March 4, 2024

Dear Superintendent Jefferson:

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

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

Strengths of the Reading Achievement Plan:
- The plan works towards alignment with Ohio's Plan to Raise Literacy Achievement
- The plan has a heavy emphasis on K-3.
- The plan identifies system level supports utilizing Ohio's Intensive Intervention Decision-Making Process.

This plan will benefit from:
- Consider adding Ohio's State Test for English Language Arts assessments data for grade 3-8.
- Consider completing diagnostic assessments on 4-8 students to allow for targeted evidence-based interventions.
- Consider engaging more with family and community.
- Consider adding how adult implementation will be monitored throughout the MTSS structure.

The Reading Achievement Plan and this memo will be posted on the Department's website. If Mansfield 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.

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

877 | 644 6338

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hearing, please call Relay Ohio first at 711.

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Sincerely,

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

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Department of
Education &
Workforce

MANSFIELD CITY SCHOOLS
Reading Achievement Plan

DISTRICT NAME:	Mansfield City Schools
DISTRICT IRN:	044297
DISTRICT ADDRESS:	856 W. Cook Road Mansfield, OH 44907
PLAN COMPLETION DATE:	December 31, 2023
LEAD WRITERS:	<u>2023</u> MCS District Leadership Team, MCS District Curriculum Advisory Committee

MANSFIELD CITY SCHOOLS
Reading Achievement Plan

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Section	**Focus**	**Page Numbers**

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

MANSFIELD CITY SCHOOLS
Reading Achievement Plan

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.*
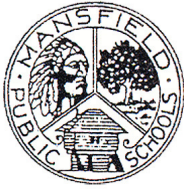
MANSFIELD CITY SCHOOLS
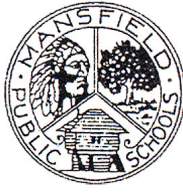# Reading Achievement Plan

Summary and Acknowledgements

Mansfield City Schools is committed to the improvement of literacy instruction and student achievement in English Language Arts across the district. One of the action steps in the district's five-year strategic plan is to align the district's Literacy Plan with Ohio's Plan to Raise Literacy Achievement, which includes the science of reading. This Reading Achievement Plan was created within the framework of Ohio's Improvement Process.   A variety of stakeholders were involved in the development of this plan including members from the District Leadership Team and the District Curriculum Advisory Committee. Mansfield City Schools participates in Literacy Networks through State Support Team 7 and the Mid-Ohio Educational Service Center. In addition, MCS has had the opportunity to work closely with the Ohio Statewide Family Engagement Center and the SST7 on family engagement through a grant opportunity. The important work of engaging families, students, and community partners will remain a focus and the partnership and work with Ohio Statewide Family Engagement Center will be leveraged during the life of this Reading Achievement Plan.

The Reading Achievement Plan will be shared with all staff members through staff meetings and electronic communications. This Reading Achievement Plan will be monitored by the Academic Services Team, the District Leadership Team, and the District Curriculum Advisory Team. Student literacy achievement data is reviewed on a regular basis by various teams including the Building Leadership Teams (BLTs) and Teacher Based Teams (TBTs). Reading Achievements Plans are posted on the Ohio Department of Education and Workforce website.

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Members from the District Leadership Team and the District Curriculum Advisory Committee are listed below.

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

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MANSFIELD CITY SCHOOLS
Reading Achievement Plan

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Mansfield City Schools
Reading Achievement Plan

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

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Reading Achievement Plan

The district originally created a Reading Achievement Plan as required in December of 2017 in collaboration with multiple stakeholder groups, including a Literacy Team, the District Leadership Team, and the District Curriculum Advisory Committee. The plan was previously revised in 2018, 2019, and 2020. The most recent revision aligns the district's literacy work with Ohio's Plan to Raise Literacy Achievement as stated in the district's five year strategic plan.

The revised Reading Achievement Plan was developed and aligned to the district's five-year strategic plan and One Plan.

The Reading Achievement Plan is monitored by the Academic Services Team, the District Leadership Team, and the Curriculum Advisory Committee. Building Leadership Teams and Teacher Based Teams are also engaged in this work through the Ohio Improvement Process as part of a comprehensive MTSS framework for serving all students.

The Reading Achievement Plan is communicated through stakeholder meetings and digital communication tools. The district, through consolidated efforts within the Reading Achievement Plan and the strategic plan, recognizes the need for strengthening the home/school connection and leveraging family *funds of knowledge*. To that end, parents, families, caregivers, and community members are actively included in communications and planning efforts.

Strategic Plan

MCS developed a five-year strategic plan to address the long-term needs of our student body, families, staff, teachers, and the community.   The strategic plan committee met for many months to assess data compiled from a variety of sources, including community surveys, and to develop goals and strategies that ensure that our current and future needs will be met successfully. In addition, the committee revised the district's mission, vision and core commitment statements. Our plan has three *Big*
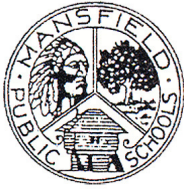
Ideas: Succeed, Engage, and Renew. These ideas will drive the implementation of specific steps to ensure our district is well positioned for the future related to, but not limited to, effective academic programs, strong partnerships, highly trained staff, and 21st century facilities The goals, strategies, and tasks in the strategic plan have been linked to the district's One Plan.

Ed Steps: One Needs Assessment & One Plan

The District Leadership Team (DLT) led the process of conducting a One Needs Assessment at the district and building levels. The One Needs Assessment helps buildings and the district identify priority needs through specific questions targeting data unique to the building or district. The DLT made a conscious effort to align the One Plan with the Strategic Plan, which was completed and shared with the community in 2022. Each DLT meeting includes an identified goal or strategy to review, data to monitor progress, or identify areas of improvement. The information shared at DLT also includes data specific to each building, which can be shared back at the Building Leadership Team (BLT) so that action steps can be identified for improvement, as needed. The OIP process is critical for monitoring and communicating the plans back in individual buildings and classrooms in the district.

MCS was in Cohort 1 of the ED STEPs Planning Cycle, completing this work in Fiscal Year 2022, and is due to begin the next three-year planning process in January of 2024.

Comprehensive Literacy State Development (CLSD) Grant

In partnership with the Mid-Ohio Educational Service Center, Springmill STEM Elementary was part of a consortium awarded a Comprehensive Literacy State Development (CLSD) Grant from the U.S. Department of Education to build on ongoing work to improve the language and literacy development for students. As a model site, this work concentrated on implementing practices consistent with Ohio's Plan to Raise Literacy Achievement.   The grant has supported professional learning and coaching over the four year period. The work at Springmill STEM has been used as a foundation for literacy improvement work across the district.

Family and Community Engagement

MCS has been engaged in the development and implementation of school based plans for Family Engagement using Ohio's framework and best practices. Actively engaging and collaborating with stakeholders is a goal in the district's strategic plan. As outlined in Ohio's Plan to Raise Literacy Achievement, family partnerships are essential to support learner progress and achievement in language and literacy development.

Currently MCS students benefit from several community partnerships that have programs to support literacy.

- Mansfield/Richland County Public Library - offers a number of programs over the course of the year to support literacy outreach.
- 2ND & 7 - creates and donates books to second grade students teaching life lessons and encourages a positive role model reading program.
- Altrusa International - provides a new book monthly to every first-grade student in Richland County public schools.
- Big Red Bookshelf - provide gently-used or new books to children birth-3rd grade

Professional Learning Networks

Mansfield City School is engaged in a number of networks to support improvement, including but not limited to, the Mid-Ohio Educational Service Center (MOESC), State Support Team 7(SST7), and the Ohio Mid-Sized Urban Leadership Collaborative (OMUDLC).

Mansfield City Schools is committed to improving literacy instruction across the district. The goals and strategies are applicable to all instructional staff, including those responsible for teaching reading.

MCS Strategic Plan Goal 1-Succeed: Mansfield City Schools will instill in students the knowledge, skills, and characteristics needed for success**.**

STRATEGY #2: Utilize systems that promote collaboration and develop pathways that increase achievement.

