



March 4, 2024

Dear Superintendent Ackerman:

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

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

Strengths of the Reading Achievement Plan:

- Plan includes all students in the language and literacy continuum.
- Plan references a decision-making framework and is shown in appendix.
- Plan demonstrates alignment effort to the OnePlan and UDL integration.

This plan will benefit from:

- Plan may benefit from more aggressive actions/targets/goals to close achievement gap noted prior in external factor analysis/COVID.
- Teaming structures such as TBTs and MDTs are referenced for adult supports/coaching; however, differentiated adult supports, such as one on one coaching cycles, may be beneficial beyond the group teaming structures mentioned.
- Professional learning plan is comprehensive but may benefit from closing communication loops – walkthrough/observation results may benefit not only “building hosts” but educators themselves.

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

On behalf of the Department of Education and Workforce and Director Dackin, thank you for

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 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:

Lima City Schools

DISTRICT IRN:

044222

DISTRICT ADDRESS:

755 St. John's Ave

Lima, OH 45801

PLAN COMPLETION DATE:

12/15/23

LEAD WRITERS:

John Parent, Teresa Gantz

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 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 its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

CULTURALLY RESPONSIVE PRACTICE*

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

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

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

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

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

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

Name	Title/Role	Location	Email
Jill Ackerman	Superintendent	District-wide	jackerman@spartan.limacityschoo.ls.org

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

Name	Title/Role	Location	Email
Teresa Gantz	Director of School Improvement	District-wide	tgantz@spartan.limacityschoools.org
Laura Wells Parent	Federal Programs/Title I/Testing Coordinator	District-wide	lwells@spartan.limacityschoools.org
Brian Wischmeyer	Director of Special Education	District-wide	bwischmeyer@spartan.limacityschoools.org
Angela Miller	Director of Preschool	District-wide	amiller@spartan.limacityschoools.org
Pete Badertscher	Director of Technology	District-wide	pbadertscher@spartan.limacityschoools.org
Kristin Lee	Director of Arts/Magnet Programs	District-wide	klee@spartan.limacityschoools.org
John Parent	English/Language Arts Curriculum Team Leader	District-wide	jparent@spartan.limacityschoools.org
Cathy Collins	Mathematics Curriculum Team Leader	District-wide	ccollins@spartan.limacityschoools.org
Stacy Barker	Building Principal	Heritage Elementary	sbarker@spartan.limacityschoools.org
Tricia Winkler	Building Principal	Unity Elementary	twinkler@spartan.limacityschoools.org
Chandra Nuvevan	Building Principal	Freedom Elementary	cnuvevan@spartan.limacityschoools.org
Kelli Lee	Building Principal	Independence Elementary	klee2@spartan.limacityschoools.org
Thomas Winkler	Building Principal	West Middle School	twinkler2@spartan.limacityschoools.org
Julie Stewart	Building Principal	North Middle School	jstewart@spartan.limacityschoools.org
Chad Fallis	Building Principal	South Science and Technology Magnet	cfallis@spartan.limacityschoools.org
Angela Heffner	Building Principal	Liberty Arts Magnet	aheffner@spartan.limacityschoools.org
Tyler Turner	Building Principal	Lima Senior High School	tturner@spartan.limacityschoools.org
Frank Kohlhofer	Director of Career and Technical Education	Lima Senior High School	fkohlhofer@spartan.limacityschoools.org
Darnell Collins	Building Principal	LSH Alternative	dcollins@spartan.limacityschoools.org

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

Name	Title/Role	Location	Email
Lauren Anderson	Technology Coach	District-wide	landerson@spartan.limacityschools.org
Shelby Heilman	School Improvement Coach	Lima Senior High School	sheilman@spartan.limacityschools.org
Melissa Sweeny	School Improvement Coach	Independence Elementary	msweeny@spartan.limacityschools.org

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

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

The district Reading Achievement Plan is the latest evolution of several other action plans put forth over the past few years in an effort to organize and articulate the district's commitment to improving student outcomes through increasing the effectiveness of instructional practices and the rigor provided by the district's curricular materials. The district's leadership team analyzed reading and writing data going back several years while revising its Local Literacy Plan in 2022 and while authoring the district's One Plan throughout 2023. In developing this plan, district leaders analyzed data collected through OST and EOC exams, Tier I screeners, and progress monitoring tools.

The district's leaders will continue to monitor progress toward the goals outlined in this and other plans and adjust based on student and adult data collected during that monitoring. The finalized Reading Achievement Plan will be made publicly available via the district's website and will be shared with district staff digitally as well as discussed during building leadership team meetings.

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

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 Lima City Schools One Plan (Cohort 3) was created in the Spring of 2023. The Reading Achievement Plan will align with the One Plan by focusing on the same SMART goal, adult and student measures, strategy and action steps. The One Plan has action steps for the three years of the plan and will be revised as needed based on an analysis of adult and student measures. District plans are intentionally aligned to have a consistent focus and streamline improvement efforts. Data is being collected on adult and student measures. The District Leadership Team conducts a Data Driven Dialogue (DDD) protocol on the data to identify strengths, areas of opportunity, inferences and action steps at the District and Building level. The Building Leadership Teams analyze building data and Teacher Based Teams data. The Teacher Based Teams analyze individual student data. There is a flow of information from DTL to BLT to TBT and vice versa. The DLT reviews teacher level data quarterly using a BLT to DLT Data Discussion Guide (see appendices).

The District identifies 1-2 action steps that buildings need to focus and create their own actions around the One Plan action steps. These action steps focus on administering the i-Ready Diagnostic three times a year, analyzing the data and communicating the results with families. The buildings also focus on analyzing screening results from benchmarks and progress monitoring and identifying instructional needs used during tiered instruction.

An action step in the One Plan states that the District will provide professional development in the UDL framework. This supports 11 District Objectives as well. Although this action step is under Graduation and focused on the Engagement Principle to support Graduation, UDL professional development is offered to all staff. This will address equity by helping teachers identify barriers to learning and provide access to content, materials, etc, for all students to increase reading achievement. Another action step in the One Plan states the District will select an Equity tool and complete it during the 2023-24 school year to assist in identifying gaps and how to address them.

