ghbulldogs.oeg
Candice Milton	Assistant Principal	Middle School	cmilton@ghbulldogs.org
Paul Glazer	Assistant Principal	Maple Leaf	pglazer@ghbulldogs.org
Susan Hart	Teacher	Middle School	sehart@ghbulldogs.org
Martha Hach	Fifth Grade Teacher	Maple Leaf	mhach@ghbulldogs.org
Deanna Soriano	Third Grade Teacher	Elmwood	dsoriano@ghbulldogs.org

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

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

The Garfield Heights City Schools Reading Achievement Plan has been developed by district leaders in collaboration with teacher leaders, specialists, and instructional coaches to ensure alignment with the District Strategic Plan, our Positive Behavior Supports programming, Social Emotional Learning and Diversity Equity and Inclusion initiatives, and our district's Instructional Improvement Plan (Teacher Clarity Playbook by Douglas Fisher, SEL, & Explicit Instruction). Our team has used state resources/guidelines from Region #3 State Support Team as well as all existing district data available to analyze student performance.

Leadership members of our team attended the Reading Achievement Plan meetings with SST #3 in the Fall of 2023 to obtain strategies for the development of our plan. Our team has participated in Professional Development for Wilson Reading System, Foundations, Quad Text Sets, Literacy Improvement Pathway, Language Essentials for Teachers of Reading and Spelling (LETRS), and Improving Adolescent Literacy to help inform the development of our plan.

Current funding and resources have been evaluated to prioritize usage. Funds and resources will be allocated to the purchase of core ELA instructional materials, researched-based interventions, and professional development with the primary goal of supporting this reading initiative. The team is collaborating with the State Support Team 3 and the Northeast Ohio ESC as well.

The Garfield Heights Reading Achievement Plan is ongoing and will be monitored by the District Literacy Leadership Team, District Leadership Team, Building Leadership Teams, and Teacher-Based Teams for continuous improvement based upon the most current student performance trends in reading data.

The plan will be continuously communicated through District Leadership to Building Leadership. Updates will be presented to the community through board meetings, PTO meetings, and Literacy Outreach events. The plan in its entirety will be shared with staff through BLT, TBT, instructional staff meetings, Professional Development, Coaching Cafes, and building newsletters. The plan will be communicated with parents through social media, newsletters, conferences, and the district website.

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 Reading Achievement Plan (RAP) is aligned to and supports a variety of improvement efforts, including but not limited to the Ohio Improvement Process, the Third Grade Reading Guarantee the district's strategic plan, and the building-level One Plans.

The RAP aligns with the Ohio Improvement Process in procedures for progress monitoring and using data to inform research-based instructional decisions. The usage of Teacher-Based Teams, Building Leadership Teams, and District Leadership teams and the intercommunication thereof is present to inform decisions around, specifically, reading and literacy. Teachers will use high-quality student data sources to contribute to design making as well as allowing for accurate progress monitoring to predict performance on Ohio State Tests.

The RAP aligns with the data analysis and action planning resulting from the Third Grade Reading Guarantee. The district has created RIMPs for students. These RIMPs are implemented and progress monitored throughout the year. This is an integral part of the Third Grade Reading Guarantee.

Our district's strategic plan notes three major teaching and learning goals. First is to achieve yearly academic progress in Math and Reading (English Language Arts) as it relates to national norms. Next is to provide students with opportunities for creative and engaging assignments - both individually and collaboratively - that allow for problem-solving and higher-order thinking. Lastly is to offer frequent and varied grade-level appropriate opportunities for career exploration. The RAP aligns in promoting the usage of explicit learning strategies for reading and writing instruction to support success on state assessments. Engagement will be supported through reflective practices during teacher collaboration time.

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

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

KRA-R 2023-2024

	Demonstrating Readiness		Approaching Readiness		Emerging Readiness	
	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
Performance Level Indicators	21	13.1%	57	35.6%	82	51.3%

Language and Literacy		
Status	Number of Students	Percentage of Students
Off-Track	121	76.58%
On-Track	37	23.42%
Grand Total	158	100.00%

AIMSWeb Data K-3

22-23	Fall				Winter				Spring			
	On Track		Off-Track		On Track		Off-Track		On Track		Off-Track	
	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
k	108	61%	69	39%	133	69%	59	31%	100	53%	87	47%
1	42	23%	137	77%	72	36%	127	64%	75	40%	111	60%
2	93	56%	74	44%	93	53%	81	47%	72	43%	95	57%
3	92	55%	76	45%	70	38%	116	62%	104	58%	76	42%

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

23-24	Fall				Winter				Spring			
	On Track		Off-Track		On Track		Off-Track		On Track		Off-Track	
	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
k	93	59.62%	63	40.38%								
1	44	21.57%	160	78.43%								
2	93	52.54%	84	47.46%								
3	86	55.84%	68	44.16%								

In 2022, 177 Kindergarten students took the AimsWeb Fall Benchmark and 61% were on track in the fall. In the spring of 2023, 187 students took the benchmark and 53% were on track. The percentage of on track students fell 8% from the fall of 2022 to the spring of 2023. In the fall 2023 there were 156 students who took the test and 59.62% were on track. This is comparable to the fall score of 61% of students being on track in the fall of 2022.

In 2022, 179 first graders took the AimsWeb Fall Benchmark and 23% of the students were on track. In the spring of 2023, 186 students took the test and 40% of the students were on track. In the fall of 2023, 204 students took the Aimsweb Fall Benchmark assessment 21.57% of the students were on track. Even though there were 25 more students in first grade during the 2023 year, the percentage of students on track is comparable. There were 23% of students on track in the fall of 2022 and there were 21.57% of students on track in the fall of 2023.

In 2022, 167 second graders took the AimsWeb Fall Benchmark and 56% of the students were on track. In the spring of 2023, 167 students took the Fall Benchmark and 43% of the students were on track. From the beginning of the year to the end of the year the percentage of students on track decreased by 13%. In the fall of 2023, 101 students took the test and 52.54% of the students were on track. There were 66 more students in 2022 compared to 2023. The fall data in 2022 and 2023 are comparable because 56% of the students were on track in the fall of 2022 and 52.54% of the students were on track in the fall of 2023.

In 2022, 168 third graders took the AimsWeb Fall Benchmark and 55% of the students were on track. In the spring of 2023, 180 students took the test and 58% of the students were on track. The number of students on track increased by 3%. In the fall 2023 154 students took the test and 55.84% of the students were on track. There were 14 more students in third grade in 2022, but the percentage of students on track is comparable. There were 55% of students on track in the fall of 2022 and 55.84% of students on track in the fall of 2023.

AIMSWeb Subtest Data K-3

2022-2023		Fall			Winter		Spring		
Grade	Measure Name	Average of raw Score	Average of National Percentile	Measure Name	Average of Score	Average of National Percentile	Measure Name	Average of Score	Average of National Percentile
K	Early Literacy	24	31	Early Literacy	57	30	Early Literacy	70	24
	Letter Naming Fluency	17	26	Letter Naming Fluency	35	31	Letter Naming Fluency	39	25
	Letter Word Sounds Fluency	7	42	Letter Word Sounds Fluency	23	30	Letter Word Sounds Fluency	31	26
1	Auditory Vocabulary			Auditory Vocabulary	13	1	Auditory Vocabulary	18	2
	Early Literacy	12	14	Early Literacy	27	19	Early Literacy	36	20
	Nonsense Word Fluency	20	24	Nonsense Word Fluency	38	25	Nonsense Word Fluency	44	20
	Oral Reading Fluency	12	14	Oral Reading Fluency	27	19	Oral Reading Fluency	36	20
	Word Reading Fluency	9	15	Word Reading Fluency	5	3	Word Reading Fluency	12	4
2	Oral Reading Fluency	33	21	Oral Reading Fluency	48	23	Oral Reading Fluency	67	26
	Reading (composite)	284	25	Reading	318	26	Reading	333	24
	Reading Comprehension	11 (137)	39	Reading Comprehension	11 (143)	36	Reading Comprehension	9 (145)	29
	Vocabulary	7 (131)	23	Vocabulary	9 (150)	35	Vocabulary	9 (154)	31
3	Oral Reading Fluency	56	25	Oral Reading Fluency	77	28	Oral Reading Fluency	90	28
	Reading (composite)	336	24	Reading	366	29	Reading	378	27
	Reading Comprehension	10 (153)	35	Reading Comprehension	12 (160)	38	Reading Comprehension	11 (161)	32
	Vocabulary	9 (156)	28	Vocabulary	11 (167)	34	Vocabulary	12 (172)	34

2023-2024		Fall	
Grade	Measure Name	Average of Raw Score	Average of National Percentile
K	Early Literacy	27	33
	Letter Naming Fluency	18	29
	Letter Word Sounds Fluency	9	45
1	Early Literacy	12	14
	Letter Naming Fluency	24	16
	Letter Word Sounds Fluency	30	18
	Nonsense Word Fluency	20	25
	Oral Reading Fluency	12	14
	Phoneme Segmentation	29	32
	Word Reading Fluency	10	20
2	Oral Reading Fluency	34	22
	Reading (composite)	281	23
	Reading Comprehension	11 (137)	40
	Vocabulary	6 (127)	18
3	Oral Reading Fluency	54	23
	Reading (composite)	337	25
	Reading Comprehension	11 (155)	38
	Vocabulary	9 (154)	28

Among the various subtests assessed in the AimsWeb assessment in kindergarten, the areas of focus include Early Literacy, Letter Naming Fluency and Letter Word Sound Fluency. Upon the review of the data in the fall of 2022, our kindergarten students scored an average score of 24 on the AIMSWEB Early Literacy assessment placing them in the National average percentile of 31. In the Fall of 2023, the kindergarten average score in Early Literacy was 27 placing them in the National average percentile of 33. In Letter Naming Fluency the average kindergarten score in the Fall was 17 placing them in the National average percentile of 26. In the Fall of 2023, the average Letter Naming Fluency score was 18 placing them in the National average percentile of 29. In the Fall of 2022, for Letter Word Sounds Fluency the average score was 7 placing them in the National average percentile of 42. In the Fall of 2023, the Letter Word Sounds Fluency score was 9 placing them in the National average percentile of 45.

Among the various subtests assessed in the AimsWeb first-grade assessment, the areas of focus include Early Literacy, Nonsense Word Fluency, Oral Reading Fluency, and Word Reading Fluency. Upon review of the data in the fall of 2022, first-grade students scored an average score of 12, which remained consistent through the fall of 2023. First Graders in 2022 scored an average score of 20 on Nonsense Word

Fluency, which remained consistent through the fall of 2023. In regards to Oral Reading Fluency, in 2022 and 2023, first-grade students received an average score of 12. In Word Reading Fluency, first-graders scored an average score of 9 in the fall of 2022, compared to an average score of 10 in the fall of 2023.

In the Fall of 2022, the average Oral Reading score for second graders was 24 placing them in the National average percentile of 31. In the Fall of 2023, the average Oral Reading score for second graders was 34 placing them in the National average percentile of 22. In the Fall of 2022, the average Reading score for second graders was 284 placing them in the National average percentile of 25. In the Fall of 2023, the average Reading score for second graders was 337 placing them in the National average percentile of 23. In the Fall of 2022, the average Reading Comprehension score for second graders was 11 (137) placing them in the National average percentile of 39. In the Fall of 2023, the average Reading Comprehension score for second graders was 11 (137) placing them in the National average percentile of 38. In the Fall of 2022, the average Vocabulary score for second graders was 7 (131) placing them in the National average percentile of 23. In the Fall of 2023, the average Vocabulary score for second graders was 6 (127) placing them in the National average percentile of 18.

Among the various subtests assessed in the AimsWeb third-grade assessment, the areas of focus include Oral Reading Fluency, Reading, Reading Comprehension, and Vocabulary. In the Fall of 2022, the average ORF score was 56 placing them in the National average percentile of 25. In the Fall of 2023, the average ORF score was 54 placing them in the National average percentile of 23. The Reading score in the fall of 2022 was 336 placing them in the National average percentile of 24, and the Reading score in the Fall of 2023 was 337 placing them in the National average percentile of 25. The Fall Reading Comprehension Score in 2022 was 10 (153) placing them in the National average percentile of 35, and the Fall Reading Comprehension Score in 2023 was 11 (154), placing them in the National average percentile of 38. The Fall 2022 Vocabulary score was 9 (156) placing them in the National average percentile of 28, and in the Fall of 2023 the Vocabulary score was 9 (154) placing them in the National average percentile of 28 .