Selected **ACTION STEPS**

1. Utilize the Ohio Improvement Process with fidelity (District Leadership Team-DLT , Building Leadership Team-BLT, Teacher Based Team-TBT).*****

2. Use / refine a systematic, data-based, continuous-improvement framework for problem solving and decision-making (Multi-Tiered System of Supports-MTSS) to be efficient and include progress monitoring.*****

5. Ensure all district professional development is aligned to the strategic plan and is evidence-based.*****

6. Leverage the use of technology tools across the district to improve teaching, learning, and administrative tasks.

7. Refine instructional approaches for students that need additional practice and students with a disability.

* Denotes focus area and link to Action Plan Map in Section 5.

STRATEGY #3: Utilize curriculum, instruction, and assessments that prepare every student to be college or career ready upon graduation.

Selected ACTION STEPS

1. Teach the Ohio Academic Standards with rigor and aligned instructional materials that include updated print/digital resources.*****

2. Use evidence-based teaching practices to improve student learning and achievement.*****

3. Plan to provide scaffolding (assistance) within each lesson so that all students can experience success.

4. Improve the delivery of specially designed instruction for all students.

7. Align the district's Local Literacy Plan with Ohio's Plan to Raise Literacy Achievement, which includes the science of reading.******

8. Further develop the use of High-Quality Student Data (HQSD) to guide instructional decisions and meet student learning needs.*****

* Denotes focus area and link to Action Plan Map in Section 5.

**Denotes DLT primary focus area.

MCS One Plan FY20-23

MCS Needs Assessment and One Plan were done in FY22. The district, as part of Cohort 1, will begin the process for completing the One Needs Assessment (ONA) and One Plan in the ED Steps platform. Starting in January, each building will complete their Needs Assessment, answering questions *triggered* by student achievement data sets. They will submit their ONA with identified priority needs. The District Leadership Team (DLT) will examine the priority needs and they will become the structure for goals, strategies, and actions steps in the district One Plan. The questions and datasets around literacy will be included in the Reading Achievement Plan. As we develop our goals and strategies for the One Plan, we will make sure the goals around literacy are in alignment with Ohio's Plan to Raise Literacy. Mansfield City Schools has worked hard to implement new instructional strategies and interventions in alignment with Ohio's Plan to Raise Literacy Achievement and the Science of Reading, the Third Grade Reading Guarantee, and the New Dyslexia Support Laws. The new goals, strategies, and action

steps in the One Plan will continue to build upon this work. The district will use the OIP process to share and monitor the district priority needs.

Equity

The One Plan includes questions that focus on equity and help buildings and the district identify and mitigate any gaps that are identified through the process. Through leadership and professional development, data is focused regularly on gap closing for sub groups during BLT, TBT, and PBIS meetings. Equity continues to be at the forefront of educational conversations in Mansfield City Schools during professional development around evidence-based instructional reading practices.

The focus on equity is echoed in the district Strategic Plan.

MCS Strategic Plan Goal 2-Engage: Mansfield City Schools will actively engage and collaborate with all stakeholders.

STRATEGY #3: Mansfield City Schools will continue to promote and monitor equity for all stakeholders.

Selected ACTION STEPS

1. Continue to provide professional development that is mindful of diversity, equity, and inclusion for all staff, including substitutes.*
2. Identify causes and develop supports to reduce chronic absenteeism.**
3. Provide instruction and extra-curricular opportunities that are engaging, relevant, and relatable to students.*
4. Pursue additional resources for vulnerable populations that will promote increases in achievement.
5. Audit and revise processes/procedures to address opportunity gaps.

Denotes focus area and link to Action Plan Map in Section 5.

***Denotes DLT primary focus area.**

Mansfield City Schools is required to create a Reading Achievement Plan based on meeting the following criteria, as reported on the past two consecutive report cards:

1. The district received a performance rating of less than three stars on the Early Literacy measure;
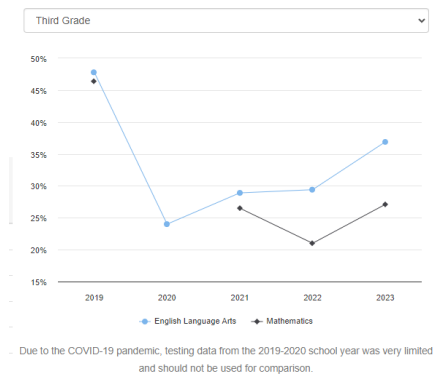
K-3 Early Literacy Measure		
2021-2022	**2022-2023**	**2023-2024**
★	★	

and

2. 51 percent or less of the district's school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

Third Grade ELA Proficiency Percentage		
2021-2022	**2022-2023**	**2023-2024**
24.9%	36.9%	

Source: ODE Local Report Cards

Due to the COVID-19 pandemic, testing data from the 2019-2020 school year was very limited and should not be used for comparison.

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

Special Education Profile Indicator 7b: Preschool – Acquisition of Knowledge

Indicator 7b: Preschool – Acquisition of Knowledge (Growth)
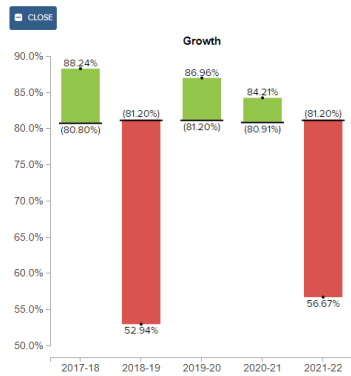
Indicator 7b: Preschool – Acquisition of Knowledge (At Age Level)
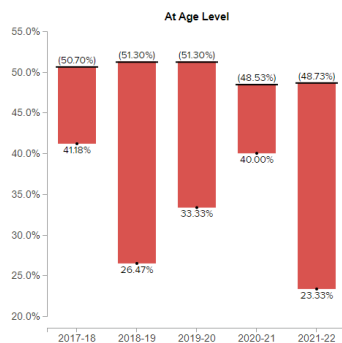
Analysis:

On the most recent assessment:
- 56.7% of children entered the program below age expectations in Outcome B and substantially increased their rate of growth by the time they turned 6 years of age or exited the program
- 23.3% of children were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program

Trend:
- The percent of both measures showed a considerable difference from the previous two years.
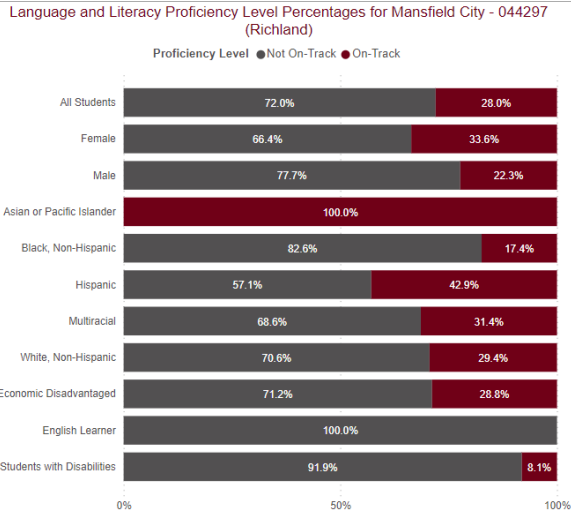
Kindergarten Readiness Assessment - Revised (KRA-R): Language & Literacy

Language and Literacy Proficiency Level Percentages for Mansfield City - 044297 (Richland)

Proficiency Level ●Not On-Track ●On-Track

Group	Not On-Track	On-Track
All Students	72.0%	28.0%
Female	66.4%	33.6%
Male	77.7%	22.3%
Asian or Pacific Islander		100.0%
Black, Non-Hispanic	82.6%	17.4%
Hispanic	57.1%	42.9%
Multiracial	68.6%	31.4%
White, Non-Hispanic	70.6%	29.4%
Economic Disadvantaged	71.2%	28.8%
English Learner	100.0%	
Students with Disabilities	91.9%	8.1%