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

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

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

- **The Kindergarten Readiness Assessment,**
- **Ohio's State Test for English language arts assessment for grades 3-8,**
- **K-3 Reading diagnostics (include subscores by grade level),**
- **The Ohio English Language Proficiency Assessment (OELPA)**
- **The Alternate Assessment for Students with Significant Cognitive Disabilities and benchmark assessments, as applicable.**

Based on 2022-23 school year data, on the Kindergarten Readiness Assessment, 23.3% of students fell in the Demonstrating Proficiency Level, 33.9% fell in the Approaching Proficiency Level and 42.7% fell in the Emerging Proficiency Level. Below is the disaggregated data.

Proficiency Level Subgroup	Demonstrating		Approaching		Emerging	
	Count	%	Count	%	Count	%
All Students	53	23.3%	77	33.9%	97	42.7%
Female	36	30.8%	43	36.8%	38	32.5%
Male	17	15.5%	34	30.9%	59	53.6%
Asian or Pacific Islander					1	100.0%
Black, Non-Hispanic	17	21.0%	23	28.4%	41	50.6%
Hispanic	4	25.0%	5	31.3%	7	43.8%
Multiracial	10	22.7%	19	43.2%	15	34.1%
White, Non-Hispanic	22	25.9%	30	35.3%	33	38.8%
Economic Disadvantaged	53	23.3%	77	33.9%	97	42.7%
English Learner					1	100.0%
Students with Disabilities	4	7.5%	14	26.4%	35	66.0%

Data from the 2023-2023 school year on the Ohio State Test for English Language Arts

3rd grade ELA Proficient: 36.3%

4th grade ELA Proficient: 31.5%

5th grade ELA Proficient: 39.6%

6th grade ELA Proficient: 27.2%

7th grade ELA Proficient: 38.4%

8th grade ELA Proficient: 32.3%

Regarding district subgroup data, the White subgroup had the highest percentage proficient (43.4%) with the Hispanic subgroup being the next highest (40.8%). The Multiracial subgroup had 29.8 percent proficient and the Black subgroup had 25.9 percent proficient. The English Language Learner subgroup had 25.0 percent proficient compared to Non English Learners (34.4%). The Students with Disabilities subgroup had 7.4% proficient compared to students without disabilities percent proficient (40.4%).

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The i-Ready Diagnostic was administered in the Fall of 2023. In Kindergarten, 5% of students were mid or above grade level, 23% were early on grade level and 72% were one grade level below. Sixty percent of students are one grade level below in phonological awareness. Eighty percent of students are one grade level below in phonics and 89% of students are one grade level below in high frequency words. Fifty three percent of students are one grade level below in vocabulary and 52% of students are one grade level below in overall comprehension. In First grade, 3% are mid or above grade level, 5% of students are early on grade level, 78% of students are one grade level below and 14% of students are two grade levels below. In phonological awareness, 69% of students are one grade level below and 14% of students are two grade levels below. Sixty eight percent of students are one grade level below in phonics and 20 % are two grade levels below. Regarding high frequency words, 52% of students are one grade level below and 36% are two grade levels below. Sixty seven percent of students are one grade level below and 22% of students are two grade levels below in vocabulary. In overall comprehension, 72% of students are one grade level below and 17% are two grade levels below. In Second grade, 2% of students are mid or above grade level, 7% are early on grade level, 44% are one grade level below and 47% are two grade levels below. Forty three percent of students are two grade levels below in phonological awareness and 56% of students are two grade levels below in phonics. Forty four percent of students are two grade levels below in high frequency words and 48% are two grade levels below in vocabulary. Regarding overall comprehension, 55% of students are two grade levels below. In Third grade, 6% of students are mid or above grade level, 15% are early on grade level, 25% are one grade level below, 32% are two grade levels below and 23% are three or more grade levels below. All students have mastered phonological awareness. Twenty eight percent are two grade levels below and 32% are three or more grade levels below in phonics. Seventy six percent of students are mid or above grade level in high frequency words. Six percent are two or more grade levels below and 16% are three or more grade levels below. In vocabulary, 22% are one grade level below, 39% are two grade levels below and 18% are three or more grade levels below. Regarding overall comprehension, 23% are one grade level below, 34% are two grade levels below and 25% are three or more grade levels below. A breakdown of the data at each grade level is below.

Switch Table View

Placement Summary

Choose to Show Results By: Grade

Secondary Demographic to Show Results By: Special Education [Remove](#)

Showing 5

		All	Overall Grade-Level Placement					Students Assessed/Tota
Grade K	Overall		5%	22%	72%	0%	0%	267/276
	Yes - Special Education		3%	19%	78%	0%	0%	59/62
	No - Special Education		6%	24%	70%	0%	0%	208/214
Grade 1	Overall		2%	5%	79%	14%	0%	221/227
	Yes - Special Education		4%	2%	60%	34%	0%	50/52
	No - Special Education		1%	6%	84%	9%	0%	171/175
Grade 2	Overall		2%	7%	44%	47%	0%	268/277
	Yes - Special Education		0%	2%	33%	66%	0%	58/64
	No - Special Education		3%	9%	47%	41%	0%	210/213
Grade 3	Overall		5%	15%	25%	32%	23%	239/245
	Yes - Special Education		2%	10%	10%	34%	44%	41/44
	No - Special Education		6%	16%	28%	31%	18%	198/201

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

Switch Table View

Placement Summary

Choose to Show Results By

Grade

Secondary Demographic to Show Results By

Hispanic or Latino

Remove

Showing 39 o

Grade	All	Overall Grade-Level Placement						Students Assessed/Total
Grade K	Overall		5%	22%	72%	0%	0%	267/276
	Yes - Hispanic or Latino		0%	23%	77%	0%	0%	22/22
	No - Hispanic or Latino		6%	22%	71%	0%	0%	245/254
Grade 1	Overall		2%	5%	79%	14%	0%	221/227
	Yes - Hispanic or Latino		6%	0%	67%	28%	0%	18/18
	No - Hispanic or Latino		1%	5%	80%	13%	0%	203/209
Grade 2	Overall		2%	7%	44%	47%	0%	268/277
	Yes - Hispanic or Latino		5%	0%	48%	48%	0%	21/21
	No - Hispanic or Latino		2%	8%	44%	47%	0%	247/256
Grade 3	Overall		5%	15%	25%	32%	23%	239/245
	Yes - Hispanic or Latino		0%	6%	44%	19%	31%	16/16
	No - Hispanic or Latino		6%	16%	24%	33%	22%	223/229