We observed that K-3 is not closing the achievement gap in reading. We also noticed that students are not growing from the beginning of the year to the end of the year in early literacy skills. Additionally, the preschool standards are categorized by the *development* of skills, not *mastery* of skills (ex. 3.b *develops* knowledge of the alphabet). There is a lack of differentiated instruction in classrooms as well as a lack of effective implementation of high-yield instructional strategies. Data also shows lessons are not standards-based. Even though teachers are provided time to TBT with their grade levels, teachers are not holding a TBT with grade levels above and below their grade level. Vertical alignment can be improved.

MAP Data 4-8

4th Grade											
	Fall	Low %ile < 21		Low Average %ile 21-40		Average %ile 41-60		High Average %ile 61-80		High %ile > 80	
	Overall Performance	count	%	count	%	count	%	count	%	count	%
Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017	2022-2023	29	45%	18	28%	9	14%	7	11%	1	2%
	2023-2024	72	39%	49	26%	31	17%	25	13%	10	5%
Instructional Area RIT Range											
Vocabulary: Acquisition and Use	2022-2023	29	45%	18	28%	10	16%	5	8%	2	3%
	2023-2024	62	33%	48	26%	32	17%	27	14%	18	6%
Informational Text: Language, Craft, and Structure	2022-2023	33	52%	11	17%	9	14%	8	13%	3	5%
	2023-2024	83	44%	47	25%	22	12%	28	15%	7	4%
Literary Text: Key Ideas and Details	2022-2023	27	42%	13	20%	12	19%	8	13%	4	6%
	2023-2024	65	35%	46	25%	33	18%	32	7%	11	6%
Informational Text: Key Ideas and Details	2022-2023	29	45%	14	22%	13	20%	7	11%	1	2%
	2023-2024	75	40%	45	24%	36	19%	21	11%	10	4%
Literary Text: Language, Craft, and Structure	2022-2023	33	52%	12	19c	12	19%	4	6%	3	5%
	2023-2024	72	39%	43	23%	35	19%	25	13%	12	6%

5th Grade											
	Fall	Low %ile < 21		Low Average %ile 21-40		Average %ile 41-60		High Average %ile 61-80		High %ile > 80	
	Overall Performance	count	%	count	%	count	%	count	%	count	%
Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017	2022-2023	25	42%	18	31%	8	14%	7	12%	1	2%
	2023-2024	92	48%	41	21%	31	16%	23	12%	6	3%

Instructional Area RIT Range

Vocabulary: Acquisition and Use	2022-2023	21	36%	18	31%	12	20%	4	7%	4	7%
	2023-2024	72	38%	43	23%	43	23%	20	11%	12	6%
Informational Text: Language, Craft, and Structure	2022-2023	26	44%	16	27%	9	15%	7	12%	1	2%
	2023-2024	90	47%	42	22%	32	17%	17	9%	9	5%
Literary Text: Key Ideas and Details	2022-2023	23	39%	13	22%	14	24%	8	14%	1	2%
	2023-2024	77	41%	55	29%	28	15%	19	10%	11	6%
Informational Text: Key Ideas and Details	2022-2023	27	46%	12	20%	8	14%	10	17%	2	3%
	2023-2024	87	46%	47	25%	25	13%	24	13%	7	4%
Literary Text: Language, Craft, and Structure	2022-2023	30	51%	8	14%	10	17%	7	12%	4	7%
	2023-2024	81	43%	54	28%	26	14%	22	12%	7	4%

6th Grade

	Fall	Low %ile < 21		Low Average %ile 21-40		Average %ile 41-60		High Average %ile 61 80		High %ile > 80	
	Overall Performance	count	%	count	%	count	%	count	%	count	%
Growth: Reading 6+ OH 2017 / OH Learning Standards Language Arts: 2017	2022-2023	87	44%	50	25%	37	19%	17	9%	9	5%
	2023-2024	94	47%	53	27%	24	12%	19	10%	10	5%

Instructional Area RIT Range

Vocabulary : Acquisition and Use	2022-2023		29%	57	28%	45	23%	28	14%	12	6%
	2023-2024	85	44%	48	25%	28	14%	22	11%	11	6%
Informational Text: Language, Craft, and Structure	2022-2023	90	45%	45	23%	29	14%	24	12%	12	6%
	2023-2024	87	45%	49	25%	31	16%	18	9%	9	5%
Literary Text: Key Ideas and Details	2022-2023	81	41%	47	24%	31	16%	26	13%	15	8%
	2023-2024	93	48%	36	19%	33	17%	20	10%	12	6%
Informational Text: Key Ideas and Details	2022-2023	88	44%	47	24%	37	19%	18	9%	10	5%
	2023-2024	92	47%	46	24%	27	14%	25	13%	4	2%
Literary Text: Language, Craft, and Structure	2022-2023	77	33%	55	28%	34	17%	26	13%	8	5%
	2023-2024	83	43%	51	26%	27	14%	22	11%	11	6%

7th Grade											
	Fall	Low %ile < 21		Low Average %ile 21-40		Average %ile 41-60		High Average %ile 61-80		High %ile > 80	
	Overall Performance	count	%	count	%	count	%	count	%	count	%
Growth: Reading 6+ OH 2017 / OH Learning Standards Language Arts: 2017	2022-2023	112	47%	60	25%	35	15%	23	10%	7	3%
	2023-2024	84	46%	42	23%	28	15%	24	13%	4	2%
Instructional Area RIT Range											
Vocabulary: Acquisition and Use	2022-2023	77	33%	72	31%	44	19%	34	14%	9	4%
	2023-2024	68	37%	49	27%	28	15%	29	16%	8	4%
Informational Text: Language, Craft, and Structure	2022-2023	113	48%	55	23%	37	16%	21	9%	10	4%
	2023-2024	79	43%	51	28%	26	14%	19	10%	7	4%
Literary Text: Key Ideas and Details	2022-2023	105	44%	48	20%	40	17%	30	13%	13	6%
	2023-2024	83	46%	35	19%	29	16%	25	14%	10	5%
Informational Text: Key Ideas and Details	2022-2023	113	48%	61	26%	33	14%	20	8%	9	4%
	2023-2024	85	47%	38	21%	32	18%	15	8%	12	7%
Literary Text: Language, Craft, and Structure	2022-2023	98	42%	58	25%	40	17%	31	13%	9	4%
	2023-2024	86	47%	27	15%	35	19%	26	14%	8	4%

8th Grade											
	Fall	Low %ile < 21		Low Average %ile 21-40		Average %ile 41-60		High Average %ile 61 80		High %ile > 80	
	Overall Performance	count	%	count	%	count	%	count	%	count	%
Growth: Reading 6+ OH 2017 / OH Learning Standards Language Arts: 2017	2022-2023	91	34%	66	25%	68	26%	30	11%	11	4%
	2023-2024	84	42%	54	27%	32	16%	25	13%	4	2%
Instructional Area RIT Range											
Vocabulary: Acquisition and Use	2022-2023	80	30%	70	26%	57%	21%	38	14%	21	8%
	2023-2024	69	35%	52	26%	42%	21%	27	14%	8	4%
Informational Text: Language, Craft, and Structure	2022-2023	93	35%	68	26	54%	20	29	11%	22	8%
	2023-2024	91	46%	51	26%	30%	15%	21	11%	5	3%
Literary Text: Key Ideas and Details	2022-2023	93	35%	71	27	58%	22	27	10%	17	6%
	2023-2024	95	48%	39	20%	31%	16%	26	13%	7	4%
Informational Text: Key Ideas and Details	2022-2023	91	34%	75	28	62%	23	23	9%	15	6%
	2023-2024	83	42%	55	28%	27%	14%	29	15%	4	2%
Literary Text: Language, Craft, and Structure	2022-2023		31%	77	29	55%	21	37	14%	14	5%
	2023-2024	69	35%	59	30%	43%	22%	18	9%	9	5%

Looking at the District's Map Data for the Fall Benchmark in 2022-2023 a total of 187 fourth-grade students took the test. The data indicated that 35% of the students were considered on track and 65% of the students were considered off track. For the Fall Benchmark for the 2023-2024 school, 193 fifth grade students participated in the test. The data showed that 31% of the students were on track and 69% of the students were off track. For our sixth grade students, 200 students took the test. The data indicated that 26% of the students were on track while 74% were considered off track. For our 7th grade students, 182 students took the test. 31% of students were considered on track, while 69% of students were off track. And finally, for our 8th grade students, 199 students took the test. 31% of the students were on track, while 69% of the students were off track. All grade levels show a decline in reading proficiency.

Amongst the various subtests available in both the MAP assessments and OST, there are five major areas. These are split into Key Ideas and Details (KID), Language Craft and Structure(LCS), and Vocabulary Acquisition and Use. Under KID and LCS, it is also split into Reading Literature and Reading Informational Text to make the five subtests. Upon review, we noted students in grades 5-8 who took the MAP assessment scored the lowest in the area of Key Ideas and Details for informational text. Seventy-one percent of 5th and 6th graders scored below the 40% percentile. Seventh graders scored 68% below the 40% percentile, and 70% of eighth graders scored below the 40% percentile threshold. Fourth graders scored 69% below the 40% percentile in Informational Text Language Craft and Structure.

MAP Data Grades 9-10

		9th Grade									
		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61 80		Hi %ile > 80	
Overall Performance		count	%	count	%	count	%	count	%	count	%
Growth: Reading 6+ OH 2017 / OH Learning Standards Language Arts: 2017	2022-2023	91	41%	46	21%	41	18%	34	15%	11	5%
	2023-2024	61	29%	52	25%	51	24%	36	17%	9	4%
Instructional Area RIT Range											
Vocabulary: Acquisition and Use	2022-2023	73	33%	46	21%	45	20%	48	22%	11	5%
	2023-2024	60	29%	43	21%	46	22%	42	20%	18	9%
Informational Text: Language, Craft, and Structure	2022-2023	87	39%	52	23%	36	16%	36	16%	12	5%
	2023-2024	65	31%	42	20%	57	27%	34	16%	11	5%
Literary Text: Key Ideas and Details	2022-2023	95	43%	47	21%	34	15%	35	16%	12	5%
	2023-2024	74	35%	46	22%	47	22%	30	14%	12	6%
Informational Text: Key Ideas and Details	2022-2023	94	42%	44	20%	41	18%	29	13%	15	7%
	2023-2024	70	33%	56	27%	41	20%	32	15%	10	5%
Literary Text: Language, Craft, and Structure	2022-2023	82	37%	56	25%	45	20%	26	12%	14	6%
	2023-2024	71	34%	46	22%	45	22%	38	18%	9	4%

Looking at the District's Map Data for the Fall Benchmark in 2022-2023 a total of 223 ninth grade students took the test. The data indicated that 39% of the students were considered on track and 61% of the students were considered off track. For the Fall Benchmark for the 2023-2024 school, 209 ninth-grade students participated in the test. The data showed that 46% of the students were on track and 54% of the students were off track. This was an overall increase of 7% from Fall to Fall.

Amongst the various subtests available in both the MAP assessments and OST, there are five major areas. These are split into Key Ideas and Details (KID), Language Craft and Structure (LCS), and Vocabulary Acquisition and Use. Under KID and LCS, it is also split into Reading Literature and Reading Informational Text to make the five subtests. Upon review, we noted in the 9th grade MAP assessment that in Key Ideas and Details for literary text, 62% of the students performed below proficiency in the Fall of 2022 falling to 60% in the Fall of 2023 (an overall decrease of proficient students 2% year over year). These percentages were reflected the same for informational text reading. Literary text's language craft and structure in Fall of 2022 reflected 62% of students below target, and 72% of students below target in Fall of 2023, an overall decrease of proficient students by 10 percent. For informational text, 62% of students were below proficient with a 5% growth to 57% below in that same area of Language Craft and Structure. Vocabulary Acquisition and Usage, we note growth for 9th graders from 54% of students off track in 2022 to 50% of students off track in 2023, an increase of 4 percent.