Analysis:
On the most recent assessment:
- Overall Proficiency
  - Demonstrating 24%
  - Approaching 37.3%
  - Emerging 38.7%
- The Language and Literacy domain results from the KRA-R, show 28% of students are On-Track in this domain.
- Disaggregated data in the Language and Literacy domain shows gaps in performance by gender, ethnicity and for students with a disability.
  - Male 33.6%
  - Female 22.3%
  - Black 17.4%
  - White 29.4%
  - Multiracial 31.4%
  - SWD 8.1%

Trend:
- The most recent year of data shows a significant decrease of students who are on track in the Language & Literacy Domain.
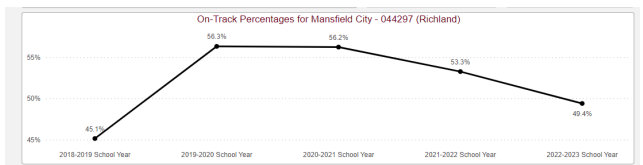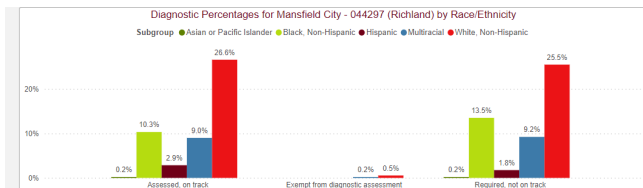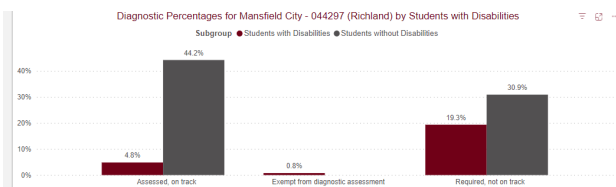- In previous years, approximately 50% of students were On Track.

Reading Diagnostics - K-3

Grade Level	School Year	Diagnostic Result	Count	% of Total
Kindergarten		Assessed, on track	72	7.91%
		Exempt from diagnostic assessment	2	0.22%
		Required, not on track	148	16.26%
1st Grade		Assessed, on track	141	15.49%
		Exempt from diagnostic assessment	1	0.11%
	2022-2023 School Year	Required, not on track	92	10.11%
2nd Grade		Assessed, on track	123	13.52%
		Exempt from diagnostic assessment	3	0.33%
		Required, not on track	104	11.43%
3rd Grade		Assessed, on track	110	12.09%
		Exempt from diagnostic assessment	1	0.11%
		Required, not on track	113	12.42%

Diagnostic Percentages for Mansfield City - 044297 (Richland) by Students with Disabilities

Diagnostic Percentages for Mansfield City - 044297 (Richland) by Race/Ethnicity

On-Track Percentages for Mansfield City - 044297 (Richland)

Analysis:

- 49% of K-3 students were rated on-track in the most recent year.
  - On Track by Grade
    - K-54%
    - 1-54.56%
    - 2-53.4%
    - 3-48.5%
- Disaggregated data showed the percent of on-track were similar between male and female students.
- Disaggregated data showed gaps in performance for students with a disability and their peers and within race/ethnicity subgroups.
  - On Track
    - Hispanic 2.9%
    - SWD 4.8%
    - Multiracial 9%
    - Black 10.3%%
    - White 26.6%

Trend:

- Overall, the number of on track K-3 students has remained consistent or improved (1st grade) the last 2 years. However our percentage of K students entering the district has declined significantly. Regardless of the drop we have shown improvements in achievement from K - 3rd grade.
- In the most recent year:
  - The percent of on-track Kdg students declined from 54.2% to 32.7%, which is correlated with a decline in kindergarten readiness as measured by the KRA-R.
  - The percent of on track first grade students increased from 55.7% to

	60.5% ○ The percent of on track second grade students was 54% and third grade students was 49%. Both were relatively unchanged from the previous year.

Notes:

- In the Fall of 2018, the district implemented NWEA MAP as the diagnostic measure for grades 1-3. The KRA-R continued to be used for first time kindergarten students.
- In the Fall of 2023, the district implemented iReady Reading as the diagnostic for all grades K-3.

| Grade	Fall Reading Diagnostic 2023 Needs Analysis By Domain iReady % of Students Below Grade Level						
	PA	**PH**	**HFW**	**VOC**	**COMP**	**LIT**	**INFO**
K	63%	76%	88%	62%	58%	56%	55%
1	78%	82%	75%	83%	80%	79%	76%
2	3%	84%	51%	85%	91%	87%	91%
3	0%	66%	24%	73%	83%	78%	84%

Analysis:

- An analysis of sub scores and early internal diagnostic data indicates a need for a comprehensive approach to elements of structured literacy.
- While gains in phonological awareness are emerging, these gains will be further supported by attending to connection to print through explicit & systematic phonics as well as other critical components included in Ohio's definition of the Science of Reading.

Grade 3 Ohio English Language Arts State Assessment (OST) - Overall
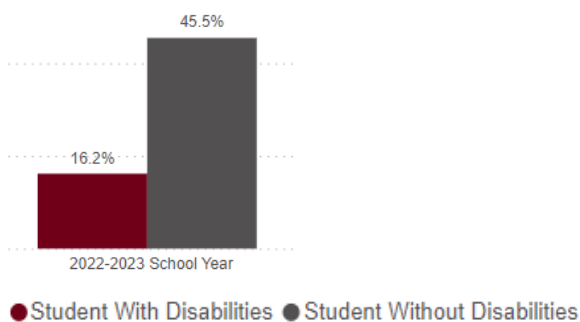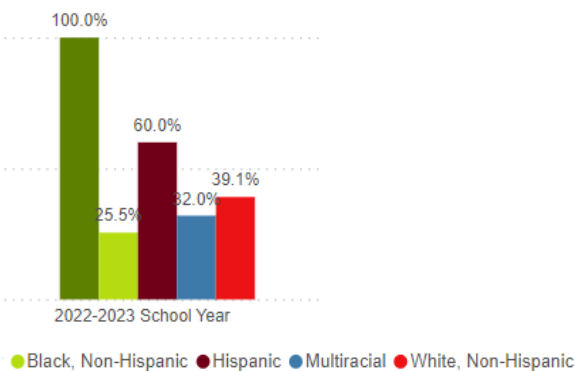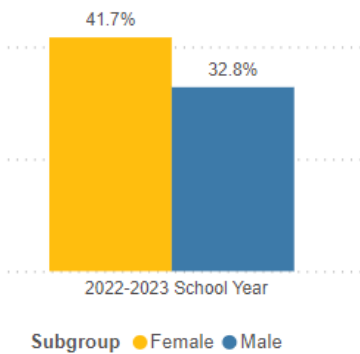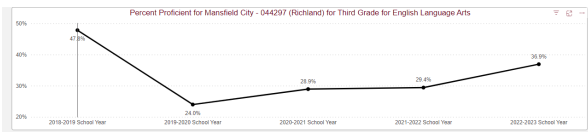
Analysis:

On the most recent assessment:
- 30% of Grade 3 students were proficient on the most recent assessment, which is an 11% point increase from the previous year.
- The scale score was 671, which was a 6 point increase from the previous year, which was the same increase of the state average.
  - Near or Above
    - Informational Text - 42% / 7%
    - Literary Text - 37% / 17%
    - Writing - 45% / 2%

On the most recent assessment:
- 41.7% of grade 3 females were proficient in ELA as compared to 32.8%.
- Disaggregated data showed gaps in performance for students within race/ethnicity subgroups and between students with a disability and their peers.
  - Proficiency
    - SWD 16.2%
    - Black 25.9%
    - Mult-Racial 32.0%
    - White 39.1%
    - Hispanic 60%

Trend:
- Grade 3 ELA proficiency results declined during the pandemic, but are trending up over the last 3 years.