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

Switch Table View

Placement Summary

Choose to Show Results By

Grade

Secondary Demographic to Show Results By

English Learner

Remove

Showing

		All	Overall Grade-Level Placement					Students Assessed/Tot
Grade K	Overall		5%	22%	72%	0%	0%	267/276
	Yes - English Learner		0%	25%	75%	0%	0%	4/5
	No - English Learner		5%	22%	72%	0%	0%	263/271
Grade 1	Overall		2%	5%	79%	14%	0%	221/227
	Yes - English Learner		0%	0%	40%	60%	0%	5/5
	No - English Learner		2%	5%	80%	13%	0%	216/222
Grade 2	Overall		2%	7%	44%	47%	0%	268/277
	Yes - English Learner		20%	0%	40%	40%	0%	5/5
	No - English Learner		2%	7%	44%	47%	0%	263/272
Grade 3	Overall		5%	15%	25%	32%	23%	239/245
	Yes - English Learner		0%	0%	0%	17%	83%	6/7
	No - English Learner		6%	15%	26%	32%	21%	233/238

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Switch Table View

Placement Summary

Choose to Show Results By

Grade

Secondary Demographic to Show Results By

Race

Remove

Showing 76 of 76

Grade	All	Overall Grade-Level Placement						Students Assessed/Total
Grade K	Overall		5%	22%	72%	0%	0%	267/276
	Asian		0%	0%	100%	0%	0%	1/1
	Black or African American		5%	20%	75%	0%	0%	110/114
	White		7%	27%	66%	0%	0%	97/101
	Not Reported		3%	20%	75%	2%	0%	59/60
Grade 1	Overall		2%	5%	79%	14%	0%	221/227
	American Indian or Alaska Native		0%	0%	100%	0%	0%	1/1
	Asian		0%	0%	100%	0%	0%	4/4
	Black or African American		1%	4%	78%	18%	0%	85/87
	White		4%	5%	78%	13%	0%	83/84
	Not Reported		0%	8%	79%	13%	0%	48/51
Grade 2	Overall		2%	7%	44%	47%	0%	268/277
	American Indian or Alaska Native		0%	0%	100%	0%	0%	1/1
	Asian		0%	0%	67%	33%	0%	3/3
	Black or African American		0%	4%	49%	47%	0%	104/107
	White		2%	10%	40%	47%	0%	97/100
	Not Reported		6%	8%	40%	46%	0%	63/66
Grade 3	Overall		5%	15%	25%	32%	23%	239/245
	American Indian or Alaska Native		0%	0%	50%	0%	50%	2/2
	Asian		0%	100%	0%	0%	0%	2/2
	Black or African American		4%	14%	20%	37%	25%	84/86
	White		8%	18%	24%	26%	24%	84/85
	Not Reported		4%	10%	33%	34%	18%	67/70

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Fall 2023 benchmark data was collected using the Acadience Reading suite of assessments. Overall, 43% of the 269 Kindergarten students scored at or above benchmark, with 22% scoring below benchmark and 36% scoring well below benchmark. Among the 229 first grade students assessed, 14% scored at or above benchmark, with 17% scoring below benchmark and 69% scoring well below benchmark. In second grade, 276 students were assessed, with 36% scoring at or above benchmark, 9% scoring below benchmark, and 55% scoring well below benchmark. There were 244 third grade students assessed, with 30% scoring at or above benchmark, 11% scoring at benchmark, and 59% scoring well below benchmark.

Data from the 2022-23 school year on the OELPA show that 61.1% of EL students met Proficiency/Growth. The majority made growth (55.6%). Sixteen students were identified as Hispanic and 10 met growth (62.5%). Two students were identified as Multiracial and 1 met Growth and 1 met Proficiency. Four students were also identified as a Student with a Disability. Of those 4 students, 3 met growth (75%). There are 9 male and 9 female EL students. Six female students made growth (66.7%) and 4 male students made growth (44.4%) and one met Proficiency (11.1%). All students are identified as Economically Disadvantaged.

In the 2022-23 school year, eleven students were administered the ELA AASCD. One student (8th grade) was Proficient. 2 were Basic (3rd and 6th) and all others performed in the Limited range.

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.

We have identified several factors contributing, at least in part, to the low reading achievement in the school district. These factors fall into two categories: those within the district's control and those beyond it. External influences encompass a significant number of students facing generational poverty, unstable housing, food insecurity, limited access to medical, dental, vision, and mental health care, and a lack of community support. Additionally, the COVID-19 pandemic has led to lost instructional time for many students.

Internally, challenges include a lack of high-quality instructional materials, a high staff turnover resulting in inexperienced staff, frequent student absenteeism, instructional staff not yet trained in a Science of Reading approach to literacy, failure to teach to mastery, insufficient emphasis on writing instruction across all content areas, a lack of explicit vocabulary instruction, low teacher efficacy, and low expectations for students. The district has also recognized issues such as a lack of purposeful planning and daily instruction to ensure that students engage with reading, writing, and discussion in every class.

The district recognizes that some of these internal challenges will be difficult to address, however professional development has begun to address writing and vocabulary instruction, which is done at various buildings in monthly sessions provided by the ELA Curriculum Team Leader. The district is planning in-service professional development to address student engagement and DOK issues as part of its push for higher expectations of students. The district has also set aside a week of professional development each year prior to the start of school. Teachers new to the district are required to attend these sessions as part of the onboarding process.

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.

This is the root cause identified in the One Plan.

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Based on the root cause analysis conducted with building administrators and instructional coaches, the underlying root causes identified that if addressed would result in a positive impact are: 1) strengthening the multi-tiered system of supports with a defined literacy intervention flow chart that addresses individual reading deficits, 2) cultivating a culturally relevant curriculum that includes explicit instruction on foundational literacy skills, as well as vocabulary, background knowledge, and writing, 3) providing professional development that addresses the use of evidence-based practices adopted by the district, and 4) ensuring those practices are embedded in ELA instruction.

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

Describe the measurable learner performance goals addressing learners' needs (Section 5) based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

The ELA goal, student and adult measures are in the district's One Plan.