		10th Grade									
Fall		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61 80		Hi %ile > 80	
Overall Performance		count	%	count	%	count	%	count	%	count	%
Growth: Reading 6+ OH 2017 / OH Learning Standards Language Arts: 2017	2022-2023	40	28%	38	27%	36	25%	23	16%	5	4%
	2023-2024	51	45%	37	32%	16	14%	9	8%	1	1%
Instructional Area RIT Range											
Vocabulary: Acquisition and Use	2022-2023	34	24%	41	29%	32	23%	28	20%	7	5%
	2023-2024	37	32%	39	34%	21	18%	12	11%	5	4%
Informational Text: Language, Craft, and Structure	2022-2023	42	30%	33	23%	28	20%	33	23%	6	4%
	2023-2024	46	40%	30	26%	30	26%	5	4%	3	3%
Literary Text: Key Ideas and Details	2022-2023	46	32%	28	20%	33	23%	28	20%	7	5%
	2023-2024	55	48%	29	25%	20	18%	8	7%	2	2%
Informational Text: Key Ideas and Details	2022-2023	42	30%	37	26%	32	23%	24	17%	7	5%
	2023-2024	51	45%	30	26%	26	23%	4	4%	3	3%
Literary Text: Language, Craft, and Structure	2022-2023		26%	37	26%	41	29%	19	13%	8	6%
	2023-2024	51	45%	31	27%	17	15%	12	11%	3	3%

The District's Map Data was analyzed for the tenth grade students also. For the Fall Benchmark in 2022-2023 a total of 142 students took the test. The data displayed that 45% of the students were on track and 55% of the students were off track. For the Fall Benchmark in 2023-2024 a total of 114 students took the test. The data showed that 23% of the students were on task and 77% of the students were off task. This is an overall decrease of 22% from Fall to Fall.

In the 10th grade MAP assessment, Key Ideas and Details for literary text reflected 52% of the students performing below proficiency in the Fall of 2022, with 73% below proficient in the Fall of 2023, a 21% decrease in proficiency overall year to year. In informational text, the data reflected 56% of students off track in Fall of 2022, and 71% below proficient in Fall of 2023, a decrease of proficiency by 15% overall. Literary text's language craft and structure in Fall of 2022 reflected 52% of students below target, and 72% of students below target in Fall of 2023, a decrease of proficiency 20% year over year. For informational text, 53% of students were below proficient with a decline to 66% below in that same area of Language craft and structure. Vocabulary Acquisition and Usage, we note another decline for 10th graders from 53% of students off track in 2022 to 66% of students off track in 2023 (13% decrease in proficiency). Overall, while the data may be incredibly close between various subtests, the most prominent challenge remains to be Key Ideas and Details across both types of text.

Ohio State Test - At or Above Proficient Grades 3-10

	2020-2021	2021-2022	2022-2023
3rd Grade	18.8%	27.2%	30%
4th Grade	23.6%	22.6%	21%
5th Grade	27.1%	31.6%	34%
6th Grade	14.2%	23.7%	24%
7th Grade	29.1%	28.3%	23%
8th Grade	20.9%	29.5%	26%
ELA 2	22.3%	33.4%	44%

The Ohio State Test (OST) is a common core standardized base test. Testing is administered for all the core subjects including Reading/Language Arts at the end of the school year. The Spring 2022 OST for English Language Arts, 27.14% of Garfield Heights 4th - 8th Graders were on track. In 2023, 25.6% of students were on track with a -1.54% growth rate.

The Ohio State Test (OST) is a common core standardized test based on Ohio's learning standards. Testing is administered for all the core subjects including Reading/Language Arts at the end of the school year. In the Spring 2021 OST for English Language Arts, 22.3% of Garfield Heights High School students were on track. In 2022, 33.4% of students were on track with an 11.1% growth rate. The following year, 2023, 44% of students were on track with a 10.6% growth. There is an average 11% growth rate from year to year.

OELPA Data Grades K-12

2021-2022	Number of Students	Emerging	Progressing	Proficient
Kindergarten	3			3
1st Grade	2		1	1
2nd Grade	3		1	2
3rd Grade	4			4
4th Grade	4		1	3
5th Grade	2			2
6th Grade	1			1
7th Grade	1			1
8th Grade	1			1
9th Grade	4			4
11th Grade	2			2
12th Grade	2			2
	29		3	26

2022-2023	Number of Students	Emerging	Progressing	Proficient
Kindergarten	1		1	
1st Grade	3			3
2nd Grade	2			2
3rd Grade	4			4
4th Grade	5		1	3
5th Grade	4			4
6th Grade	1			1
7th Grade	3			3
8th Grade	2			2
9th Grade	2			2
10th Grade	3			1
12th Grade	2			2
	32		2	27

OELPS English Proficiency Data Grades K-8

2023-2024	Number of Students	Emerging	Progressing	Proficient
Beginning of K	2	1		1
2nd Grade	1			1
3rd Grade	2	1	1	
7th Grade	1	1		
8th Grade	2	1	1	
Total	8	4	3	1

AASCD Data Grades 3-12

2021-2022	Number of Students	Above Proficient	Below Proficient
3	3		3
4	2	2	
5	2		2
7	1		1
8	2		2
HS	8		8
	18	2	16

2022-2023	Number of Students	Above Proficient	Below Proficient
4	4		4
5	2		2
6	2		2
7	2	1	
8	1		1
HS	7		7
Grand Total	18	1	17

SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING*

The District Leadership team recognizes external factors that contribute to low reading achievement for secondary students. These factors include student attendance where over 50% of our students are considered habitually absent from school, and teacher turnover where the district is onboarding $\frac{1}{3}$ new instructional staff yearly. The District also recognizes that there is no mandatory preschool program in the state of Ohio, so many students are not exposed to school before kindergarten. Regular attendance as well as transportation issues prevent families from getting students to school daily. External factors that contribute to low reading achievement for students in the intermediate and secondary grades include attendance where over 50% of these students are considered habitually absent from school. A final external factor is our high student transiency percentage, where students unenroll and re-enroll in the district multiple times throughout the school year disrupting educational continuity.

The District recognizes that teacher turnover and lack of consistent teacher training programs are impacting student achievement in K-3. There is a lack of vertical alignment between K-3 teachers from grade to grade; teachers are not communicating the expectations for incoming students up to the next grade level. The District Leadership team recognizes internal factors that contribute to low reading achievement for intermediate students. These factors include a lack of a reading culture where student expectations for reading are limited to ELA classrooms. Another internal factor is a lack of consistency with Scope and Sequences, Pacing Guides, and general curriculum alignment (both within grade levels and vertically). The District Leadership Team also recognizes internal factors that contribute to low reading achievement for secondary students. These factors include a lack of a reading culture where student expectations for reading are limited to ELA classrooms, an inconsistent teacher skill set (and professional development to create consistency), and a lack of cultural representation in the curriculum.

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.

K-3 Root Cause Analysis

PROBLEM: We are not moving enough kids from off-track to on-track
WHY?
Students lack reading comprehension skills
WHY?
Limited decoding skills, background knowledge, inadequate vocabulary knowledge
WHY?
Not mastering and/or being explicitly taught foundational reading skills and strategies. Lack of <u>early</u> exposure to making connections from isolated phonics knowledge and applying these skills to reading and comprehending texts.
WHY?
Understanding of what students NEED to know by the end of the year to be successful in the next grade level.
WHY?
Lack of understanding of the Kindergarten-Third grade continuum that includes organization of the content being taught. For example, a standard aligned rubric and scope and sequence.

By analyzing the data, it shows that Garfield Heights City Schools is not moving enough students from off track to on track from the beginning of each year to the end of each school year. When we asked ourselves, “why” this is happening, Aimsweb data showed that second and third grade students are not growing in the areas of reading comprehension and vocabulary. These students continue to experience difficulty because the scores in first grade show they have not mastered the skill of decoding, which is evident in the areas of oral reading fluency and nonsense reading fluency. By the end of kindergarten, the data shows that the students scored below average in letter naming fluency and letter word sound fluency.

4-8 Root Cause Analysis

PROBLEM: Informational Text Analysis
WHY?
Low reading stamina (minimal culture of reading, we keep doing “for” not teaching how)
WHY?
Missing tools and strategies to organize thoughts, specifically grade-level content vocabulary
WHY?
Lacking consistent and explicit instruction for tools & strategies
WHY?
Broken TBT system – missing opportunities for communication, collaboration, and data-informed decision making, due to high teacher turnover
WHY?
Lack of clear Scope and Sequence, Pacing Guide, and Vertical Alignment (rigor, standards alignment, explicit instruction, differentiation, co-planning, cultural responsiveness).

Based on our analysis of the root cause, it was found that unclear teacher expectations which include such things as level of rigor, standard alignment, explicit instruction, and differentiation contributed to low scores in the area of key ideas and details. The method of delivery of district expectations throughout the district is inconsistent. The reason for this inconsistency is the percentage of teacher turnover, as well as the multiple initiatives and directions that the district has taken over the years to address different issues. Our pacing guides, scope and sequences, and other curricular tools are disjointed, causing assessments and tools to not reflect the rigor of the standards.

9-12 Root Cause Analysis

PROBLEM: Key Ideas and details
WHY?
Low reading stamina (minimal culture of reading, we keep doing “for” not teaching how)
WHY?
Missing tools and strategies to organize thoughts
WHY?
Lacking consistent and explicit instruction for tools & strategies
WHY?
Broken TBT system – missing opportunities for communication, collaboration, and data-informed decision-making
WHY?
Unclear teacher expectations (rigor, standards alignment, explicit instruction, differentiation, co-planning, cultural responsiveness).

Based on our analysis of the root cause, it was found that unclear teacher expectations which include such things as level of rigor, standard alignment, explicit instruction, and differentiation contributed to low scores in the area of key ideas and details. Expectations throughout the district are inconsistent. The reason there are unclear expectations is because of a broken Teacher Based Team system. There are missed opportunities for communication, collaboration, and data-informed decision-making due to it being seen as compliance. Since Teacher Based Teams are not collaborating on instructional practices and explicitly teaching them, students are missing tools and strategies to organize their thoughts. This causes teachers to teach in isolation and not share best practices. In addition, there is also a low culture of reading. Teachers are doing “for” and not teaching “how”. This also contributes to students having low stamina. In conclusion, the evidence supports that the district is lacking in clear expectations which has caused low scores in key ideas and details. Therefore, by having strong, well-defined, and meaningful Teacher Based Teams there will be an increase in student achievement.

SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS*

Primary Goals

Overall K-3 Student Performance Goal

By the end of 2024, 80% of third-grade students at Elmwood Elementary will obtain a proficiency score on the Ohio State Test.

Sub Goals

Kindergarten Goal

156 students that took the test. 59.62% were on track in the Fall of 2023 when taking the AIMSweb assessment. When looking at the subcomponents of letter naming fluency kindergarten students scored below average with a score of 18. By the end of the 2023-2024 school year, the average score of our students should be 44.

156 students who took the Letter word sound fluency our average score was 9. By the end of the 2023-2024 school year, the average score of our students should be a 36 on the sub-component of the AIMSweb.

First Grade Goal

In the fall of 2023, 204 students took the Aimsweb. 21.57% of the students were on track. In the subcomponent of the AIMSweb Nonsense word fluency, the average score of our students was 20. By the end of the 2023-2024 school year, our students will have an average score of 52.

Second Grade Goal

In the fall of 2023, 101 students took the test. 52.54% of the students were on track. The average score for reading comprehension was 11(137). By the spring of 2024, students' average score will increase to an average score of 16.

In the fall of 2023, the average score for oral reading fluency was 34. By the spring of 2024, students' average score will increase to an average score of 72.

Third Grade Goal

In the fall of 2023, the average score for oral reading fluency was an average score of 54. By the spring of 2024, the students' average score will increase to an average score of 90.

In the fall of 2023, 154 third graders took the reading comprehension test in AIMSweb and received an average score of 11 (155). By the spring of 2024, the students' average score will increase to an average score of 16(160)

Adult Implementation Goal:

All ELA teachers in grades K-3 will follow a continuum that includes organization of the content being taught using a standards-aligned rubric and scope and sequence.

Intermediate Goals

Overall Student Performance Goal: By June 2024, the district will improve the current Overall District ELA Proficiency for all students scoring At or Above the Proficiency reading level on the OST will increase from 26% to 31%.

Sub Goals

Fourth Grade Goal:

By June 2024, the percentage of 4th-grade students scoring At or Above the Proficiency reading level on the OST will increase +5%: 21% - 26%.