Grade 3 Ohio English Language Arts State Assessment (OST) - Overall

Fall 2023 - Grade 3 ELA

3ʳᵈ ELA	Adv	Acc	Prof	Bas	Lim	Scale Score	Proficient or above
Fall 23	3%	5%	23%	27%	43%	671	30%
Fall 22	4%	6%	9%	20%	61%	665	19%
Fall 21	2%	4%	9%	19%	66%	661	15%
State 23	10%	16%	21%	24%	29%	693	47%

Fall Strand Data

3ʳᵈ ELA	Informational Text	Literary Text	Writing
Fall 23	7%	17%	2%
Fall 22	11%	7%	12%
Fall 21	9%	10%	6%
State 23	22%	33%	7%

Fall Scale Score and Reading Subscore

3ʳᵈ ELA	Scale score 690 or better	Subscore 48 or better	Total on-track
Fall 23	89/226; 39.4%	81/226; 35.8%	89/226; 39.4%

Analysis:

On the most recent fall assessment:
- 30% of Grade 3 students were proficient on the most recent assessment.
- The scale score was 671
- Strand Scores
  - Near or Above
    - Informational Text - 42% / 7%
    - Literary Text - 37% / 17%
    - Writing - 45% / 2%
- 39% of students met the promotion scale score of 690 and above or the alternative promotion score of 48 and above on the reading score of the test, which is an improvement from the previous year.

Trend:
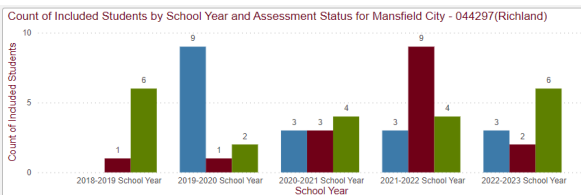- Fall 2023 proficiency levels showed an 11% point increase from the previous year as compared to the state increase of 8%.
- The scale score showed a 6 point increase from the previous year, which is consistent with the state.
- Literary Text had double the percentage of students scoring above proficient than the previous year.


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

Ohio English Language Proficiency Assessment (OELPA)

Count of Included Students by School Year and Assessment Status for Mansfield City - 044297(Richland)
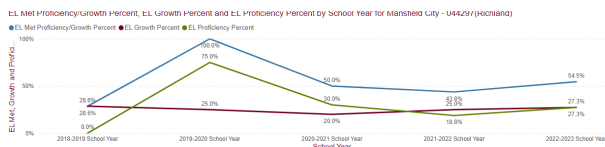
Assessment Status
- Exited the requirement based on assessment scores.
- Needs to meet 1 point improvement across 2 years, c
- Needs to meet 2 point improvement across 2 years, c

Count of Included Students by School Year and Growth Category for Mansfield City - 044297(Richland)
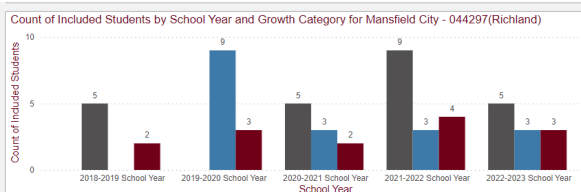
Growth Status
- Did not meet the growth across 2 years of assessments.
- Exempt from meeting growth across 2 years of assessme...
- Met the growth across 2 years of assessments.

EL Met Proficiency/Growth Percent, EL Growth Percent and EL Proficiency Percent by School Year for Mansfield City - 044297(Richland)

Select a School Year:	District IRN	EL Student Count	EL Students Included	EL Proficiency Student Count	EL Proficiency Percent	EL Growth Student Count	EL Growth Percent	EL Met Proficiency/Growth Student Count	EL Met Proficiency/Growth Percent
2022-2023 School Year	044297	11	11	3	27.3%	3	27.3%	6	54.5%
2021-2022 School Year	044297	16	16	3	18.8%	4	25.0%	7	43.8%
2020-2021 School Year	044297	10	10	3	30.0%	2	20.0%	5	50.0%
2019-2020 School Year	044297	12	12	9	75.0%	3	25.0%	12	100.0%
2018-2019 School Year	044297	7	7	0	0.0%	2	28.6%	2	28.6%

Analysis:
- MCS has increased the number of students in 22-23 that met Proficiency/Growth from the prior year.
- The number of students exiting the ELL requirement has stayed consistent for the past three years.
- ELL students in MCS are starting to return to similar growth since prior to the pandemic.
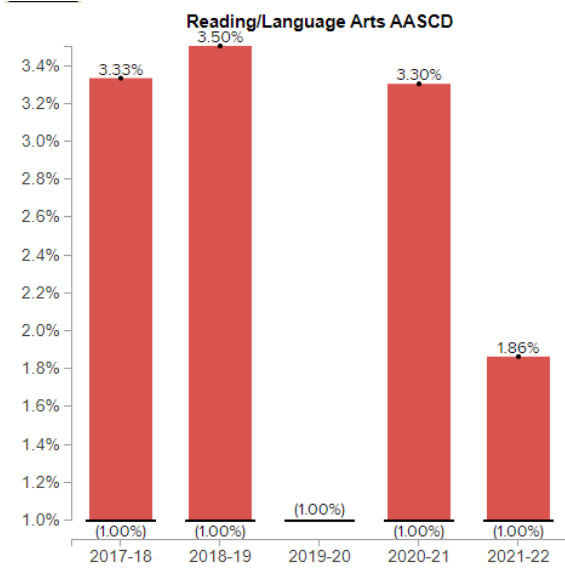
Trend:
- The English Language Learner population continues to grow in Mansfield City Schools. In fact, the number of students in FY24 (n=31) helped make the decision to hire a part time TESOL endorsed teacher to help the full time teacher to reach the number of newcomer students needing additional support.
- The number of students that are considered newcomers has increased. The district is also seeing more students entering school as newcomers in Middle and High School grades. This is challenging as the achievement gap has increased.

Alternate Assessment for Student with Significant Cognitive Disabilities

Reading/Language Arts AASCD

Spring 2023 ELA Grade 3 AASCD

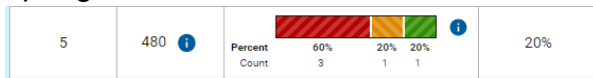| 5	480	Percent	60%	20%	20%	20%
		Count	3	1	1	

Analysis:
- 20% of students were proficient on the AACD
- The average scale score was 480.
  - Near
    - Informational Text - 60%
    - Literary Text - 80%
    - Writing - 60%

Trend:
- The overall percentage of students taking the alternate assessment in reading has been reduced
- The Grade 3 ELA AASCD is .86% away from the 1% point target.

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

The following risk factors have been identified:

- Poverty: The district-wide poverty rate continues to increase. The district is now participating in the Community Eligibility Provision or CEP.
- Mobility: 17.5% of all students moved into or out of the district, which impacts the consistency of instruction.
- Student Chronic absenteeism: The most recent chronic absenteeism rate was 36.9%. The student attendance rate was 89.8%.
- Over the last fifteen years a number of local factors have impeded consistent progress including consolidation and restructuring every 3-5 years, fiscal challenges, reductions in force, staff turnover, and staff shortages resulting in investments in training, programs, and practices for staff needing to be repeated at an initial phase level, delaying full implementation.
- Percentage of Students with A Disability: 28.5% of students in the district are identified with a disability, which is higher than the state average.
- Educational Attainment in Mansfield is lower than the state and national averages:
  - 87% of adults in Richland County have earned a high school diploma.
  - 16% percent of adults in Mansfield have earned a bachelor's degree or higher.
- Social-Emotional/Trauma: Nearly 75% of adult Ohioans report experiencing potentially traumatizing events as children that have been linked to negative health outcomes throughout life, according to new data released by the Health Policy Institute of Ohio. Our students also face many challenges which lead to non-academic barriers that impact success in school.
- Students Experiencing Homelessness: In FY23, 364 students in the district were reported as homeless. In December of 2023, mid-way through the school year, 179 students were identified as experiencing homelessness.

Additional factors contributing to literacy achievment are listed in the next section.

SECTION 3 PART C: ROOT CAUSE ANALYSIS

In Ohio's Plan to Raise Literacy Achievement, stakeholders participating in the development of the State's Systemic Improvement Plan engaged in a root cause analysis. Their findings are consistent with MCS conclusions around local literacy achievement and needs.