SMART GOAL:

By the end of the 2025-26 school year, we will improve the performance of all students including students with disabilities in grades 3-8 and grade 10 by 9% on the English Language Arts Ohio State Tests and End of Course Tests. There will be a 3% increase yearly.

If these student measures are met, there will be evidence of student progress. i-Ready Diagnostic benchmark data correlates highly to the Ohio State Assessment. i-Ready provides evidence of this correlation and the district has analyzed building data as well to support the high correlation. Teacher Based Teams analyze diagnostic data to identify student needs, create fluid intervention groupings and monitor progress.

Student Measure:

- During the 2023-24 school year, every i-Ready Reading Diagnostic (Fall, Winter, Spring), the performance of all K-12) students, including students with disabilities, within the Lima City School district will be monitored teachers as well as the by the DLT and BLT, with 25% of students meeting annual stretch growth targets by the end of the school year.
- During the 2024-25 school year, every i-Ready Reading Diagnostic (Fall, Winter, Spring), the performance of all K-12 students, including students with disabilities, within the Lima City School district will be monitored by DLT and BLT, with 27% of students meeting annual stretch growth targets by the end of the school year.
- During the 2025-26 school year, every i-Ready Reading Diagnostic (Fall, Winter, Spring), the performance of all K-12 students, including students with disabilities, within the Lima City School

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district will be monitored by DLT and BLT, with 30% of students meeting annual stretch growth targets by the end of the school year.

The adult measure may seem to be surface level, however the district agreed it was important to gather data on what is being taught during core reading. Data is being gathered this school year and the measure may be revised based on data collection. The BLTs and DLTs are analyzing the data to identify any professional development needs.

Adult Implementation Measure:

Each quarter, the district's English Language Arts Curriculum Team Leader, along with building administrator and instructional coaches, will conduct walkthroughs in English Language Arts classrooms, observing instruction provided by ELA/Reading/Literacy teachers. These walkthroughs will specifically look for instruction in one of the six identified domains (phonological awareness, phonics, fluency, vocabulary, reading comprehension, and writing). BY the end of the 2023-26 school year, the expectation is that in at least 80% of observed lessons, instruction in at least one of the above domains is visible. The district's BLT and DLT will adhere to the 5-step OIP process to analyze this data.

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

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

Goal # __1_ Action Map

Goal Statement: By the end of the 2025-26 school year, we will improve the performance of all students including students with disabilities in grades 3-8 and grade 10 by 9% on the English Language Arts Ohio State Tests and End of Course Tests. There will be a 3% increase yearly.

Evidence-Based Strategy or Strategies: The District will utilize the District Literacy Framework (evidence based components) to serve as a guide for literacy instruction in grades PreK-12. This framework includes the use of district created practice profiles that encompasses the 6 components of literacy as outlined in the Ohio Department of Education's Plan to Raise Literacy Achievement. These components will be addressed at the elementary level (PreK-6): 1) phonemic awareness, 2) phonics, 3) fluency, 4) vocabulary, 5) comprehension, 6) writing. These components will be addressed at the secondary level (7-12): 1) word study, 2) engagement, 3) vocabulary, 4) comprehension, 5) writing. The Ohio's Department of Education's research will serve as the model for the district framework. Their work is based on The Science of Reading, the Simple View of Reading and other models to promote child statewide literacy. (11 District Objective 1)

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teachers who provide instruction in ELA will receive embedded professional development as defined by the Local Literacy Plan, including the evidence based practice of LETRS, Multi-Tiered Systems of Support and in Universal Design for Learning,	Based on the results of the screener teachers will use the District created Intervention Flowchart, tiered instruction, which includes differentiated instruction, to provide interventions to at-risk students on RIMPS. The teachers will track the interventions	The district will begin a pilot of the Core Knowledge Language Arts (CKLA) curriculum in select classrooms at grades K-5 in 2023-24. This will address gaps in student general (background) knowledge, as identified through an analysis of district assessment data.

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

	Action Step 1	Action Step 2	Action Step 3
	that allow them to engage in systematic and explicit instruction including phonemic awareness, phonics, fluency, vocabulary, comprehension and writing.	implemented, student attendance and complete progress monitoring to determine the progress and next steps for the at-risk students.	
Timeline	LETRS, Multi-Tiered Systems of Support and Universal Design for Learning are through the 2025-26 school year (the 3 years of the One Plan). The district is in the exploration phase of MTSS and UDL.	Continuously throughout the school year and yearly in the One Plan.	2023-24 school year
Lead Person(s)	Stephanie Magula and Cheryl Byrne - LETRS PD; MTSS and UDL - Director of School Improvement, Director of Special Education, DLT, BLTs, Instructional Coaches	Instructional Coaches and Building Principals	John Parent, District ELA Curriculum Team Leader
Resources Needed	LETRS materials, MTSS and UDL books and other materials	Screeners, Intervention materials, District created flowchart	CKLA materials
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	The district has LETRS cohorts yearly for module work and Bridge to Practice. These are full day training sessions. Teachers enrolled in the cohorts are given time during the day to work on the modules as needed. Thirty individuals across the district are currently enrolled in a MTSS online course (Aug-April). The Director of School	Instructional coaches support teachers using the flowchart in data meetings. Professional development is provided as needed for implementation of interventions. Structures are in place at buildings to support weekly data meetings. Time is given to teachers to progress	A one day professional development was provided before the start of the school year. Consultants from Amplify met with teachers in buildings during the Fall. Planning support is provided by the District ELA Curriculum Team Leader and Instructional Coaches.

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

	Action Step 1	Action Step 2	Action Step 3
	Improvement and 3 instructional coaches participated in an online course: The Why of UDL:Coaching and Supporting UDL Implementation. The Fall district in-service day introduced UDL to all staff. A consultant from the Novak Education group presented. Instructional Coaches and the SST6 Literacy Consultant support the LETRS implementation.	monitoring and update RIMPS.	
Measure of Success	Completion of LETRS modules and Bridge to Practice activities. Again we are in the exploration phase for MTSS and UDL.	Increase the number of students who move on-track and only need universal (Tier I) support.	Comprehension domains on the i-Ready Diagnostic benchmarks and OST results.
Description of Funding	Title funds	Title funds and Each Child Reads Grant funds	CARES Act funds
Check-in/Review Date	LETRS completion is reviewed throughout the school year.	This action step is reviewed by buildings quarterly.	i-Ready Diagnostic is 3 times a year and end of year OST results.