Fifth Grade Goal:

By June 2024, the percentage of 5th-grade students scoring At or Above the Proficiency reading level on the OST will increase +5%: 34% - 39%.

Sixth Grade Goal: By June 2024, the percentage of 6th-grade students scoring At or Above the Proficiency reading level on the OST will increase +5%: 24% - 29%.

Seventh Grade Goal: By June 2024, the percentage of 7th-grade students scoring At or Above the Proficiency reading level on the OST will increase +5%: 23% - 28%.

Eighth Grade Goal: By June 2024, the percentage of 8th-grade students scoring At or Above the Proficiency reading level on the OST will increase +5%: 26% - 31%.\

Beginning June 2024 and continuing throughout a 3-year period, the percentage of 4th grade students scoring At or Above the Proficiency reading level on the OST will increase +5%: 21% - 26%.

Adult Implementation Goal:

ELA Teachers in grades 4-8 will consistently implement the Ohio State Centralized Reporting System (CRS) through the 2023-2024 school year to track student growth throughout their teaching units and to analyze next steps for instruction.

Secondary Goals

Overall Student Performance Goal:

The high school will increase the ELA II proficiency percentage rate from 44% to 80% by June 2024 as measured by the Ohio State Assessment.

Ninth Grade Goal

The high school will increase the percentage (38%) of ninth graders at or above grade-level proficiency on the MAP Growth Reading 6+ assessment to 80% of ninth graders at or above grade level.

Tenth Grade Goal

The high school will increase the percentage (27%) of tenth graders at or above grade-level proficiency on the MAP Growth Reading 6+ assessment to 80% of tenth graders at or above grade level.

Adult Implementation Goals

When texts are presented, 100% of teachers will actively engage students with explicit learning strategies focused on determining themes and/or central ideas.

Per the district's five-year plan, by the end of the 2024 school year, 73% of staff members will have received direct coaching and feedback related to their explicit instruction implementation.

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

K- 3 Goal Action Map

Goal Statement: By the end of 2024, 80% of third-grade students at Elmwood Elementary will obtain a proficiency score on the Ohio State Test.

Evidence-Based Strategy or Strategies: Explicit phonics instruction, Backwards Design

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Provide professional learning on the Science of Reading Pillars	TBT focusing on vertical alignment	Data analysis to gain insight and support decision-making
Timeline	January 2024-June 2024	January 2024-June 2024	January 2024- June 2024
Lead Person(s)	Elementary Principals, Instructional and Literacy Coaches	Elementary Administrators, Team Leads, ELA Advocates	Elementary Administrators Team Leads, ELA Advocates, Title Reading Specialists
Resources Needed	AIMSweb Benchmark Assessments, Foundations, Wilson, and Heggerty	AIMSweb benchmark data, Template for data collection and display	Curriculum materials, manipulatives for multi-sensory teaching
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<ol style="list-style-type: none"> 1. Provide PD on the Science of Reading 	<ol style="list-style-type: none"> 1. Last Monday of every month, ELA advocates will meet with each other. 2. ELA advocates will share out with grade levels. 	<ol style="list-style-type: none"> 1. Title teachers are going to hold data meetings during TBT to help read, analyze, review data to help with grouping students after benchmarks (3X/year) 2. Data meetings with grade levels at least once per month looking at the AIMSweb progress monitoring.
Measure of Success	Walkthrough data, instructional staff meetings	TBT Artifacts, meeting notes, standards-aligned rubrics, scope and sequence	TBT artifacts, meeting notes, groups, assessment data
Description of Funding	TitleI and ESSR funds will be appropriated accordingly	TitleI and ESSR funds will be appropriated accordingly	TitleI and ESSR funds will be appropriated accordingly
Check-in/Review Date	End of year audit- June 2024	End of year audit- June 2024	End of year audit- June 2024

4-8 Goal Action Map

Goal Statement: By June 2024, the district will improve the current Overall District ELA Proficiency for all students scoring At or Above the Proficiency reading level on the OST will increase from 26% to 31%.

Evidence-Based Strategy or Strategies: Targeted Research-Based Interventions for Struggling Students

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Provide PD on CRS and implement across grade levels; analyze data for further instruction	Provide PD on unpacking standards and use of power standards with the goal of creating standards-based common assessments.	TBTs will utilize data protocols to make instructional decisions based on CRS data
Timeline	Nov-June 2024	Jan-June 2024	Jan-June 2024
Lead Person(s)	Director of PD, coaches, building principals, teachers	Director of PD, coaches, building principals, teachers	Instructional Coaches, Title Teachers, General education teachers, intervention specialists
Resources Needed	CRS/Tide portal	Scope and Sequence; BI Historical Power Standards	CRS/Tide portal, common assessment data, scope and sequence, curriculum
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<ol style="list-style-type: none"> 1. PD on CRS authoring & data analysis 2. TBTs meet to author CRS 3. CRS is given 4. Data analysis 5. New instruction based on data 6. Repeat steps 1-5 	<ol style="list-style-type: none"> 1. PD on Power Standards 2. Continuing with district Teacher Clarity initiatives 3. TBTs meeting to create Learning Progressions, Success Criteria, and curricular based common assessments. 4. Teachers implement within individual classrooms. 5. Reconvene in TBTs to discuss and compare data. 	<ol style="list-style-type: none"> 1. Teachers give common assessments 2. TBT reviews data using TBT data protocol sheet looking for trends 3. TBT makes instructional decisions based on trends and create differentiated groups 4. Teachers explicitly teach students
Measure of Success	Success will be measured by student assessment data.	Success will be measured by administration walk-through data, lesson plans, student assessment data.	Success will be measured by formative assessments, MAP, and CRS
Description of Funding	Title I and ESSR funds will be appropriated accordingly	Title I and ESSR funds will be appropriated accordingly	Title I and ESSR funds will be appropriated accordingly
Check-in/Review Date	End of year audit- June 2024	End of year audit- June 2024	End of year audit- June 2024

9-12 Goal Action Map

Goal Statement: The high school will increase the ELA II proficiency percentage rate from 44% to 80% by June 2024 as measured by Ohio State Assessment.

Evidence-Based Strategy or Strategies: Explicit instruction

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Professional Learning Opportunities	Teacher Accountability	Data-Informed Instructional Decision Making
Timeline	January-June 2024 Monthly	January-June 2024 Weekly	January-June 2024 Weekly
Lead Person(s)	Coaches, Instructional Leaders, Teaching and Learning Department	Administrators	Curriculum Leaders, Classroom Teachers, Administrators
Resources Needed	<ul style="list-style-type: none"> • Training materials • Location for training • Time embedded in the calendar for these sessions 	<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • Data analysis protocols • Time embedded in weekly schedule
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Two major types of experiences: <ul style="list-style-type: none"> • Explicit instruction cohort plan including one on one coaching experiences • Whole and small group sessions outlining specific learning strategies to support determination of central ideas and themes. 	<ul style="list-style-type: none"> • Lesson plan reviews • Walkthrough data tool • Observations • Coaching experiences as recommended by administrators 	<ul style="list-style-type: none"> • Regular TBT meetings to making instructional decisions for the next week • Instructional and curricular support at TBT meetings • Department and course level collaboration opportunities
Measure of Success	<ul style="list-style-type: none"> • Exit ticket likert scale for teacher feedback on their understanding • Feedback forms from coaching experiences 	<ul style="list-style-type: none"> • Lesson plan data • Meeting notes • Walkthrough data 	<ul style="list-style-type: none"> • TBT Forms • Collected Data (MAP, OST, CRS, etc)
Description of Funding	TitleI and ESSR funds will be appropriated accordingly	TitleI and ESSR funds will be appropriated accordingly	TitleI and ESSR funds will be appropriated accordingly
Check-in/Review Date	End of year audit- June 2024	End of year audit- June 2024	End of year audit- June 2024

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

Primary Grades

The elementary buildings will commit to valid and reliable administration of the AIMSWeb assessment benchmarks three times yearly to gather data for regular progress monitoring during TBT meeting times. This data will inform grouping for differentiation, and instructional decisions. Progress monitoring using the same AIMSWeb system will be administered at least bi-weekly for students below the 25th percentile. This data, along with other common assessments will be used to inform upcoming instructional decisions to more effectively respond to student needs as they arise. The third grade TBT team will use Ohio's Centralized reporting system to author assessments based around common core state standards. If students are not progressing, TBTs will determine points of challenge and adjust the instructional methods and/or provide necessary extra practice in relevant areas for improvement. TBTs will also discuss and compare data. ELA Advocates will meet once monthly to compare data between grade levels to support necessary vertical alignment and share tools and research-based instructional strategies for support to prepare students to demonstrate mastery of grade-level standards. The final AIMSWeb benchmark will be the final data collection tool to assess growth and make relevant changes in the scope and sequence and vertical alignment for the upcoming year. Principals and building coaches will review walkthrough data and TBT data and artifacts to inform decisions on necessary professional learning opportunities around the science of reading and offer them as needed to teaching staff. These will be administered on individual, small group, and whole group levels based on need.

Intermediate Grades

The district will use the fall MAP Assessment (ie, the Benchmark) as a screener at the beginning of the school year, and subsequent checkpoints throughout the year. The data from MAP will be used to determine grouping for differentiation. After the first benchmark is administered, teachers will analyze data to determine performance levels of students, specifically in the 3-5 reporting categories in ELA. After analyzing the data, teachers will make next steps for instruction based on ability levels to build on strengths and alleviate weaknesses in the subjects assessed. TBT groups will author subsequent CRS assessments to further assess standards. Teachers will be able to use this data to determine relevant intervention grouping. Intervention groups will utilize the AIMSweb progress monitoring tool to monitor student growth. Teacher Based Teams (TBT) will determine points of challenge and adjust instructional methods and/or provide necessary extra practice and enrichment to support progress toward goals. TBTs will meet weekly to discuss and analyze data from the benchmark assessments, changes in instructional practice. They will discuss and compare data and form next steps for instruction. Data will be used to form homogenous groups to target key instruction needs within classrooms. Principals and the building coach will review walkthrough data and TBT data to inform decisions on necessary professional learning opportunities around the science of reading and offer them as needed. The OST test will be used as a final data collection tool.

Secondary Grades

At the ninth and tenth grade level, the high school building will support the administration of the MAP benchmarking assessment three times during the year. The first screening will be administered in September to obtain baseline data and functionally group students into on-track and off-track descriptors. The students will also be screened twice a year with the ReadBasix assessment to determine specific foundational skills deficiency. Teachers will be able to use this data to determine relevant intervention grouping. [intervention monitoring?] If students are not progressing, Teacher based teams (TBT) will determine points of challenge and adjust instructional methods and/or provide necessary extra practice and enrichment to support progress toward goals. TBTs will meet weekly to discuss and analyze data from the benchmark assessments, changes in instructional practice, productive adaptations to curriculum and formative assessment following the 5-step process. Changes will be made when the appropriate percentage of standards mastery is not met. TBTs should collaborate to develop and implement strategies reflective of student needs and promote skills relevant to meeting major grade-level goals. Attendance and discipline data will also be considered to determine if there is a correlation with off-track student performance. Adjustments to academic and behavioral interventions will be made as necessary. Students with extraneous needs will be offered additional support such as tutoring or other services from outside providers. The benchmark will be administered again in January and May.

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.**

Primary Grades

The major strategy the primary grades will focus on is direct explicit instruction following the Heggerty, Wilson, and Foundations models. Explicit instruction will focus on the elements of organized sequencing of skills, activating prior knowledge, providing step-by-step demonstrations, examples, and non-examples, requiring frequent responses, providing immediate feedback, and distributive and cumulative practice. These strategies are implemented to explicitly teach phonemic awareness skills as measured by the AIMSWeb assessment. In addition the explicit teaching of foundational reading skills supports proficiency in grade-level reading.

Intermediate Grades

The evidence-based strategy that will be used in the intermediate grades are targeted intensive research based strategies for struggling learners using the West Virginia Phonics and the Wilson models will be used for fluency instruction, while the Teacher Clarity Playbook and Anita Archer strategies will be implemented to increase comprehension deficits. Both models focus on explicitly teaching students the basic correspondence between letters and sounds and how to blend sounds together to produce words and how to use phonemic decoding skills while reading texts. These targeted intensive research based strategies support proficiency in grade-level reading.