➢ Although students make progress, many students who start behind, stay behind.
  ○ Students who are behind must consistently make <u>more</u> than a year's growth over time to be on track.
➢ District and/or school infrastructure/support for educators must be sufficient and sustained to meet the diverse needs of students and staff.
  ○ Examples include: initiative overload, the need for a continuum of teacher supports, additional intervention options, skills in data decision making and progress monitoring, deep knowledge of literacy development and standards.
➢ Literacy instructional practices need to be updated/refined, fully aligned to effective evidence based practices, and implemented consistently with fidelity.
➢ District and building cultures must be conducive to improvement, collaborative, proactive, and have high teacher efficacy.
➢ Family involvement and engagement needs to be fully leveraged to maximize student growth and achievement.

In addition, several research studies have stated that when disciplinary consequences take the form of in-school or out-of-school suspension, the risk of scoring below proficiency increases and proficiency gaps widen.

Note: In the Spring of 2023, MSC leaders participated in a pilot program with the Ohio Department of Education and Workforce and Project Evident to explore data, root causes, and next steps in addressing student needs around Chronic Absenteeism and Literacy.

Additional internal and external factors contributing to underachievement are listed in the previous section.

Reading Achievement Plan Goal 2023-2026

By 2025, MCS will improve K-3 Literacy to two stars or better on the Local Report
Card through the use of high impact, evidence-based reading instruction and
interventions.

K-3 Student Targets

- By 2026, 64% of K-3 students will be On Track as measured by the
Fall Diagnostic assessment.
- By 2026, 38% of students will make one year's growth as
measured by iReady Growth measure.

Third-grade Student Specific Targets:

- By 2026, 45% of students will score Proficient on the state reading
assessment.
- By 2026, 90% of third-grade students will meet the Third Grade
Reading Guarantee Promotion score.

MCS will also continue to monitor subgoals that will be created, updated, and analyzed
through our shared leadership (teaming) structures, including DLT, BLT, TBT, MD team,
PBIS, and student level teams. Decision-making will be embedded in our shared
leadership processes, be inclusive of subgroups, and include metrics to support student
outcomes across all tiers of instruction.

These goals measure the translation and consolidation of transitional skills and data
such as phoneme segmentation, pseudoword fluency, and oral reading fluency metrics.
Ongoing attention to these types of diagnostic data will help ensure that we meet our
overarching K-3 student targets.

Additionally, assessments and data occurring within our tier 1 core curriculum (I.e.
mastery assessments) will help inform the fidelity of implementation and areas in which
we may need to intensify support.

Adult Implementation

In order to ensure student outcomes, the district is committed to supporting & measuring adult implementation efforts through alignment to Ohio's Theory of Action by attending to Shared Leadership, MTSS, & Educator Capacity.

Adult implementation metrics include full participation in district OIP/teaming structures showing evidence of data collection across both academic and nonacademic data sets, analysis, communication, and reporting. It is also important to note that family & community data, engagement, and communication will be included in the work of the teams.

The district & curriculum committee approved curricular resources will support evidence-based practices aligned to Ohio's definition of the Science of Reading. To build educator capacity, the district is committed to building teacher leadership and aligning with Ohio's coaching model and supporting implementation of programs and practices.

The investment in educator capacity will help ensure adult implementation. Adult implementation will be measured through coaching walks, observations, etc. from trained teachers and external supports and partnerships.

The district is developing a structured literacy certification process for teachers.

FY23: 6 trained teachers with plans to expand significantly in subsequent years and simultaneously include a train-the-trainer model.

Evidence of action toward student and adult implementation goals are evident in both the professional development section (section 7C) of the Reading Achievement Plan as well as the Action Maps (section 5).

Administration of the Reading Tiered Fidelity Inventory (R-TFI) with a trained facilitator has provided insight into how to align professional development to support leadership, instruction, and systems aligned to Ohio's coaching model. The R-TFI was conducted with teams of educators and data analyzed to find areas of support to improve infrastructure (systems coaching) and practices (instructional coaching) across all tiers of support.

The R-TFI will continue to be a component of our plan implementation and analysis to ensure adult implementation and intentional integration of intervention in tiers 2 & 3 as

well as specific components of the district's MTSS reading portion of the framework. The accompanying Tiered Fidelity Too (TFI)l for PBIS informs the intersection of supports that help remove nonacademic barriers for students.

Both the TFI & the R-TFI provide an ongoing data source to ensure adult implementation on a systems wide level. To enact professional learning plans and further action steps, the outcomes of these inventories are analyzed by the building and district teams and planning occurs in consideration of the various implementation stages from NIRN (National Implementation Research Network).

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

Goal # _1__ Action Map

MCS Strategic Plan Goal 1-Succeed: Mansfield City Schools will instill in students the knowledge, skills, and characteristics needed for success**.**

STRATEGY #2: Utilize systems that promote collaboration and develop pathways that increase achievement.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Utilize the Ohio Improvement Process with fidelity (District Leadership Team-DLT, Building Leadership Team-BLT, Teacher Based Team-TBT).	Use / refine a systematic, data-based, continuous-improvement framework for problem solving and decision-making (Multi-Tiered System of Supports-MTSS) to be efficient and include progress monitoring.	Ensure all district professional development is aligned to the strategic plan and is evidence-based.
Timeline	2023-2026		
Lead Person(s)	Directors (School Improvement, Student Supports, Special Education), Chief Academic Officer, District Leadership Team, Building Principals, Building Leadership Teams		
Resources Needed	Consultants (Dynamix Consultant, iReady Consultants, MOESC & SST 7 Supports,) Building Teacher Leaders, Funding, Time for		

	Professional Development, Teams and Team Coordinators (BLT, TBTs, MTSS, PBIS), Tools that support data analysis and tracking		
Specifics of Implementation **(Professional development, training, coaching, system structures, implementation support and leadership structures)**	All schools will have required OIP teams in place and hold regularly scheduled meetings using established protocols. ~DLT - 1x per month ~BLTs - 2x per month ~TBTs - Weekly Administrative teams will meet regularly to discuss progress and challenges with current improvement efforts. ~Principals 3-4x per month ~Academic Team 1-2x per month ---- **Current Focus:** Each month a team will share out aspects of the Report Card-Att, Achievement, Literacy, Graduation	All schools will have required PBIS and MTSS teams in place and hold regularly scheduled meetings using established protocols. Building PBIS and MTSS teams meet twice a month to analyze data, discuss student needs, and develop targeted intervention plans. Student Support Specialists meet monthly to review data, discuss intervention processes, and participate in professional development.	The district has scheduled 4 professional development days to be used for addressing state requirements and district needs aligned to the strategic/one plan. DLT/BLT Teams will guide the development of the agenda for these days. TBT meetings can also be used for professional learning. Additional professional development will be provided as needed and is outlined in Section 7 below.
Measure of Success	**Student Measure**: Student performance data will show a 5% annual increase or more in On Track Reading Diagnostic measures		

	and the English Language Arts Proficiency as measured by the Ohio State Test. **Adult Measure:** One Hundred percent of building teams (BLT, TBT, MTSS, PBIS) will collect meeting minutes and report back to the DLT.
Description of Funding	General and Title Funds
Check-in/Review Date	May 20, 2023

MANSFIELD CITY SCHOOLS
Reading Achievement Plan

Goal # _2_ Action Map

MCS Strategic Plan Goal 1-Succeed: Mansfield City Schools will instill in students the knowledge, skills, and characteristics needed for success.

STRATEGY #3: Utilize curriculum, instruction, and assessments that prepare every student to be college or career ready upon graduation.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teach the Ohio Academic Standards with rigor and aligned instructional materials that include updated print/digital resources.	Use evidence-based teaching practices to improve student learning and achievement.	Align the district's Local Literacy Plan with Ohio's Plan to Raise Literacy Achievement, which includes the science of reading.
Timeline	2023-2026		
Lead Person(s)	Directors (School Improvement, Student Supports, Special Education), Chief Academic Officer, Curriculum Advisory Committee, District Leadership Team, Building Principals, Building Teacher Leaders		
Resources Needed	Consultants (Dynamix Consultant, Instructional Materials and Assessment Vendors, Consultants, MOESC & SST 7 Supports,) Building Teacher Leaders, Funding, Time for Professional Development, Teams and Team Coordinators (BLT, TBTs, MTSS, PBIS), Tools support data analysis and tracking		
Specifics of Implementation (Professional development, training, coaching, system	~ Review, select, and implement Tier 1 Instructional Materials in ELA PreK-12 that	~ Provide explicit instruction and	~ Align all literacy practices and plans with Ohio's Plan to

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

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| structures, implementation support and leadership structures) | are rated/considered High Quality Instructional Materials.