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

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

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

The district adopted the practice of providing LETRS training to many of its staff members during the 2017-18 school year and has continued to provide this training each year. All instructional staff teaching ELA/Reading in grades K-6 participate in the two-year training, which includes four full-day in-person sessions each year, along with four units, comprising six to eight modules in each unit, of online and physical manual coursework. This training also includes bridge-to-practice exercises that allow staff members to implement the research-backed strategies with actual students as they progress through each unit. Records are kept regarding completion of each unit and of the course overall. The district also provides this training to all intervention specialists in grades K-12 who work with students in an ELA or reading setting. Preschool staff also completed LETRS training in the early childhood volume. Training begins in a staff member's second year in the district, and time is provided during the contract day for staff members to complete the coursework and the face-to-face training. Implementation is monitored through the review of bridge to practice tasks by the district's two internal LETRS facilitators and through ELA walkthroughs, where adult data is collected on instructional practices.

The district is in the exploration phase of professional development in UDL and MTSS. These approaches will be explored more thoroughly and staff-wide professional development will be provided as we reach that phase.

The district's intervention flowchart (see appendices) was revised and re-introduced in the fall of 2023, and each building's staff maintains its own records regarding the use of interventional materials, progress monitoring, and student progress through target interventions based on student screening data. Data meetings are held at individual buildings where student groupings are reviewed based on the most recent data, which is collected through progress monitoring at varying intervals. This action step is reviewed quarterly by building leadership teams at each building.

Implementation of a pilot of Core Knowledge Language Arts as the primary instructional resource for grades K-5 began in the fall of 2023. The voluntary pilot includes roughly 60% of all K-5 students and includes teachers at every building that serves grades K-5. Implementation is monitored through classroom walkthroughs, and success will be measured via comprehension scores as measured on the i-Ready reading diagnostic and via the Ohio State Tests in ELA. The i-Ready diagnostic is administered three times per year, and data is reviewed at the district and building level upon completion of the testing window. OST data is reviewed upon release of scores each spring. The district intends to continue the pilot in the 2024-25 school year to allow for greater teacher and student familiarity with the instructional routines and resources used with CKLA. Student achievement data and staff feedback will be used to determine the success of the pilot and the district's next steps with the CKLA curriculum.

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

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.*

As stated in the One Plan:

By **05/26/2026** we will improve the performance of **All Students and Students with Disabilities, Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade, Tenth Grade** students at/in **Lima City** to **increase 9.00 %** in **English Language Arts** using **State Report Card**.

Student Measure Statement # 1

An overall improvement of **increase 25.00 %**, will be reached for **Students with Disabilities and All students including kindergarten students** in **English Language Arts - i-Ready diagnostic stretch growth** as reported by **Staff, DLT and BLT** each **184 days**.

Student Measure Statement # 2

An overall improvement of **increase 27.00 %**, will be reached for **Students with Disabilities and All students including kindergarten students** in **English Language Arts - i-Ready diagnostic stretch growth** as reported by **Staff, DLT and BLT** each **184 days**.

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

Student Measure Statement #3

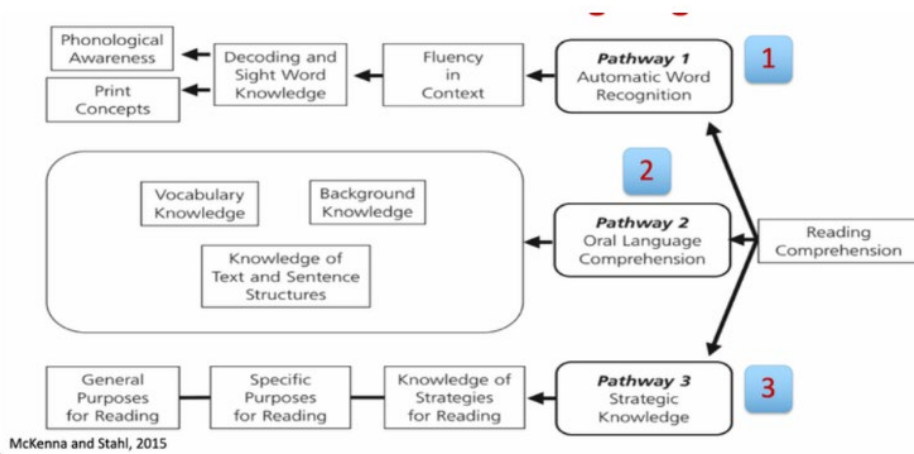
An overall improvement of **increase 30.00 %**, will be reached for **Students with Disabilities and All students including kindergarten students** in **English Language Arts - i-Ready diagnostic stretch growth** as reported by **Staff, DLT and BLT** each **184 days**.

Instructional Domain	Evidence-Based Practice	Research	How the Practice Supports Students on RIMPS
Phonemic Awareness	Evidence-based teaching practices Use this source as a guide to planning instruction across the domains that includes benchmark assessments and progress monitoring to inform instruction.	Archer. Hughes. Explicit Instruction . c 2010	All students, including students on RIMPS, benefit from explicit instruction and progress monitoring.
Phonics		IES Practice Guides: WWC Providing Reading Interventions for Students in Grades 4–9	
Vocabulary		WWC Improving Adolescent Literacy: Effective Classroom and Intervention Practices	
Fluency		WWC Teaching Elementary School Students to Be Effective Writers	Within the district’s MTSS framework, instructional practices are based on the skills and needs of each student and monitored for effectiveness. Building data meetings are scheduled to review data and student progress and adjust instruction or intensity as needed.
Comprehension		WWC Teaching Secondary Students to Write Effectively	
Writing		Literacy Access for All	

The district has a decision flow chart based on the cognitive model. (See appendix)

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

The Cognitive Model



Student Measure # 4

An overall improvement of **increase 33.00 (capital and lowercase letters)**, will be reached for **Preschool students** in **English Language Arts - ESGI** as reported by **Preschool Special Education Supervisor** each **184 days**.