Secondary Grades

The major strategies the high school building will employ are explicit teaching strategies and focused standards-based instruction following the Teacher Clarity Playbook model. Explicit instruction training will be structured around the sixteen elements presented by Anita Archer, including a focus of critical content, organized sequencing of skills, activating prior knowledge, providing step-by-step demonstrations, examples, and non-examples, requiring frequent responses, providing immediate feedback, and distributive and cumulative practice. These strategies implemented to explicitly teach reading and comprehension strategies and skills related to the variety of standards focused on key ideas and details for both informational and literary

texts will support growth and achievement on the ELA II Ohio State Test. Focused standards-based instruction will support the selection of critical content in line with the explicit teaching strategies. It will ensure lessons are intentional and aligned with state standards to support relevant skills and proficiency in grade-level reading.

For students in grade levels nine through twelve, instructional time on decoding has been historically limited. With explicit instruction, and specifically explicit vocabulary instruction, students will have opportunities to see words broken down into syllables and meaningful phonemes to build phonological awareness. Teachers will also commit to consistent repetitions and usage of words in a variety of contexts (speaking, reading, meaning, writing) to promote the orthographic mapping process and develop automaticity in understanding new vocabulary and support sight word recognition of grade-level terms. This contributes to the word recognition strand of Scarborough's reading rope. In terms of language comprehension, explicit instruction of vocabulary will build on vocabulary knowledge. Explicit teaching strategies can also be employed to build necessary background knowledge and literacy skills knowledge to support achievement of skilled, grade-level reading. Explicit instruction, as defined, while naturally increasing strategic reading skills and automaticity to direct our students to demonstrate proficiency on their ELA II Ohio State Test.

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 Evidence Based Strategies and ensures that they are implemented and supported systematically. We will ensure the effectiveness through monitoring the process of adult implementation. We will use the following measures:

1. Instructional Frameworks and Individual Teacher Lesson Plans in all content areas

Instructional plans are designed in alignment with the Teacher Clarity framework to ensure that high impact instruction is standards aligned. Teacher lesson plans are submitted weekly and monitored by building instructional leaders with feedback pertaining to data informed evidence based instruction and culturally responsive teaching. Lesson plans (PK-12) must include a response to student performance data (differentiated instruction that includes targeted intervention for struggling learners). Through job-embedded PD, instructional coaching will continue to address individual teacher needs around these strategies, leading to ongoing teacher professional growth.

2. Classroom Observations and Principal Walk-Through Forms

The building principal conducts regular observations and walk-throughs to observe, gather, and analyze classroom instructional practice. Written feedback from the observations and walk-through is shared with the teacher. Overall instructional trends are used by the building leadership team and

district leadership team to guide focus of the building/district using the OIP framework. Observation and walk-through data are used to drive coaching and professional development leading toward ongoing teacher and building improvement.

K-3

- 90 minutes of ELA instruction
- 10 minutes of Heggerty (Phonological Awareness)
- 30 minutes of Foundations (Phonics)
- Assessment Plans (Formative and Monitoring Plans)
- Differentiated embedded into daily routines in both small and whole group instruction

4-12 walkthrough forms will concentrate on implementation of the adopted instructional framework (Teacher Clarity) with a specific focus on culturally responsive practices and high impact standards-aligned instructional strategies within the explicit instruction framework.

Explicit instruction training at the high school level has been implemented in cohorts over the course of the previous few years organized by grade level and content areas. Teachers will receive direct training in small group sessions in the strategies and theory behind them during the first session, and meet with coaches to co-plan and engage in reflective conversations about current practice and how it is and is not similar to explicit instruction. From there, coaches and administrators use a walkthrough data tool focused on the major elements of implementation with space for comments to provide focused feedback to the teachers on their explicit instruction. Data from student artifacts and other student generated responses during the observations will inform the effectiveness of the instruction. We will also have access to regular common assessments developed through TBT meetings to inform whether or not the instruction on specific skills has been effective. Follow-up sessions on explicit instruction will be hosted to discuss and address more specific implementation strategies and co-plan with team members to embed these strategies into curriculum. Monthly, reviewing data from the walkthrough tools, administrators will be able to target problem areas during instructional staff meetings and continue to pull data and respond as we go. These will be administered as whole group experiences to ensure development of common language and expectations. With a majority of staff having received small group instruction on these strategies in the last two years, staff will be able to focus instruction and strategies by going deeper into specific elements and implementations.

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 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.*

Primary Grades

**Professional Development Plan
Template Part A**

Goal: By the end of 2024, 80% of third grade students at Elmwood Elementary will obtain a proficiency score on the Ohio State Test.

Evidence-Based Practice or Intervention: Explicit phonics instruction

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom Focused
1.LETRS- All teachers, IS and Title and Admin. (K-5)	2019-present	X	X	X	X	X	X
2.Heggerty *All teachers, IS and Title (K-3)	2019-present	X	X	X	X	X	X
3.Foundations *All teachers, IS and Title (K-3)	2022-present	X	X	X	X	X	X
4. Wilson *Intervention Specialists /Title Staff	2021-present	X	X	X	X	X	X
5. Teacher Clarity *All staff	2021-present	X	X	X	X	X	X
6. Culturally Responsive Practice in the Classroom *All staff	2022-present	X	X	X	X	X	X

**Professional Development Plan
Template Part B**

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

Sustained: Initial and ongoing PD will occur throughout the year. Facilitators will be instructional leaders and training can be provided with little to no cost. Job embedded PD procures the sustainability of this training.

Intensive: All training will focus on growing teachers' understanding and knowledge of techniques and strategies to keep students engaged and actively participating in their learning.

Collaborative: The implementation of engagement strategies and student to student interaction will include collaboration among teachers and support staff during teacher team planning meetings (TBTs, BLTs, staff meetings.) Professional development time will include time for teachers to collaborate on strategies that have been effective or they would like to implement.

Job-Embedded: Adjustments will be made to training and support offered to all stakeholders identified by learning walk data, TBT data, and BLT data. Additional support and training will be given by internal facilitators. Support for the implementation of student engagement strategies will include the collaboration between building leadership, building curriculum leaders, coaches, and the Director of Teaching and Learning to ensure fidelity and effectiveness of the training and monitor its impact on student behavior and learning.

Data-Driven: Learning Walk Data will provide information on how well teachers are implementing strategies and the engagement level of students. The data will also be analyzed at BLT, DLT, and TBT meetings. Staff will be surveyed on the value, understanding and effectiveness of PD.

Instructionally-Focused: The District is focused on creating safe and student centered learning environments so that student instructional time is maximized. All staff will receive PD on student engagement strategies, one to one interactions and reducing problem behaviors in the classroom. Coaches and Instructional Leaders will support fidelity in the implementation of these practices in the classroom by providing ongoing embedded PD and individualized coaching.

Intermediate Grades

**Professional Development Plan
Template Part A**

Goal: By June 2024, the district will improve the current Overall District ELA Proficiency for all students scoring At or Above the Proficiency reading level on the OST will increase from 26% to 31%.

Evidence-Based Practice or Intervention: Targeted Research Based Interventions for Struggling Students

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom Focused
1.LETRS- All teachers, IS, Title and Admin. (K-5)	2019-present	X	X	X	X	X	X
2. STARRI- Decoding program	2022-present	X	X	X	X	X	X
3. Wilson	2022-present	X	X	X	X	X	X
4. Teacher Clarity *All staff	2021-present	X	X	X	X	X	X
5. Culturally Responsive Practice in the Classroom *All staff	2022-present	X	X	X	X	X	X

**Professional Development Plan
Template Part B**

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

Sustained: Initial and ongoing PD will occur throughout the year. Facilitators will be instructional leaders and training can be provided with little to no cost. Job embedded PD procures the sustainability of this training.

Intensive: All training will focus on growing teachers' understanding and knowledge of techniques and strategies to keep students engaged and actively participating in their learning.

Collaborative: The implementation of engagement strategies and student to student interaction will include collaboration among teachers and support staff during teacher team planning meetings (TBTs, BLTs, staff meetings.) Professional development time will include time for teachers to collaborate on strategies that have been effective or they would like to implement.

Job-Embedded: Adjustments will be made to training and support offered to all stakeholders identified by learning walk data, TBT data, and BLT data. Additional support and training will be given by internal facilitators. Support for the implementation of student engagement strategies will include the collaboration between building leadership, building curriculum leaders, coaches, and the Director of Teaching and Learning to ensure fidelity and effectiveness of the training and monitor its impact on student behavior and learning.

Data-Driven: Learning Walk Data will provide information on how well teachers are implementing strategies and the engagement level of students. The data will also be analyzed at BLT, DLT, and TBT meetings. Staff will be surveyed on the value, understanding and effectiveness of PD.

Instructionally-Focused: The District is focused on creating safe and student centered learning environments so that student instructional time is maximized. All staff will receive PD on student engagement strategies, one to one interactions and reducing problem behaviors in the classroom. Coaches and Instructional Leaders will support fidelity in the implementation of these practices in the classroom by providing ongoing embedded PD and individualized coaching.

Secondary Grades

**Professional Development Plan
Template Part A**

Goal: The high school will increase the ELA II proficiency percentage rate from 44% to 80% by June 2024 as measured by Ohio State Assessment.

Evidence-Based Practice or Intervention: Explicit Instruction

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom Focused
1. LETRS-IS, Title and	2019-present	x	x	x	x	x	x
2. STARRI-Decoding program	2022-present	x	x	x	x	x	x
3. Wilson	begin 2024-ongoing	x	x	x	x	x	x
4. Explicit Instruction	2021-present	x	x	x	x	x	x
5. Teacher Clarity *All staff	2021-present	x	x	x	x	x	x
6. Culturally Responsive Practice in the Classroom *All staff	2022-present	x	x	x	x	x	x

**Professional Development Plan
Template Part B**

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

Sustained: Initial and ongoing PD will occur throughout the year. Facilitators will be instructional leaders and training can be provided with little to no cost. Job embedded PD procures the sustainability of this training.

Intensive: All training will focus on growing teachers' understanding and knowledge of techniques and strategies to keep students engaged and actively participating in their learning.

Collaborative: The implementation of engagement strategies and student to student interaction will include collaboration among teachers and support staff during teacher team planning meetings (TBTs, BLTs, staff meetings.) Professional development time will include time for teachers to collaborate on strategies that have been effective or they would like to implement.

Job-Embedded: Adjustments will be made to training and support offered to all stakeholders identified by learning walk data, TBT data, and BLT data. Additional support and training will be given by internal facilitators. Support for the implementation of student engagement strategies will include the collaboration between building leadership, building curriculum leaders, coaches, and the Director of Teaching and Learning to ensure fidelity and effectiveness of the training and monitor its impact on student behavior and learning.

