



November 20, 2024

Dear Dr. Price:

Thank you for submitting the Maple Heights 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:

- The plan contains a detailed root cause analysis revealing significant internal factors contributing to low reading achievement.
- The plan's goals are measurable, achievable, and time-bound. The plan contains subgoals for grades K-3 based on foundational skill gaps found in data analysis.

This plan will benefit from:

- The plan would benefit from more details about the steps district leaders will take to de-select and select a Tier 1 core curriculum aligned with the science of reading.
- The plan would benefit from more details about the steps district leaders will take to de-select and select a reading intervention program aligned with the science of reading.

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

READING ACHIEVEMENT PLAN

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

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

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

DISTRICT NAME: Maple Heights City Schools

DISTRICT IRN: 044305

DISTRICT ADDRESS: 5740 Lawn Avenue Maple Heights, OH 44137

PLAN COMPLETION DATE: December 19, 2023

LEAD WRITERS: Dr. Shay Price, John Skalla, Brittany Beutel, Debbie Braaten, Jessica Jason, and Christina Yontz

OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the [ReadOhio initiative](#), an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The Governor also [released a video](#) to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education and Workforce developed the [ReadOhio toolkit](#) to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the [Shifting to the Science of Reading: A Discussion Guide for School and District Teams](#), professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and Workforce and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

CULTURALLY RESPONSIVE PRACTICE*

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

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

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

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

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

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

Name	Title/Role	Location	Email
Dr. Shay Price	Director of Curriculum & Instruction	Central Office	shay.price@mapleschools.com
John Skalla	Director of Data & Assessment	Central Office	john.skalla@mapleschools.com
Dr. Meghan Shelby	Director of Special Pupil Services	Central Office	meghan.shelby@mapleschools.com
Debbie Braaten	Curriculum Coordinator	Central Office	debra.braaten@mapleschools.com
Christina Yontz	Curriculum Coordinator	Central Office	christina.johns@mapleschools.com
Brittany Beutel	Lead Teacher	Central Office	brittany.beutel@mapleschools.com
Jessica Jason	Lead Teacher	Central Office	jessica.jason@mapleschools.com
Angelique Shy	Community & Family Liaison	Central Office	angelique.shy@mapleschools.com
Dawn Besteder	Principal	Abraham Lincoln Elementary	dawn.besteder@mapleschools.com
Elizabeth Everiss	Teacher	Abraham Lincoln Elementary	elizabeth.everiss@mapleschools.com
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Kathryn Satterfield	Teacher	Abraham Lincoln Elementary	kathryn.satterfield@mapleschools.com
Tracy Halm	Intervention Specialist	John F. Kennedy Elementary	tracy.halm@mapleschools.com
Christina Kinkelaar	Intervention Specialist	John F. Kennedy Elementary	christina.kinkelaar@mapleschools.com
Carolyn Tomello	Teacher	Barack Obama Elementary	carolyn.tomello@mapleschools.com
Michelle Young	Teacher	Barack Obama Elementary	michelle.young@mapleschools.com

Name	Title/Role	Location	Email
Stefani Zajac	Teacher	Barack Obama Elementary	stefani.graber@mapleschools.com
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Carmen Coleman	Teacher	Milkovich Middle School	carmen.coleman@mapleschools.com
Paige Ross	Intervention Specialist	Milkovich Middle School	paige.ross@mapleschools.com
Kanisha Coward	Intervention Specialist	Maple Heights High School	kanisha.coward@mapleschools.com
Nicholas November	Teacher	Maple Heights High School	nicholas.november@mapleschools.com
Ashley Onion	Teacher	Maple Heights High School	ashley.onion@mapleschools.com
Kimberly Sisson	Teacher	Maple Heights High School	kimberly.sisson@mapleschools.com
Russell West	School Psychologist	Maple Heights High School	russell.west@mapleschools.com

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.

Literacy was, is, and will continue to be a primary focus in the Maple Heights City School district. As a district, we understand the importance of early literacy skills and how a solid, structured, comprehensive plan addressing literacy can have a positive impact on student success and their ability to be lifelong learners. Our district’s mission statement is *“Educating Our Students, through Expectations of Excellence to Prepare Them for a Lifetime of Success.”* If we are going to prepare our students for success, we MUST ensure that they have early literacy skills. Our Reading Achievement Plan works to address the gaps that our students currently have in reading as well as what we would like to see in the future for our students grades K-12.

The plan was developed by a team of 22 people. The team included teachers from all grade levels and subjects, both building and central office administrators, school psychologist, family and community liaisons, preK administrators, special education director, and the teachers’ union representative. The team met to conduct a root cause analysis centered around the question, “What are the internal and external factors contributing to low reading achievement in Maple Heights?” The team was broken into groups based on grade level. After a deep dive into possible causes, the team went through the process of combining like causes and then creating overarching themes for the causes (see section 3). Once that process was completed, we ranked the causes to come up with our internal and external factors that contributed to low reading achievement in our district. It was determined that the lead writers would write the plan based of four factors (three internal, one external):

- There is a lack of consistent Tier 1 instruction K-12.
- Student deficits in early literacy skills are not adequately addressed.