Domain	Practice	Research/Resources
Social Foundations	Creative Curriculum	Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for Early Care and Education Leaders
Math	https://teachingstrategies.com/wp-content/uploads/2021/08/TS-CC-Phonological-Awareness-Report_11-2013.pdf	Early Learning and Development Standards
Science		
Social Studies	The Creative Curriculum for Preschool: Executive Function	Ohio's Ready School Guide for Language and Literacy
Language and Literacy	Letter Knowledge Teaching Strategies	
Physical Well Being and Motor Development	Research Foundation: Language	WWC Preparing Young Children for School

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

Fine Arts	and Literacy	Constructing a Deep Reading Brain: Science of Reading WWC Teaching Math to Young Children Ohio's Whole Child Framework
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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.*

[Influences-overview-Visible-Learning.pdf](#)

Lima City Schools have diligently worked to improve student achievement by providing professional development in effective instructional strategies, blended learning, PBIS, and MTSS. There are pockets of improvement across the district that model exemplary instruction that reflects the knowledge, skills, abilities, and growth mindset of the teachers.

Recently, the district leadership established building leadership peer walkthroughs where administrators, instructional coaches, and special education supervisors visit other buildings during walkthroughs and give feedback to the building hosts. This practice allows for a deeper discussion of effective instructional practices and the stages of implementation.

Regularly scheduled data meetings have been restored across the district. Data has always been collected and discussed during TBT meetings (see appendices), but sometimes the depth of discussion followed by action steps was lacking. Data meetings are now required across the district, and administrators have been tasked with following through with implementing action steps.

There is attention being paid to how a literacy block is structured and how the instructional materials are utilized. Most teachers and interventional specialists across the district have been trained in LETRS and structured literacy, and there is an intentional discussion happening across the district at the DLT, BLT, and TBT levels to ensure teachers purposefully plan instruction to include the five components of reading and writing in every class, every day. The recently revised walkthrough template reflects that thinking.

Decision flowcharts for grades Pre-K through twelve were recently completed to reflect the resources and assessments the district has adopted to determine targeted and intensive interventions to meet the needs of all students.

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

Lima City School District is part of Ohio's Mid-Urban Consortium. Recent feedback from the instructional rounds revealed the need to improve student engagement, planning, and deeper critical thinking. The district is reviewing each component and planning refresher opportunities to bring them to the top of the priority list.

The district knows there is work to be done. Still, conversations and planning are becoming more proactive than reactive because they build on the strengths existing within buildings and classrooms to leverage consistency and intentional planning across the district.

Beginning SY24-25 the district will establish a multidisciplinary team to review data and focus on Tiers 2 and 3, the targeted and intensive interventions. The protocols will determine qualification for more intensive instruction, progress monitoring, and the criteria for exiting the interventions.

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.*

The district started offering LETRS training to its staff members in the 2017-18 school year and has consistently provided this training annually since then. All instructional staff teaching ELA/Reading in grades K-6 undergo a two-year training program. This program consists of four full-day, in-person sessions each year and encompasses four units, with six to eight modules in each unit, involving both online and physical manual coursework. The training incorporates bridge-to-practice exercises, allowing staff members to apply research-backed strategies with actual students as they progress through each unit. Records are maintained to track completion of each unit and the overall course.

Intervention specialists in grades K-12, working with students in ELA or reading settings, also receive this training. Preschool staff have completed LETRS training specific to early childhood education.

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

The training begins in a staff member’s second year in the district. The designated time within the contract day is allocated for completing coursework and attending face-to-face training sessions. Implementation is overseen through the review of bridge-to-practice tasks by the district’s two internal LETRS facilitators and ELA walkthroughs, where adult data is gathered on instructional practices.

Professional Development Plan

S=Sustained; I = Intensive; C = Collaboration; J = Job-Embedded; D = Data Driven; CF = Classroom Focused

PD Description	Approx. Dates	Target Participants	Person(s) Responsible	Resources	Progress Monitoring for Implementation	S	I	C	J	D	CF
LETRS	Ongoing since 2017	ELA Teachers in grades Pre-K -6' Intervention Specialists K-12	Local Facilitators	Online Modules, participant books; Facilitator Materials	Bridge to Practice with feedback; Walkthroughs to determine the level of Implementation of knowledge and skills.	X	X	X	X	X	X
Culturally Responsive Practices	Original Training: Refresher Training:	All Teachers in all grade levels	The Director of School Improvement	Online Modules and accompanying materials	classroom observations, lesson plan review	X	X	X	X	X	X
PELI/ Acadience Training	2022-ongoing	All teachers in grades Pre-K- grade 6	ELA CTL	online data system and student materials	Fidelity checks						
MTSS	ongoing since Fall 2023	Initial training for select staff	The Director of School Improvement	Online course from Novak Education	online coursework	X	x	x	X	x	X
UDL	Fall 2023, Spring 2024	All teachers	The Director of School Improvement	UDL book, Consultant from Novak Education	classroom observations, lesson plan review	x	x	x	x	x	x
Blended Learning	ongoing since 2021	All teachers in all grade levels	Blended Learning coaches	Online modules, coaching, participant books	walkthroughs, online module moderation	x	x	x	x		x
Explicit Instruction	ongoing	ELA teachers, including intervention specialists	ELA CTL, building instructional coaches	Explicit Instruction book and online resources	walkthroughs to observe teaching practices				x		x
Writing	ongoing	ELA teachers	ELA CTL, building instructional coaches	The Writing Revolution and district- created resources	walkthroughs to observe teaching practices				x	x	x
Vocabulary	ongoing since 2021	All teachers at all grade levels	local facilitators, ELA CTL, building instructional coaches	Explicit vocabulary instruction videos, district-created resources	walkthroughs to observe teaching practices, vocabulary data from i-Ready	x			x	x	x

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

APPENDICES

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

TBT Protocol with DDD (as referenced in Section 2):

Organization

- Team meets weekly for 40 minutes
- Team works collaboratively based on defined group norms.
- Roles/responsibilities defined, and interchangeable among team members.
- 5-step protocol and the use of the data driven dialogue guides the critical work of the TBT.
- When reviewing evidence-based strategies to implement, the team utilizes resources that define the conditions for implementation replicated.