~ Replicate tools and practices learned from the CLSD grant at Springmill STEM that are having an impact.

Tools Selected:

~ PreK - On My Way, Scholastic

~ K-2: HMH Into Reading

~ 3-5 Wonders, McGraw Hill

~ 7-12 myPerspectives, SAVVAS

Goal: MCS will develop a 7 year replacement cycle for instructional materials. | intervention in reading.

~ Review, select, and implement resources that provide explicit and systematic instruction in Phonemic Awareness and Phonics in Tier 1, as needed / recommended.

~ Review, select, and implement evidence based practices and instructional resources for students in Tiers 2 & 3 who are on a Reading Intervention & Monitoring Plan. (RIMP)

Tools Selected:

~ PreK: Heggerty, Fundations

K-3: Heggerty, Fundations

4-8 Just Words

Grades 2-12, Heggerty Bridge the GAP: Intervention Lessons, Wilson Reading System | Raise Literacy Achievement as they come up for revision.

~ Implement and refine practices around Ohio's Third Grade Reading Guarantee, the new Dyslexia Support Laws

~ Revised RIMP for K-4

~ Identified and Implementing Dyslexia Screener and TGRG Diagnostic assessments -

Tools Selected:

~ iReady Reading for K-8

~ Completed RAP Revised 12-31-2023

~ Implementing Dyslexia Credentialing Process through |

			Wilson Level 1 Certification ~ Required staff participating in 18 hours of Dyslexia Professional Development through state-developed modules with support from MOESC.
Measure of Success	**Student Measure**: Student performance data will show a 5% annual increase or more in On Track Reading Diagnostic measures and the English Language Arts Proficiency as measured by the Ohio State Test. **Adult Measure:** One Hundred percent of primary ELA teachers will provide explicit and system instruction in phonemic awareness and phonics.		
Description of Funding	General Funds, Title Funding, ESSER/ARP Monies		
Check-in/Review Date	District Leadership Check-ins: December 2023, January 2024 Curriculum Advisory Committee Check-ins: 2nd Thursday of the month, September to June Academic Service Team Check-ins: 1st & 3rd Friday of the month		

MANSFIELD CITY SCHOOLS
Reading Achievement Plan

Goal # _3__ Action Map

MCS Strategic Plan Goal 2-Engage: Mansfield City Schools will actively engage and collaborate with all stakeholders.

STRATEGY #3: Mansfield City Schools will continue to promote and monitor equity for all stakeholders.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Continue to provide professional development that is mindful of diversity, equity, and inclusion for all staff, including substitutes.	Identify causes and develop supports to reduce chronic absenteeism.	Provide instruction and extra-curricular opportunities that are engaging, relevant, and relatable to students.
Timeline	2023-2026		
Lead Person(s)	Directors (School Improvement, Student Supports, Special Education), Chief Academic Officer, District Leadership Team, Building Principals, Building Leadership Teams		
Resources Needed	Consultants (Proving Ground, AIR,Plant-A-Seed), Funding, Time for Professional Development, Teams and Team Coordinators (BLT, TBTs, MTSS, PBIS), Tools support data analysis and tracking, Qualified staff		
Specifics of Implementation (Professional development, training, coaching, system structures, implementation	~Offer Trauma-Competent, Culturally Sustaining Classrooms Course offering	~ Join the Proving Ground Network to continue root cause analysis and action	~ Offer after-school academic and social emotional programming with

support and leadership structures)	~ Provide coaching and building training opportunities on culturally sustaining classrooms with Dr. Arianna Howard ~ Data Consultant Professional Development and support around gap closure for specific sub groups of students.	planning to address chronic absenteeism ~ Utilize PBIS Teams to create revised Attendance Intervention plans ~ Establish partnerships with Stay in the Game/United Way for promoting good attendance	Open Doors Academy after school (Grade 3). ~Partner with after school programs (Dewald and Friendly House) offered by area community agencies/ non-profits. ~ Provide a properly licensed teacher to offer homework help and tutoring at the after-school programs. (K-3)
Measure of Success	**Student Measure**: PBIS Student Climate Surveys, Student EMIS Chronic Absenteeism Report **Adult Measure:** PBIS Family and Staff Surveys		
Description of Funding	Title II funding for Consultants and participation with Proving Ground network, Title IV funding for work around equity/diversity,		
Check-in/Review Date	District Leadership Check-ins: December 2023 PBIS Coordinators meet monthly		

MCS uses the Ohio's Improvement Process to drive continuous improvement. The Reading Achievement Plan will be monitored by the Academic Services Team, the District Leadership Team, and the District Curriculum Advisory Team. Student literacy achievement data is reviewed on a regular basis by various teams including the Building Leadership Teams (BLTs) and Teacher Based Teams (TBTs). Building and district administrators also meet regularly to monitor progress toward district/building goals and to problem-solve challenges as they arise.

The Reading Tiered Fidelity Inventory (R-TFI) will continue to be a component of our plan implementation and analysis to ensure adult implementation and intentional integration of intervention in tiers 2 & 3 as well as specific components of the district's MTSS reading portion of the framework. Administration of the R-TFI with a trained facilitator will continue to provide insight into how to align professional development to support leadership, instruction, and systems aligned to Ohio's model. The accompanying fidelity tool for PBIS informs the intersection of supports that help remove nonacademic barriers for students. Both the TFI & the R-TFI provide an ongoing data source to ensure adult implementation on a systems wide level.

MCS Strategic Plan Goal 1-Succeed: Strategy #2	
Evidence Collected:	**Adult Measures:** Meeting Minutes and Observation Summaries/Notes **Student Measures:** State Reading Diagnostics and Ohio State Testing Results in English Language Arts
Specific Time:	**Adult Measures:** Ongoing throughout the Year **Student Measures:** Fall & Winter Diagnostic, Fall & Spring OST in ELA
By Whom:	Chief Academic Officer, Directors, Building Administrators, Building Leadership Teams, Teacher Based Teams

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

MCS Strategic Plan Goal 1-Succeed: Strategy #3	
Evidence Collected:	**Adult Measures:** Principal and BLT Observation Feedback, R-TFI **Student Measures:** State Diagnostic and Ohio State Testing Results in English Language Arts
Specific Time:	**Adult Measures:** Ongoing throughout the Year **Student Measures:** Fall & Winter Diagnostic, Fall & Spring OST in ELA
By Whom:	Chief Academic Officer, Directors, Building Administrators, Building Leadership Teams, Teacher Based Teams

MCS Strategic Plan Goal 2-Engage: Strategy #3	
Evidence Collected:	**Adult Measures:** PBIS Family and Staff Surveys **Student Measures:** PBIS Student Climate Surveys, Student EMIS Chronic Absenteeism Report
Specific Time:	**Adult Measures:** As Administered (Fall & Spring) **Student Measures:** As Administered (Fall & Spring), Monthly Attendance Reports
By Whom:	Chief Academic Officer, Directors, District Behavior Analyst, Attendance Coordinator, Building Administrators, District and Building PBIS Teams, District Leadership Team

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SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*


Tier 1 Curriculum
To ensure equity and consistent implementation across classrooms and grade levels, the following curricular materials should be used daily: *Heggerty (K-2), *Fundations (K-3), HMH (K-2), Wonders (3)

*Every effort should be made to implement Heggerty & Fundations with fidelity daily

Aligned Instruction Across Tiers

It is best practice to align the instructional approach to teaching reading across tiers, and all students receive tier 1 instruction with supports as needed. This removes what could be confusing or conflicting information for the student and allows the student to apply what that student is learning in intervention to other academic experiences. Instruction in each of the essential skill areas is delineated for clarification; however, this should not be interpreted as a need for a different small group to work on each skill (i.e. a fundations reteach lesson may include elements of both phonemic awareness and phonics). Additionally, it is the type of instruction and the intensity that defines each tier of instruction; it is not defined by the location or provider.
(Ohio's Dyslexia Guidebook, p. 32, 34).