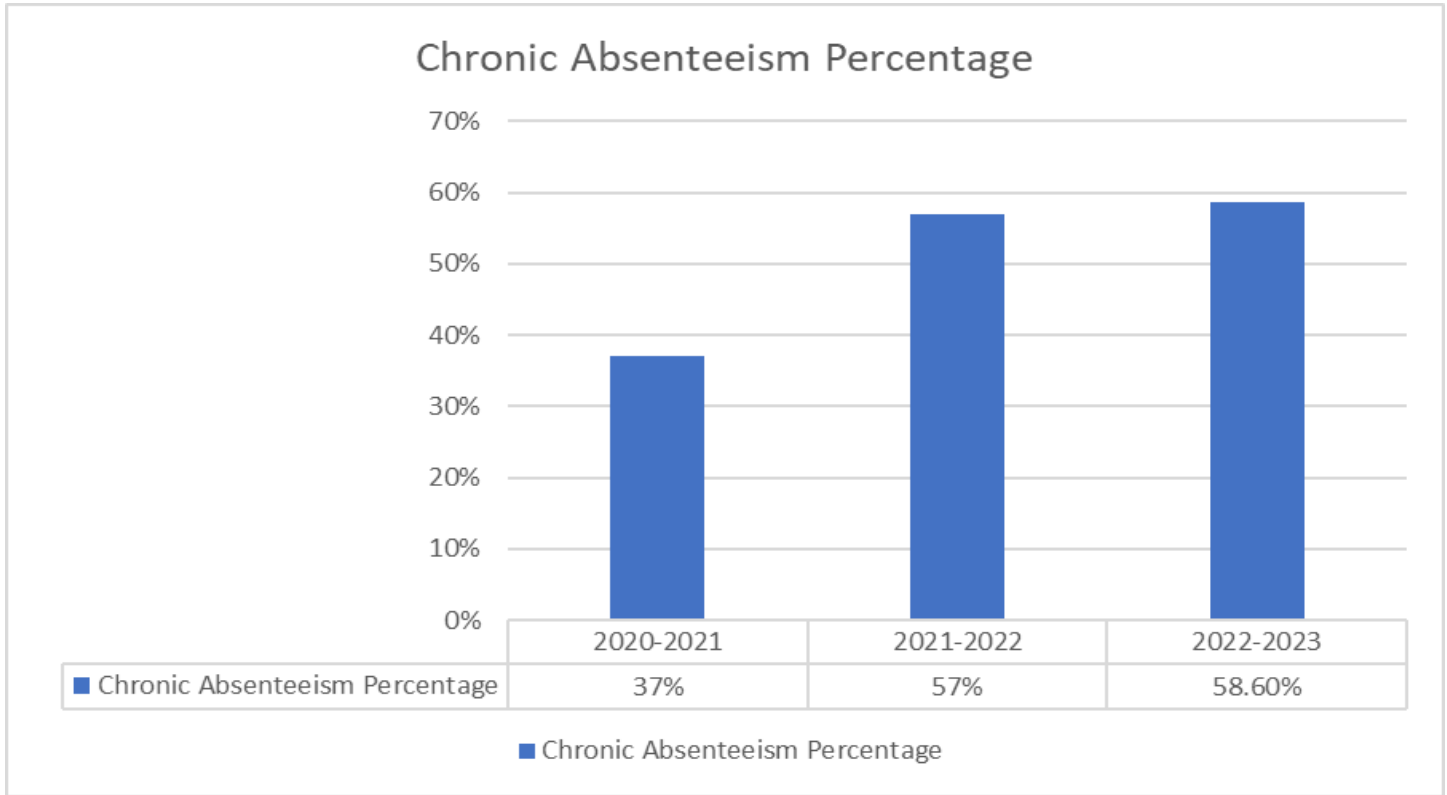
Data-Driven: Learning Walk Data will provide information on how well teachers are implementing strategies and the engagement level of students. The data will also be analyzed at BLT, DLT, and TBT meetings. Staff will be surveyed on the value, understanding and effectiveness of PD.

Instructionally-Focused: The District is focused on creating safe and student centered learning environments so that student instructional time is maximized. All staff will receive PD on student engagement strategies, one to one interactions, and reducing problem behaviors in the classroom. Coaches and Instructional Leaders will support fidelity in the implementation of these practices in the classroom by providing ongoing embedded PD and individualized coaching.