Pre-Step 1

- Identify and unwrap the priority standard selected from the mastery practice profile standards document when applicable
- If grade level team, decide/create the pre-assessment and identify DOK (rigor) for each question.
- If cross curricular team, each teacher brings the pre-assessment and team discusses DOK (rigor)
- Team members collaboratively ensure assessment questions match the rigor of the standard.

- **Phase 1 of Data Driven Dialogue (Predict)**
- Agree what proficient performance looks like
- Predict student performance on each question red/green prior to giving the assessment
- All team members administer the pre-assessment.

Step 1 Identify Critical Needs

- Collect and analyze data at the classroom and team level
- Teachers analyze their data by subgroups identifying strengths, weaknesses and trends.
- **Phase 2 of the Data Driven Dialogue (Go Visual)** with teacher selected for the teacher round.
- Teachers analyze their data by subgroup looking for strengths, weaknesses, and trends to share with the whole team.
- **Phase 3 of the Data Driven Dialogue (Observations)** using the data from selected teacher for the teacher round. Factors on
Team members analyze common assessment errors in all subgroups.
- **Phase 4 of the Data Driven Dialogue (Infer/Question)** What can the team infer based on the observations?
What questions might the team ask to selected teacher based on the observations?
- Dialogue focuses on adults changing their practice to close the learning gaps.
- Set SMART goal for the TBT cycle. Targets are established to ensure all students reach benchmark.

Step 2 Research and Select Strategy

- Choose evidence based strategy based on the critical needs that were identified and research the strategy components (components of the strategy)
- Co-create the instructional steps for the strategy (The Strategy is what the ADULTS do and related to HOW they teach. Teachers practice the content.)
- When co-creating the instructional steps, discuss subgroups and differentiation to address gaps.
- Practice the selected strategy within the TBT to ensure implementation with fidelity.
- Determine the adult and student “look fors”

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

Step 3 Plan for Implementation

- Create an instructional plan aligned to Ohio’s Learning Standards ,evidence based strategies, and which includes frequent common formative assessments, analysis of student work and adult strategy implementation details)
- Adult strategy implementation with fidelity is purposefully planned
- When implementing the evidence based strategy, keep in mind that scaffolding and accommodations may need to be in

Step 4 Implement and Monitor

- All TBT members implement the strategy consistently will ALL students.
- Team members observe the “spotlight” teacher for the teacher round using the co-created “look-fors” with the focus on that shows the strategy is supporting their learning.
- Identified Teacher from the Teacher Round brings student thinking samples (6 work samples)
- Phase 1 -4 of Data Driven Dialogue are conducted using the 6 samples
- After Phase 4 every teacher plans next steps and commits to an action (reteaching and extensions)

Step 5 Examine, Reflect and Adjust

- Every teacher enters/brings post test results by subgroup reflecting on the TBT SMART goal.
- Dialogue and document the differences in results from teacher next steps.
- Examine and evaluate implementation of adult practices and their impact on student performance (How did the teacher TBT learn?)
- Reflect on successes and practices to improve
- **(If appropriate repeat the 4 phases of the Data Driven Dialogue)**

Share learning and needs with the BLT

ELA Intervention Flowchart (as referenced in Section 6)

ELA INTERVENTION FLOW CHART

ALL Students: Tier 1 Instruction, Collect and Monitor Performance Data

- District Diagnostic (IReady, Acadience)
- District adopted resources

Determination of Strengths and Weaknesses, Determination of "On-track" or "Not-on-track" Status

- Based upon assessments results, determine strengths and challenges for each individual student.
- Determine level of support needed for each student: Tier 1-Universal, Tier 2- Targeted, or Tier 3- Intensive
- If it is determined that a student is not proficient in literacy, move to Tier 2 or Tier 3.

Students Responding to Tier 1 Instruction:
"On" and "Above" Pre-K Standard- Enrichment

- Differentiated, small group and/or individualized instruction
- Administer Benchmark three times a year and review data

Students Responding to Tier 2 Instruction:
Reassess Needs

- Determine next steps for intervention: continue current intervention and Tier 2 support; adjust Tier 2 support with new interventions; OR move to "on" and "above" Pre-K standard level enrichment

Students NOT Responding to Tier 1 Instruction:

Tier 2 Support

- Plan for additional instruction and interventions: individualized, specific, targeted skills based on assessment results to build phonological awareness, phonics, fluency, vocabulary, and comprehension skills and strategies for reading
- Differentiated, small group and/or individualized instruction provided by General Education Teacher, Title 1 Support Staff or Intervention Specialist.
- Progress monitor every two weeks for six weeks.
- Evaluate data to determine response to intervention

Students NOT Responding to Tier 2 Instruction

- Review progress monitoring data and response to intervention with IAT team
- Adjust current intervention
- Continue Tier 2 support and progress monitoring
- OR move to Tier 3

Students NOT Responding to Tier 1 & Tier 2 Instruction:

Tier 3 Support

- Parent notification of substantial reading deficiency and plan for additional instruction and interventions, provided by General Education Teacher, Title 1 Support Staff or Intervention Specialist: multisensory, small group, and intensive interventions in phonological awareness, phonics, fluency, vocabulary, and comprehension skills and strategies for reading, and small group, and intensive interventions for math that are aligned to the student's identified areas of deficiency.
- Progress monitor weekly
- Evaluate data to determine response intervention
- For students NOT responding to Tier 3 supports and intervention: referral back to IAT team for further support.

ELA LCS Grades PreK Flow Chart

Provide students with Tier 2 or Tier 3 support if assessment data indicates that the student is performing below level according to the learning progressions in literacy, and/or the student is demonstrating intensive literacy needs in core instruction and requires further attention. Explicit and systematic interventions must be provided for students identified as needing Tier 2 or Tier 3 support.

If students are identified as needing Tier 2 or Tier 3 support, then an assessment should be administered to determine the appropriate focus area for progress monitoring and interventions.

- Early Learning Assessment (ELA)
 - Informal Letter Identification Assessment (ESGI)
 - Creative Curriculum Pre-K Curriculum Assessments
 - PELI
- *All interventions must be accompanied by application to connected text. Skills taught in isolation are not efficiently transferred.

The parent of a student who requires targeted support should be notified of the skill deficit and intervention plan. Parents will be provided with strategies to implement at home to support their child's continued growth.