- Staff in grades 4-12 lack an understanding of how to interpret the data and intervene in early literacy skills.
- Families do not have the knowledge and/or resources to support early literacy skills.

As mentioned earlier, the lead writers consisted of members from the district’s curriculum and data departments. The lead writers attended the weekly RAP meetings, hosted virtually by the state support team and worked on the plans in sections, according to information provided in the meetings. During the second meeting, an overarching goal was created with four sub goals (see charts in section 4). After the goals were written, they were sent to the entire committee for feedback and approval. Once approved, the lead writers began the process of creating action steps (see section 5). Monitoring of the plan will take place at multiple levels. Building leaders will work with TBTs and BLTs to ensure that the plan is being implemented with fidelity. The district leadership team will play a larger role in monitoring. During monthly DLT meetings, the team will monitor progress of each goal through the plan described in the measure for success section.

The plan will be communicated to all stakeholders via the district’s website. However, all staff members will receive detailed information about the plan: the purpose, how it was created, the goals of the plans, timelines, and how the plan will be measured. The plan will be introduced to the staff at the start of the 2024-2025 school year during opening day meetings.

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.

Maple Heights City Schools Continuous Improvement Plan focuses on three areas of need: secondary math, K-3 Literacy, and student attendance. The design of our Reading Achievement Plan is purposed to support and expand upon the K-3 section in 4 specific ways: improvement in the consistency of tier 1 instruction, adequately address deficits in early literacy skills across grades K-10, improve staff competencies regarding early literacy skill data and intervention, and increase resources and support for families. The details for each part of the plan are described below.

Currently, teachers are using a variety of resources in the absence of a universal tier 1 curriculum, requiring them to create their own instructional materials. Both what the instruction includes, and how it is delivered, is largely left up to local teacher teams, creating a great deal of variation in quality. Furthermore, given the tier 1 curriculum is largely created by grade level teachers focused on learning objectives for their specific grade, vertical alignment across grades can often be a problem. Finally, in grades K-5, teachers lack common planning time, missing out on essential time to collaborate and effectively plan tier 1 instruction. In response to these issues, Maple Heights City Schools is currently piloting a new tier 1 curriculum for grades K-8 and 9-12 that is aligned with the Science of Reading, and will work with building master schedules to ensure grades K-5 receive common planning time.

A review of current diagnostic data indicates student deficits in early literacy skills across grades K-10. Although teachers in grades K-5 are aware of these deficits, teachers in grades 6-12 largely are not. Furthermore, despite grades K-5 being aware of student deficits in early literacy skills, training in assessment and tiered intervention has largely been provided for support staff (title and learning loss teachers), and not provided for classroom teachers and building and district administration. In response to these issues, Maple Heights City Schools plans to provide professional development in the Science of Reading for all necessary staff, and adopt a tier 2 intervention program focusing on improving early literacy skills.

Finally, as Maple Heights City Schools increases support for students during the school day, the Reading Achievement Plan team stressed the importance of also increasing support at home. To do so, Maple Heights City Schools will develop a transition committee for grades K-3. The committee will develop and deliver early literacy kits to parents of K-3 students. The kits will consist of grade level expectations (e.g. all heart words that should be known from prior grades), along with parent friendly teaching materials for parents to use with their students. Kits will be delivered to parents in August prior to the start of the school year.