Quality Reading Instruction: Aligns with Student Needs
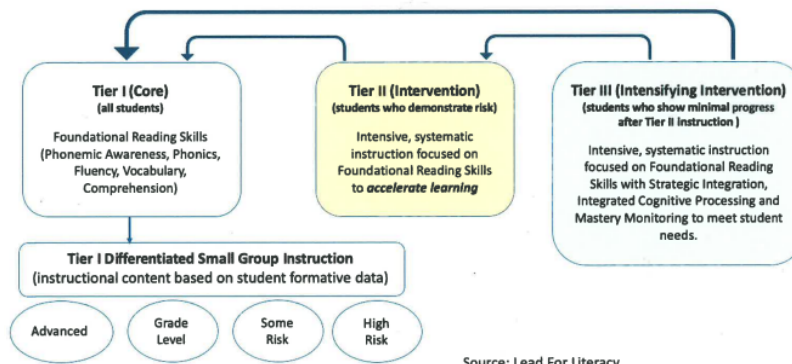
Source: Lead For Literacy

Ohio | Department of Education

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

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Tier 1 Differentiated Supports: Tier 1 instruction includes whole-group, small-group and even individualized instruction, based on students' needs. Classroom teachers support all students with carefully planned differentiated instruction.

Differentiation Supports in Tier 1 (in addition to Core curriculum)	
Phonemic Awareness	K-2 ● Heggerty- small group ● iReady Tool Box (with explicit modeling of skills) ● Elkonin Boxes & chip- segmenting and blending sounds
Phonics & Spelling	K-2 ● Fundations Reteach Lesson Plan 2-5 days ● Multisensory blending with phoneme graphing (Say it,Tap it, Map it, Graph it) ● Elkonin Boxes for spelling 3rd ● Fundations Reteach Lesson Plan 2-5 days

Tier 2 Targeted Supports (in addition to Tier 1): Tier 2 intervention is strategic small-group intervention based on specific needs of students and **informed by diagnostic assessment.** The classroom teacher and/or other instructors, inside or outside the general education classroom can provide tier 2 intervention. Instruction provided through Tier 2 intervention should align to tier 1 instruction by using the same instructional routines, language and sequence.

Tier 2: Core + More-Classroom Teacher & Student Support Specialist
Tier 2 Intervention Instruction   ● Homogenous small groups   ● Explicit modeling of new skills   ● Use of movement and/or manipulatives such as chips, blocks, or letter tiles   ● Focus on specific types of activities during a lesson   ● Multiple practice opportunities   ● Immediate Corrective feedback   ● Practice to automaticity in controlled decodable texts   ● Follows a scope & sequence   (Ohio's Dyslexia Guidebook, p. 34)

Phonemic Awareness	K-2 ● Heggerty- small group (3-5 students) Multisensory; homogenous, focus on few activities ● iReady Tool Box ● Activities from Equipped for Success 3rd grade and above ● Bridge the Gap ● Intensify Fundations interventions for PA
Phonics & Spelling	K-3 ● Fundations Intervention Lesson Plan 3-5 days (3-5 students) 4th and above ● Just Words

Tier 3 Intensive Supports (in addition to Tier 1): Tier 3 is not synonymous with special education. It is, however, the most intensive instruction. Tier 3 is not necessarily a different program than what was used for Tier 2 intervention, but it should be more intensive and individualized (Ohio's Dyslexia Guidebook, p. 34).

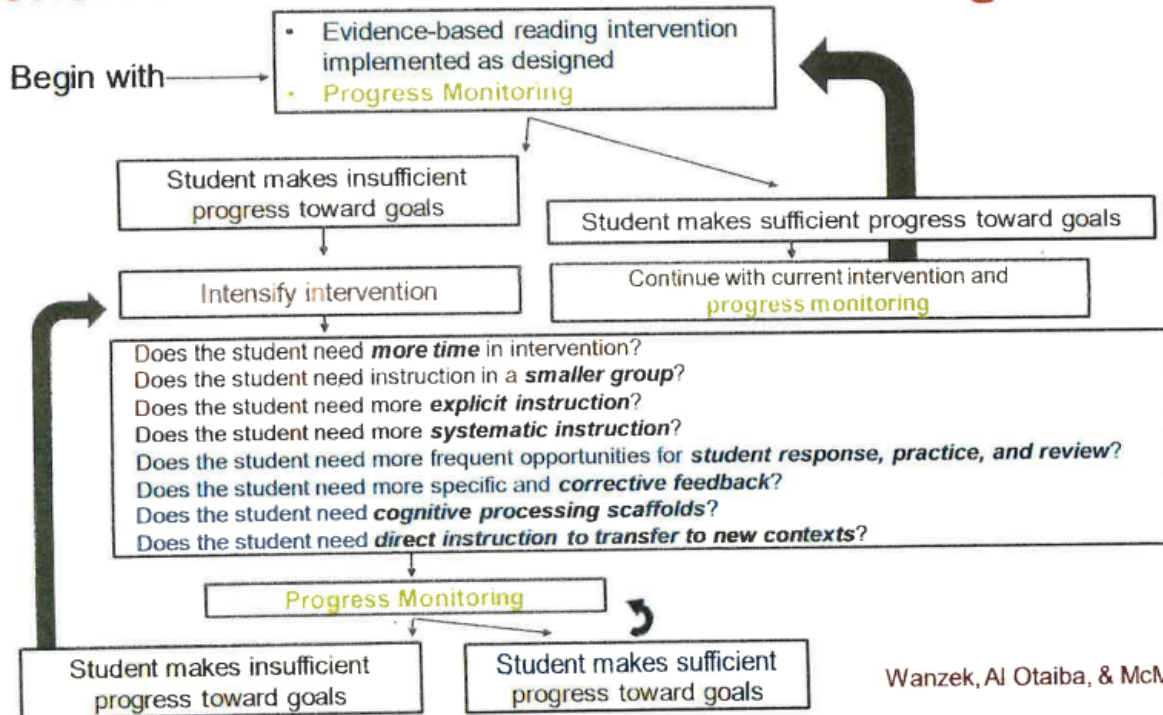| Tier 3: Specialized Instruction- (Increased Time, Intensity, Duration) |
|---|
| "Intensifying intervention should be conceptualized in terms of the type and amount of instruction. Tier 3 intervention is not necessarily a different program than what was used for tier 2 intervention, but it should be more intensive and individualized in terms of the following characteristics of the instruction:"

● More frequent instructional sessions
● Longer instructional sessions
● Smaller groups
● More homogenous groups
● More practice opportunities
● More immediate and individualized feedback and incentives
● Practice to automaticity in controlled decodable texts
● Follows a scope & sequence
<div align="right">(Ohio's Dyslexia Guidebook, p. 37)</div> |

Phonemic Awareness	● Heggerty 1:1

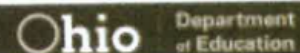| Phonics	K-2
	● Fundations Intervention Lesson Plan Repeat another 3-5 days (1:1) 2nd grade and above
	● Wilson Reading System

Intensifying Instruction:

Multidisciplinary building or grade level teams use student data in the problem solving cycle. The team(s) may meet to review program selection, and consider students who are not making progress. Students who are receiving intensive supports should have regular progress monitoring to ensure changes to their interventions. (Ohio's Dyslexia Guidebook, p. 37-38)

Intensive Intervention Decision-Making Process

Begin with—
- Evidence-based reading intervention implemented as designed
- Progress Monitoring

Student makes insufficient progress toward goals

Student makes sufficient progress toward goals

Intensify intervention

Continue with current intervention and progress monitoring

Does the student need **more time** in intervention?
Does the student need instruction in a **smaller group**?
Does the student need more **explicit instruction**?
Does the student need more **systematic instruction**?
Does the student need more frequent opportunities for **student response, practice, and review**?
Does the student need more specific and **corrective feedback**?
Does the student need **cognitive processing scaffolds**?
Does the student need **direct instruction to transfer to new contexts**?