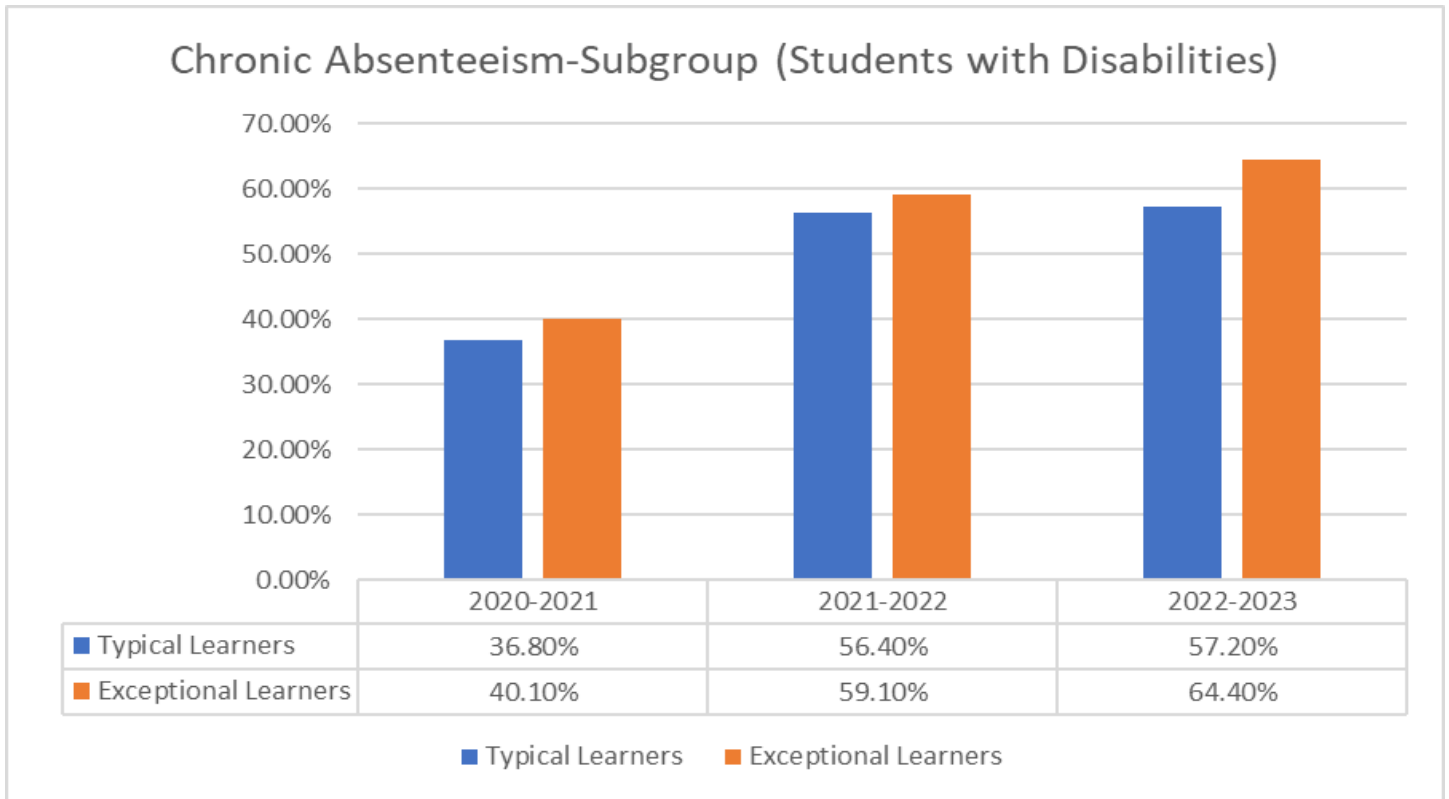
APPENDICES

Data Summary Charts

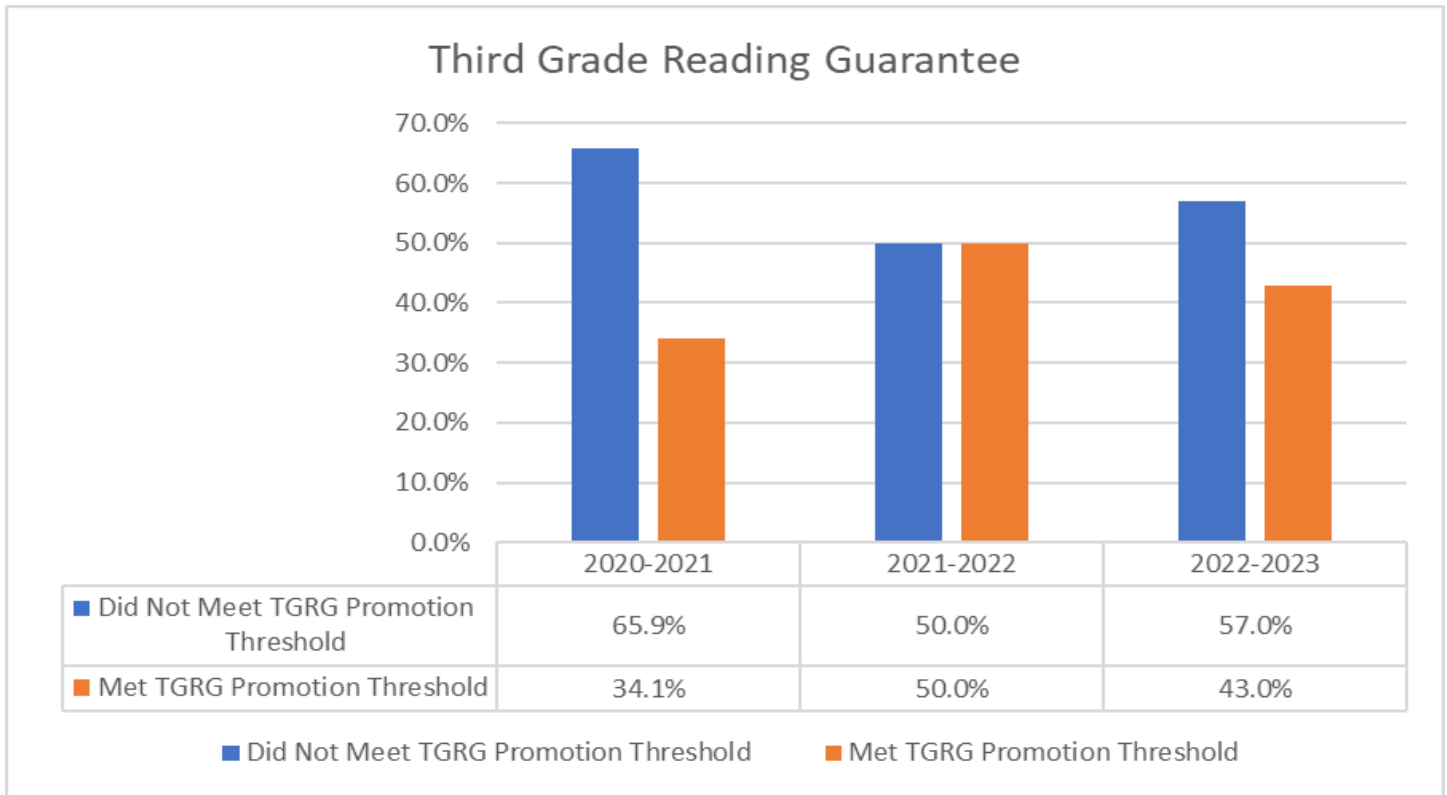
Absenteeism Report



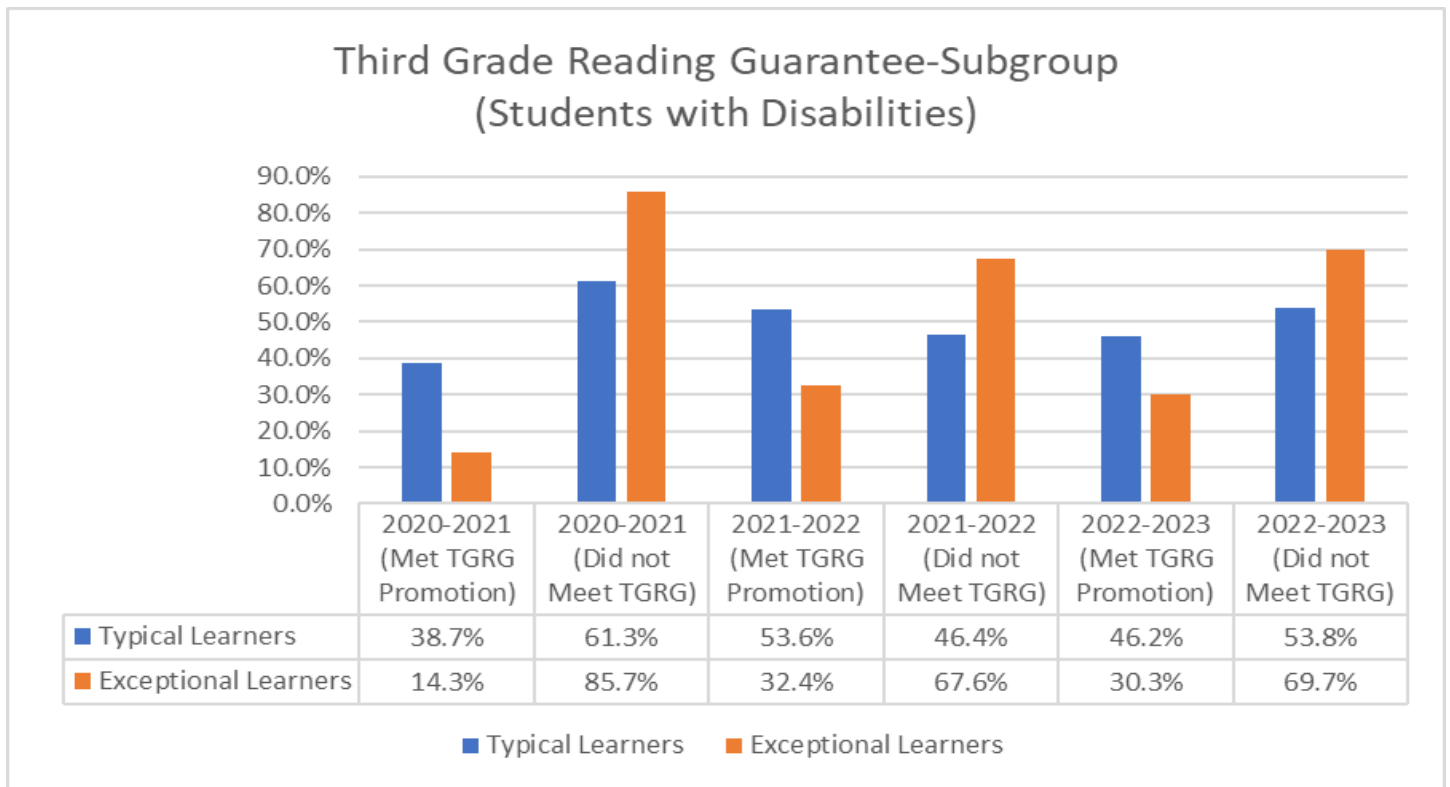
Chronic Absenteeism Subgroups



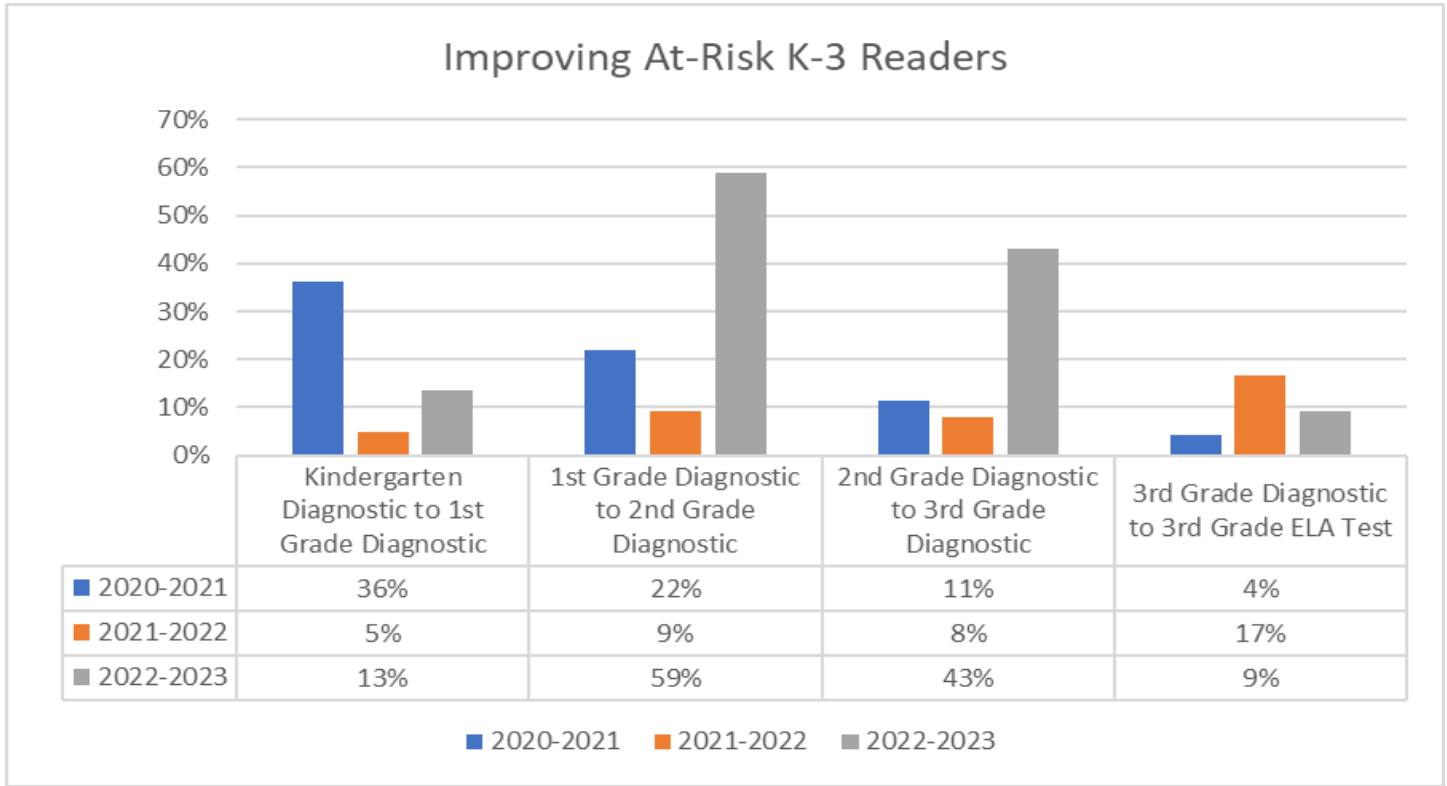
Third Grade Reading Guarantee



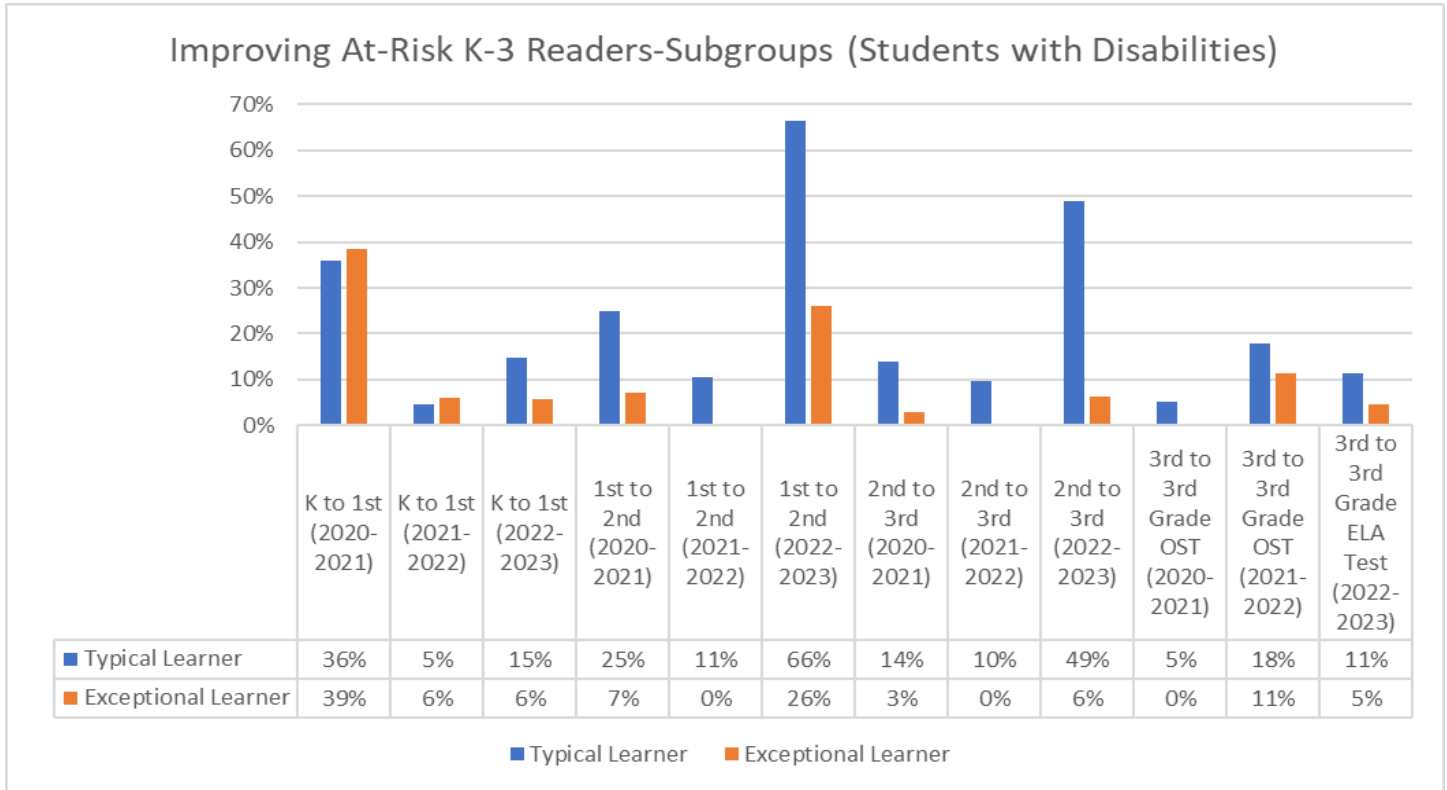
Third Grade Reading Guarantee Subgroups



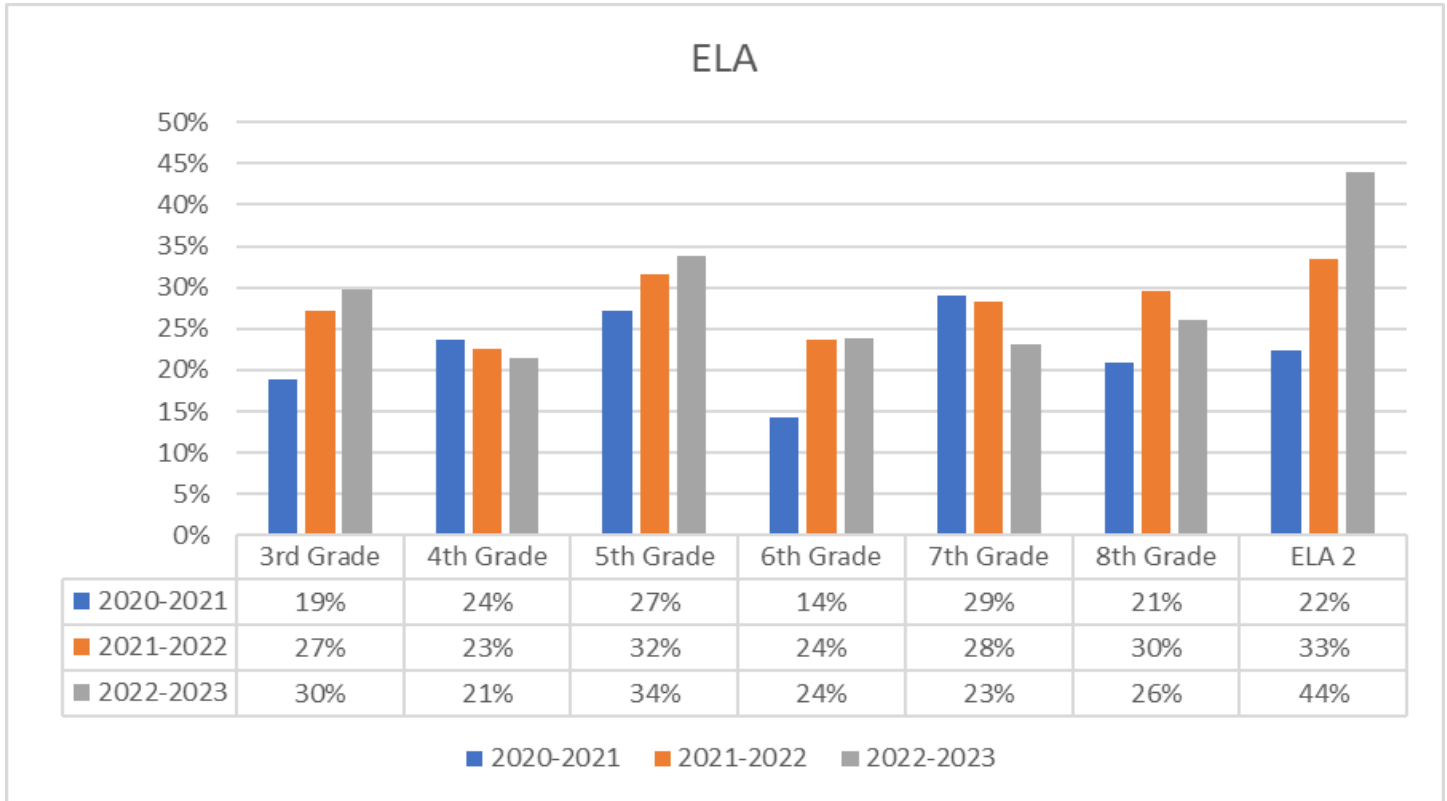
Improving At-Risk Students



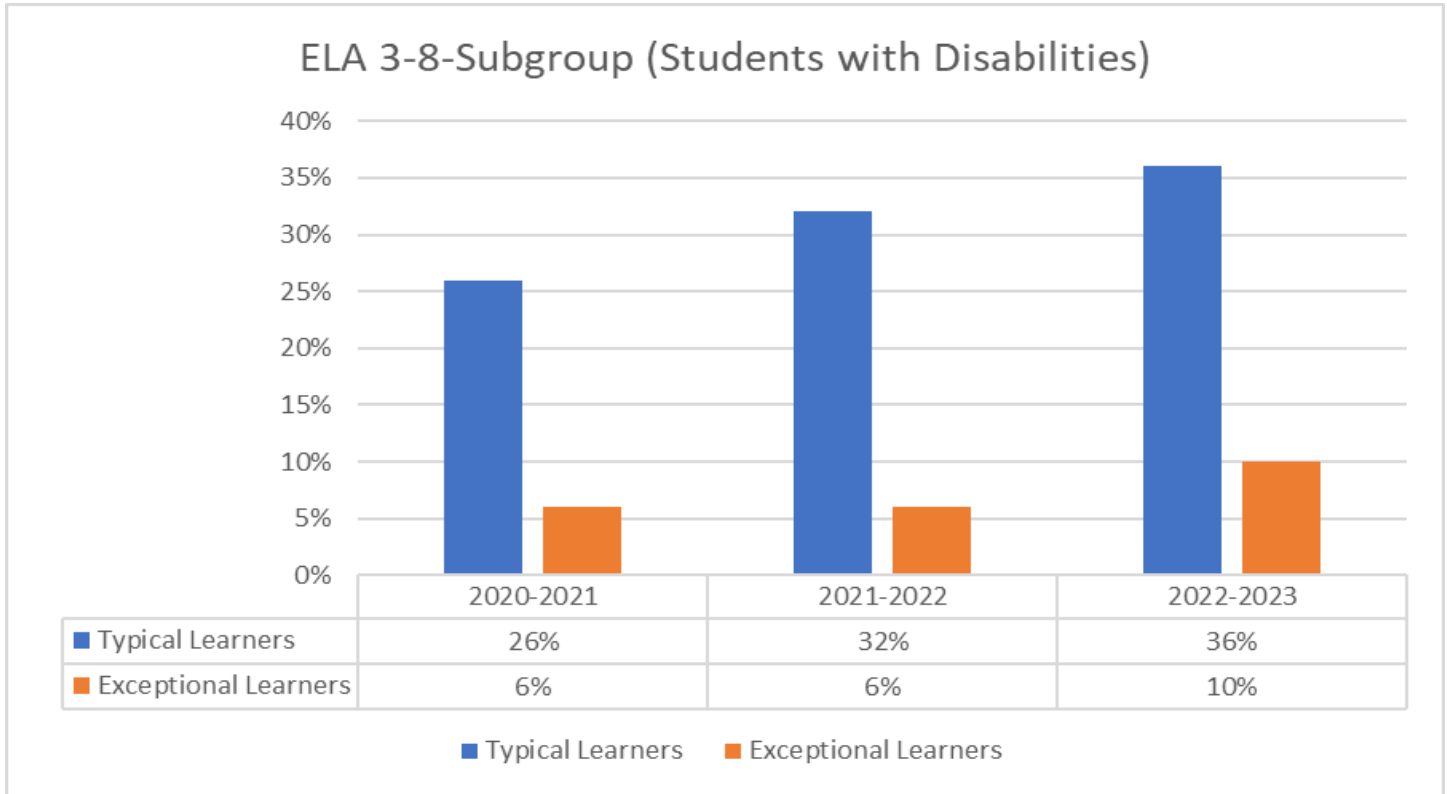
Improving At-Risk Subgroups



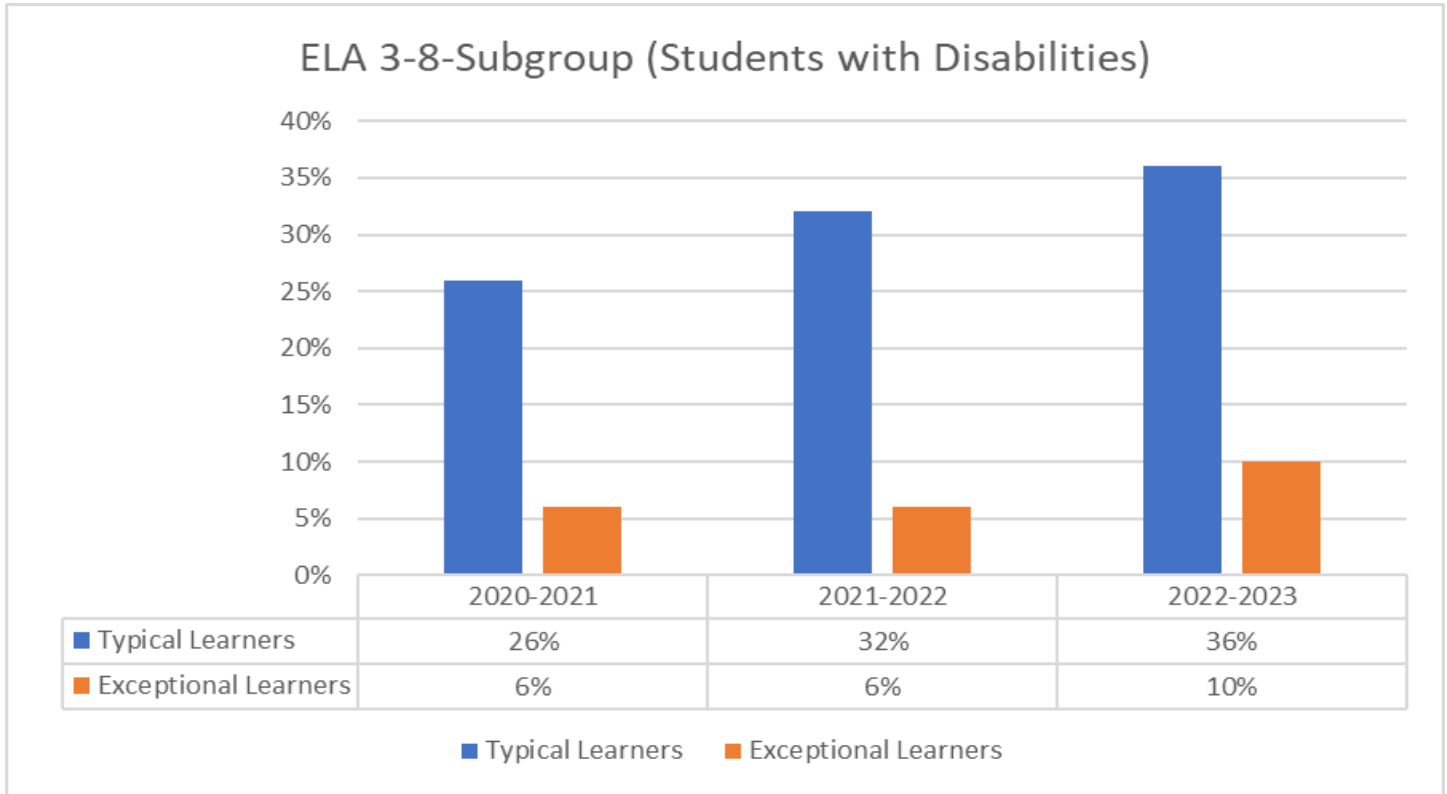
ELA Historical Data



ELA Subgroup 3-8



ELA 2- Subgroups



Elementary Schedule

Updated - 8/14 Elmwood Elementary 2023-2024 * Student Day: 8:30-3:00 * Teacher Day: 8:05-3:45																																																																																											
		8:15 AM	8:20 AM	8:23 AM	8:30 AM	8:40 AM	8:45 AM	8:50 AM	8:55 AM	9:00 AM	9:05 AM	9:10 AM	9:15 AM	9:20 AM	9:25 AM	9:30 AM	9:35 AM	9:40 AM	9:45 AM	9:50 AM	9:55 AM	10:00 AM	10:05 AM	10:10 AM	10:15 AM	10:20 AM	10:25 AM	10:30 AM	10:35 AM	10:40 AM	10:45 AM	10:50 AM	10:55 AM	11:00 AM	11:05 AM	11:10 AM	11:15 AM	11:20 AM	11:25 AM	11:30 AM	11:35 AM	11:40 AM	11:45 AM	11:50 AM	11:55 AM	12:00 PM	12:05 PM	12:10 PM	12:15 PM	12:20 PM	12:25 PM	12:30 PM	12:35 PM	12:40 PM	12:45 PM	12:50 PM	12:55 PM	1:00 PM	1:05 PM	1:10 PM	1:15 PM	1:20 PM	1:25 PM	1:30 PM	1:35 PM	1:40 PM	1:45 PM	1:50 PM	1:55 PM	2:00 PM	2:05 PM	2:10 PM	2:15 PM	2:20 PM	2:25 PM	2:30 PM	2:35 PM	2:40 PM	2:45 PM	2:50 PM	2:55 PM	3:00 PM	3:05 PM	3:10 PM	3:15 PM	3:20 PM	3:25 PM	3:30 PM	3:35 PM	3:40 PM	3:45 PM
Team A (Grade 3)	Breakfast / Simple Solutions	H	R	WIN 40	ELA 100				MATH 40	Recess 20	Lunch 20	Satchel Pulse 15	Encore	Math 50	SS/SC 40	Dismissal	TBT																																																																										
Team B (Grade 3)	Breakfast / Simple Solutions	H	R	ELA 40	WIN 40	ELA 60		MATH 40	Lunch 20	Recess 20	Satchel Pulse 15	Math 50	Encore	SS/SC 40	Dismissal	TBT																																																																											