Letter Identification
If a letter identification deficit is demonstrated on the assessment, then provide focused interventions. Use assessment results to determine specific target goals for interventions.

Phonological Awareness
If a phonological awareness deficit is demonstrated on the assessment, then provide focused interventions. Use assessment results to determine specific target goals for interventions.

Possible Intervention Strategies

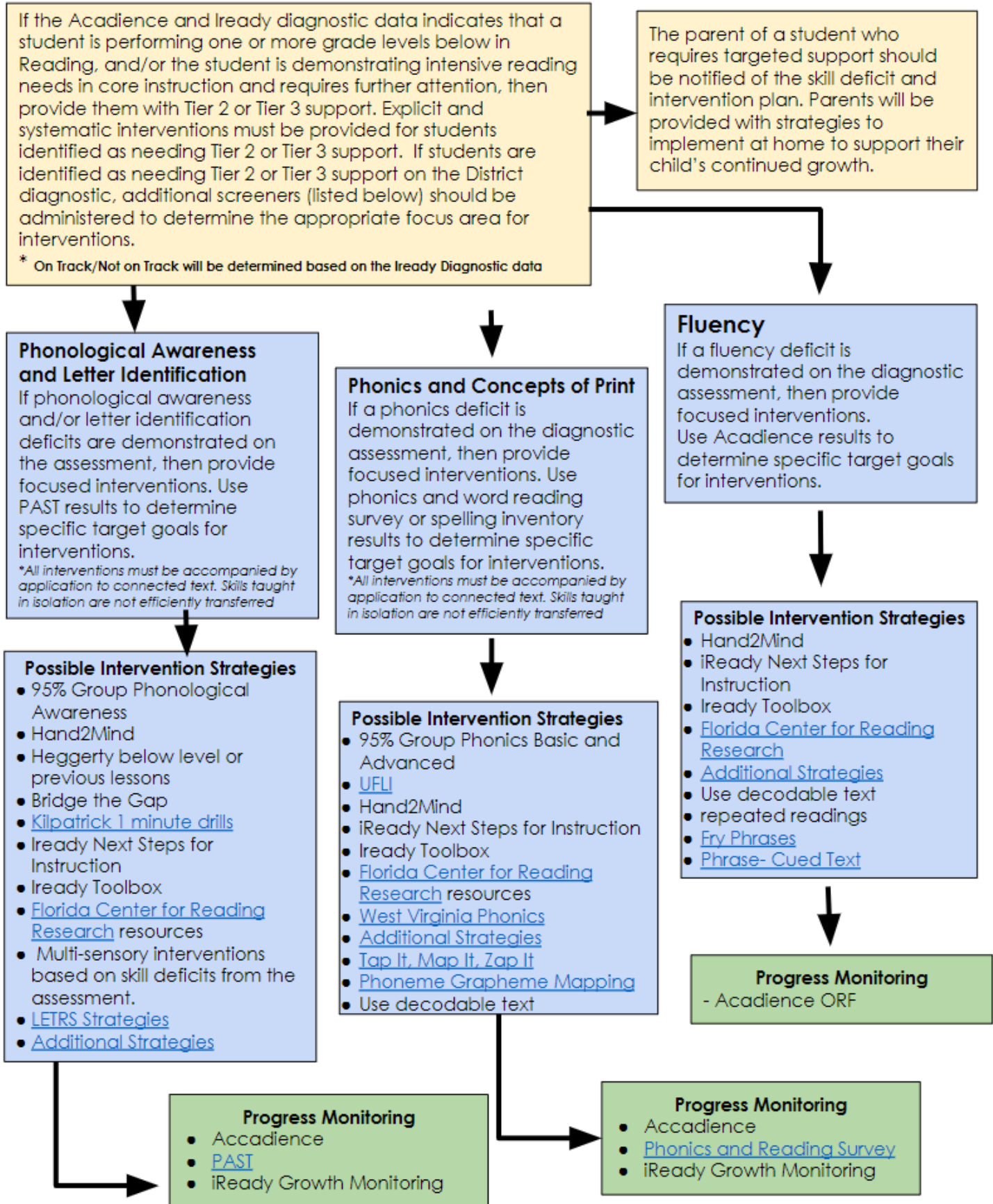
- Name Puzzles
- Match magnetic letters to an alphabet chart
- Magnetic letter naming (use letters known to the child and introduce 1 to 2 unknown letters)
- Sensory Letters - build letters out of Play Doh or trace letters in a sensory item (i.e. sand)
- Make an alphabet book with common pictures known to child
- Look for letters in environmental print

Possible Intervention Strategies

- Identify rhyming words
- (Rhyming books/nursery rhymes)
- Break words into syllables (Syllable Counting •Cards/Cap out syllables)
- Use picture cards to match same initial/medial/ final sounds
- Blend sounds
- Play sound substitution games

Continuous Progress Monitoring to Inform Instruction

ELA LCS Grades K-2 Flow Chart



BLT to DLT Discussion Guide (as referenced in Section 2)



LCS BLT Data Discussion Guide for DLT 2023-2024
(Snapshot of Building Data)

Date: _____
Building: _____ Members Present: _____

Data →													
Grade ↓													

What is going well?
Trends/"A-Ha's":
Next Steps:
Needs:

Data Type: [Please indicate which one is being discussed] (Ready (K-2), Ready Standards Mastery (grades 2-8), Unit/Vendor assessments, Acadience (grades 1-3), ESGII (PreK-K), Restart Readiness Benchmark and Checkpoints (5th-8th grade Science; Bio, Am Hist/Govt), Unit Assessments

General Education Students

<u>Data Type</u>	<u>Strengths</u> (Strengths For General Education students)	<u>Why</u> (what were adult practices that made it a strength)	<u>Areas of Need/Support</u> (what are the weaknesses that need addressed)	<u>Action Steps</u> (Date-note 'in progress' or begin date)	<u>Evidence/Progress</u>

SWD Students

<u>Teacher</u>	<u>Data Type</u>	<u>Strengths</u> (Strengths For SWD)	<u>Why</u> (what were adult practices that made it a strength)	<u>Areas of Need/Support</u> (what are the weaknesses that need addressed)	<u>Action Steps</u> (Date-note 'in progress' or begin date)	<u>Evidence/Progress</u>

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