Progress Monitoring

Student makes insufficient progress toward goals

Student makes sufficient progress toward goals

Wanzek, Al Otaiba, & McMaster (2019)

Ohio Department of Education

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

A.   **Provide instructional coaching support in literacy to K-3 ELA Staff.**

Teacher leaders are essential to the advancement of teaching and learning in Ohio's schools. MCS has established a Teacher Leader position at each level. MCS has also contracted with the Mid-Ohio Educational Literacy Consultants to fill support gaps for providing ongoing support/modeling around district literacy needs. As notes in section XX, several training initiatives this year have been

Benefit: Instructional coaching can lead to increased student achievement in literacy by improving instructional practices across the district.

B. **Continue to improve the effectiveness of Teacher Based Teams and Building Leadership Teams through the Ohio Improvement Process.**

Building Leadership Teams (BLTs) and Teacher Based Teams (TBTs) will use literacy data consistently to monitor student progress, identify intervention needs, adjust the allocation of resources, and determine grade-levels in need of more support. Implementing the five step process with fidelity across the district. A Director of School Improvement is available to work with BLTs and TBTs.

Additional support is available from consultants at SST7, MOESC, and Dynamix. and will provide coaching logs or feedback summaries to administrators in order to monitor progress.

Benefit: When the district implements the Ohio Improvement Process at the district, building and teacher levels, this can encourage ownership for student academic success throughout the district. In this collaborative environment, the district staff can work to ensure improved learning for the students that they serve.

C. **Replace the current reading diagnostic with the iReady Assessment in Reading**

Vendor assessments were reviewed by a district team and iReady was recommended for implementation across grades K-8 because of its ability to meet multiple requirements. (Ohio's Diagnostic Assessment for the Third Grade Reading Guarantee/K-3 Diagnostic; Alternative Standardized Assessment for the

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Third Grade Reading Guarantee /Alt Reading; Gifted Identification) Dyslexia Screener for K-3.

Ongoing professional development will be provided by the vendor to support staff in the administration of the assessment and to assist members in interpreting results.

In addition, the iReady assessment tools meet the criterias for High-Quality Student Data as part of OTES 2.0 to guide instructional decisions and meet student learning needs.

Benefit: An approved vendor assessment will meet multiple student needs across the district while maintaining a more limited assessment demand on students and staff.   The diagnostic assessment will be administered online so as to provide students with additional practice with digital testing and staff will be provided immediate results for instructional decision-making. Paper-based literacy tasks will be used in conjunction with the computer based tool for the dyslexia screener.

D. **Ohio Evaluation System - Continuous Improvement**
Ohio's system for evaluating teachers, principals, and counselors is research based and is designed to support improved practice. These tools will be used as required to provide annoying assessment and feedback to further inform improvement efforts.   Evaluators and teachers will be mindful of literacy initiatives when utilizing the process.

Benefits:

- The effective educational leader collaborates with teachers and other stakeholders to select, implement, and monitor the impact of evidence-based strategies that align to the district and building goals and make necessary adjustments.
- The effective educational leader uses standards to align, focus and implement systems of curriculum, instruction and assessment within and across grade levels to promote high expectations for student learning and core values of the school.to select, implement and monitor the impact of evidence-based strategies that align to the district and building goals and make necessary adjustments.

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MCS will align instructional approaches to Ohio's Plan to Raise Literacy Achievement, including the science of reading across all tiers so that students receive high quality instruction and intervention. Student support will be based on diagnostic data and strategies outlined in Reading Intervention and Monitoring Plans.

Training	Timeline
District and Curriculum Committee approved materials for core reading and vendor Professional Development	Ongoing/ As Needed for new materials and/or staff new to a grade level or to the district
Phonemic Awareness (K-2): ● Heggerty ● IReady Tool Box (with explicit modeling of skills)	FY 22 Ongoing/ As Needed for new staff new to a grade level or to the district
18 hours of Dyslexia Professional Development using the state provided modules. Completed using district Professional Development days and TBT time Mid Ohio ESC Partnership for support and facilitation with facilitation for Grades K-3.	FY23: Grades K-2 FY24: Grade 3 FY25: Grades 4-12
Literacy Coaching and MTSS support for K-3	FY 22 Mid Ohio ESC Partnership for support FY 23 Mid Ohio ESC Partnership for support FY 24 Mid Ohio ESC Partnership for support, District instructional support revised and added Teacher Leaders

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

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IReady Professional Development from vendor and Data Analysis Coaching	FY23 and Ongoing, as needed - Transition second semester F24 Dyslexia Screener Implementation

Phonics (K-3)
● Fundations Reteach Lesson Plan
● Multisensory blending with phoneme graphing
● Elkonin boxes for spelling
 	
Student Support Specialists
● Fundations Reteaching & Lesson Planning
 	
Fundations Facilitator Training:
  These facilitators will be able to provide Fundations training to new teachers and provide ongoing training with trained teachers in future years.
	Facilitator Training FY24 (Sept-May)
	
	Ongoing, as needed for trained and/or staff new to a grade level or to the district.
	
	Continued focus on specific intervention needs of staff providing tier 2 intervention
	
	Eight teachers are training in FY24 in all buildings with grades K-3.
	  Level K
	  Level 1
	  Level 2
	  Level 3

Wilson Reading System - Introductory Class Offer 18 hour training to targeted staff providing Tier III intervention	Summer 2023 - 2 Classes Offered Summer 2024 - 1 Class Offered Ongoing, as needed for trained and/or staff new to job position providing Tier III intervention to students on Reading Improvement and Monitoring Plan.

MCS is developing a structured literacy certification process for teachers providing instruction for students in grades K-3.

Training	Timeline
Wilson Reading Level 1 Certification Ongoing Professional Development for certified teachers to remain certified	FY23: 6 teachers certified FY24: 9 teachers in training FY25 and Beyond: Continue training teachers and offering training cohorts until all buildings have enough Level 1 certified teachers to meet the intervention needs of students and to serve on problem-solving teams.
Wilson Reading Level 2 Certification	FY24: 5 teachers in training FY25 and Beyond: Continue training teachers and offering training cohorts based on interest and funding. Level 2 exceeded state requirements for funding.

Sustainability: The district has implemented a plan which trains facilitators so that we can build internal capacity. This will allow us to train new teachers in the district and any teachers changing grade levels.

MANSFIELD CITY SCHOOLS
Reading Achievement Plan

MCS Specific

[MCS Literacy Instructional Resources](#)

[iReady Decision Rules - Flowchart Winter Focus](#)

[MCS Reading Improvement & Monitoring Plan (RIMP)](#)

[Teacher Leader Rationale & Proposal](#)

[MCS HQSD Handbook - Final](#)

Ohio Department of Education & Workforce

[Ohio's Plan to Raise Literacy Achievement](#)

[Shifting to the Science of Reading: A Discussion Guide for School and District Teams](#)

[ReadOhio toolkit](#)

[Culturally Responsive Practice](#)

[Birth to school age guide and webpage and Ready Schools Guide](#)

[K-5 guide and webpage](#)

[6-12 guide and webpage](#)

[High-Quality Instructional Materials in English Language Arts](#)

[Teacher Leadership](#)

[High-Quality Student Data](#)

[List of Approved Assessments](#)

[Ohio's Evidence-Based Clearinghouse](#)

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Reading Achievement Plan

Vendor

[Research Foundations: Evidence Base, HMH Into Reading](#)

[HMH Into Reading, ESSA Evidence Criteria](#)

[Heggerty Research](#)

[Fundations®: Evidence of Program Effectiveness](#)

[Fundations® Studies of Program Effectiveness](#)

[Wilson Reading System®: Evidence of Program Effectiveness](#)

[Wilson-Reading-System-Studies-of-Effectiveness](#)

[Wilson Reading System® (WRS) Certifications](#)

[Wilson Research Base: The Science of Reading](#)

Other

[Ed Reports: HMH Into Reading](#)

[Ohio's Evidence-Based Clearinghouse: Wilson Fundations](#)

[Evidence for ESSA: Wilson Reading System](#)