Team C (Grade 2 / CC)	Breakfast / Simple Solutions	H	R	Encore	ELA 115				MATH 65			Recess 20	Lunch 20	Satchel Pulse 15	Math 25	WIN 40	SS/SC 25	Dismissal	TBT																																																																								
Team D (2nd Grade)	Breakfast / Simple Solutions	H	R	ELA 50	Encore	ELA 65		MATH 25	WIN 40	Lunch 20	Recess 20	Satchel Pulse 15	Math 65	SS/SC 25	Dismissal	TBT																																																																											
Team E (2nd Grade / AU)	Breakfast / Simple Solutions	H	R	ELA 100		Encore	Recess 20	Lunch 20	Satchel Pulse 15	ELA 15	MATH 55		WIN 40	Math 35	SS/SC 25	Dismissal	TBT																																																																										
Encore	Duty	H	R	Team C	Team D	Team E	Lunch 40	Duty 45	Team A	Team B	Plan 45	Dismissal	Team C																																																																														
WIN	Duty	Team A WIN 40	Team B WIN 40	Plan 45	3rd Grade OST Support		Team D WIN 40	Lunch 40	Team E WIN 40	Team C WIN 40	Classroom Support	Dismissal	TBT																																																																														

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

Professional Development Map

Month	Professional Development Sessions Provided
August	SEL/Culturally Responsive Practice Teacher Clarity Foundations Training
September	Understanding Equity-Intro To DEI Teacher Clarity
October	Explicit Instruction CRS Authoring
November	RIMPs CRS-Author Assessment Planning
February	Teacher Clarity Explicit Instruction Culturally Responsive Practices LETRS
March	Teacher Clarity Explicit Instruction Culturally Responsive Practices LETRS
April	Teacher Clarity Explicit Instruction Culturally Responsive Practices LETRS
May	Teacher Clarity Explicit Instruction Culturally Responsive Practices LETRS

- ELA Schedules- add all from buildings