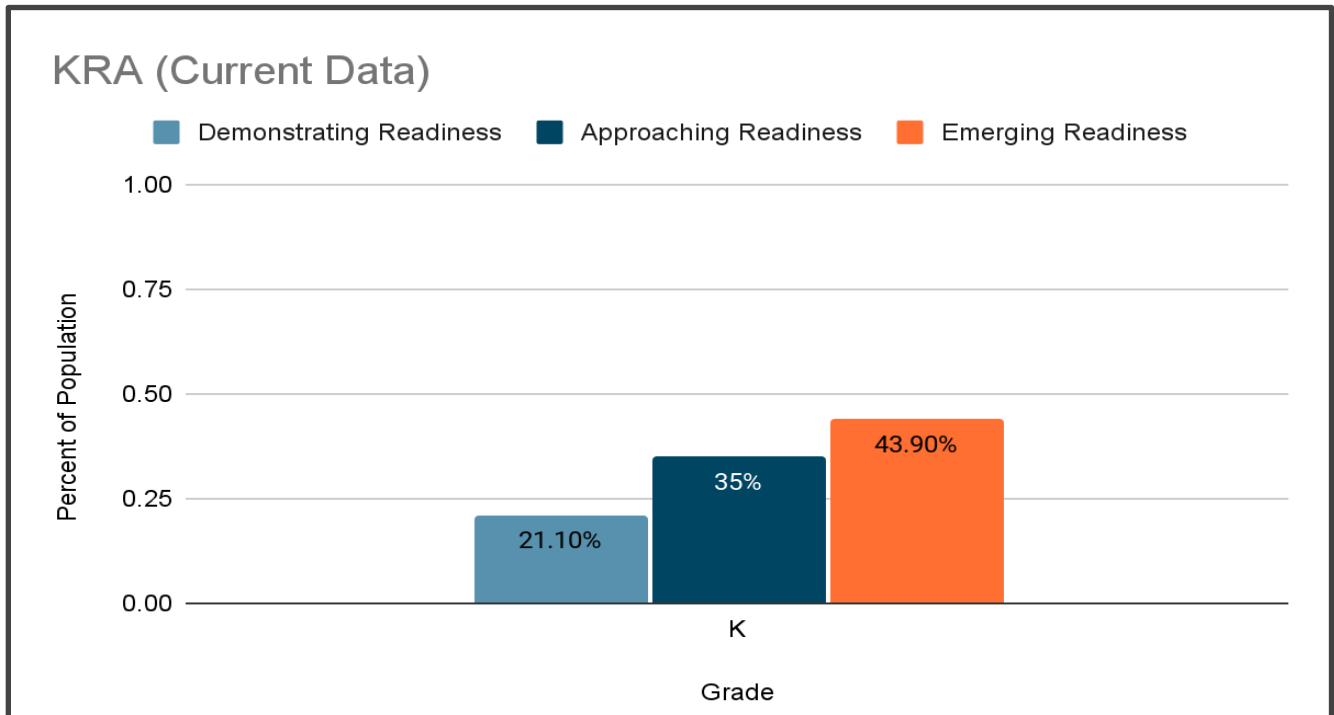
SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL*

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.**

The Kindergarten Readiness Assessment:



Ohio’s State Test for English language arts assessment for grades 3-8:

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

Grade	2020-2021	2021-2022	2022-2023	2022-2023 (State)
3rd	18%	37%	42%	62%
4th	21%	33%	27%	59%
5th	28%	27%	34%	67%
6th	20%	21%	29%	55%
7th	32%	34%	33%	65%
8th	23%	26%	37%	58%
ELA II	39%	35%	36%	61%

K-10 Reading Diagnostic:

Domain	Kindergarten			1st Grade			2nd Grade	3rd Grade
Alphabetics	LC 21 %	UC 39 %	So. 9%	LC 70 %	UC 75 %	So. 50 %	N/A	N/A
HFW	10%			38%			25%	27%
Phonological Awareness	57%			69%			58%	100%
Phonics	38%			53%			47%	35%
Reading Fluency	N/A			N/A			38%	37%

Grade	PA	Phonics	HFW	Vocab
3rd	100%	35%	27%	16%
4th	100%	38%	82%	12%

5th	100%	48%	86%	15%
6th	100%	67%	90%	10%
7th	100%	76%	95%	12%
8th	100%	85%	98%	15%
9th	100%	88%	100%	15%
10th	100%	87%	100%	4%

OELPA (22-23 Data):

Grade	# of Students	% Proficient
KG	2	0%
2	4	0%
3	2	0%
6	1	0%
8	1	0%
10	1	0%

AASCD (3-Year):

Grade	20-21	21-22	22-23
3rd	83%	67%	0%
4th	100%	75%	0%
5th	100%	100%	0%
6th	51%	0%	N/A

7th	51%	38%	0%
8th	75%	72%	0%
HS	100%	51%	36%

K-3 Improving Literacy Star Rating Breakdown w/State Comparisons:

Component	Weights	2020-2021	2021-2022	2022-2023	2022-2023 (State)
K-1 (Off to On Track)		28%	43%	57%	43%
1-2 (Off to On Track)		20%	11%	36%	29%
2-3 (Off to On Track)		20%	28%	49%	25%
3-3 (Off to On Track)		3%	11%	0%	32%
Total (Off to On Track)	25%	14%	18%	36%	32%
3rd Grade Prof.	40%	18%	37%	42%	62%
3rd Grade TGRG	35%	100%	100%	100%	100%
Total		45.7 (1 Star)	54.2 (1 Star)	60.8 (2 Star)	67.8 (2 Star)

EVAAS (3-year):

Grade	2020-2021	2021-2022	2022-2023
4th	-5.3	+0.76	-4.71
5th	-4.17	+0.3	-2.7
6th	-3.21	+0.72	+2.07
7th	-0.21	+4.34	+2.94
8th	-2.02	+2.3	+3.75

ELA II	-3.1	+ .44	+2.46
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SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING*

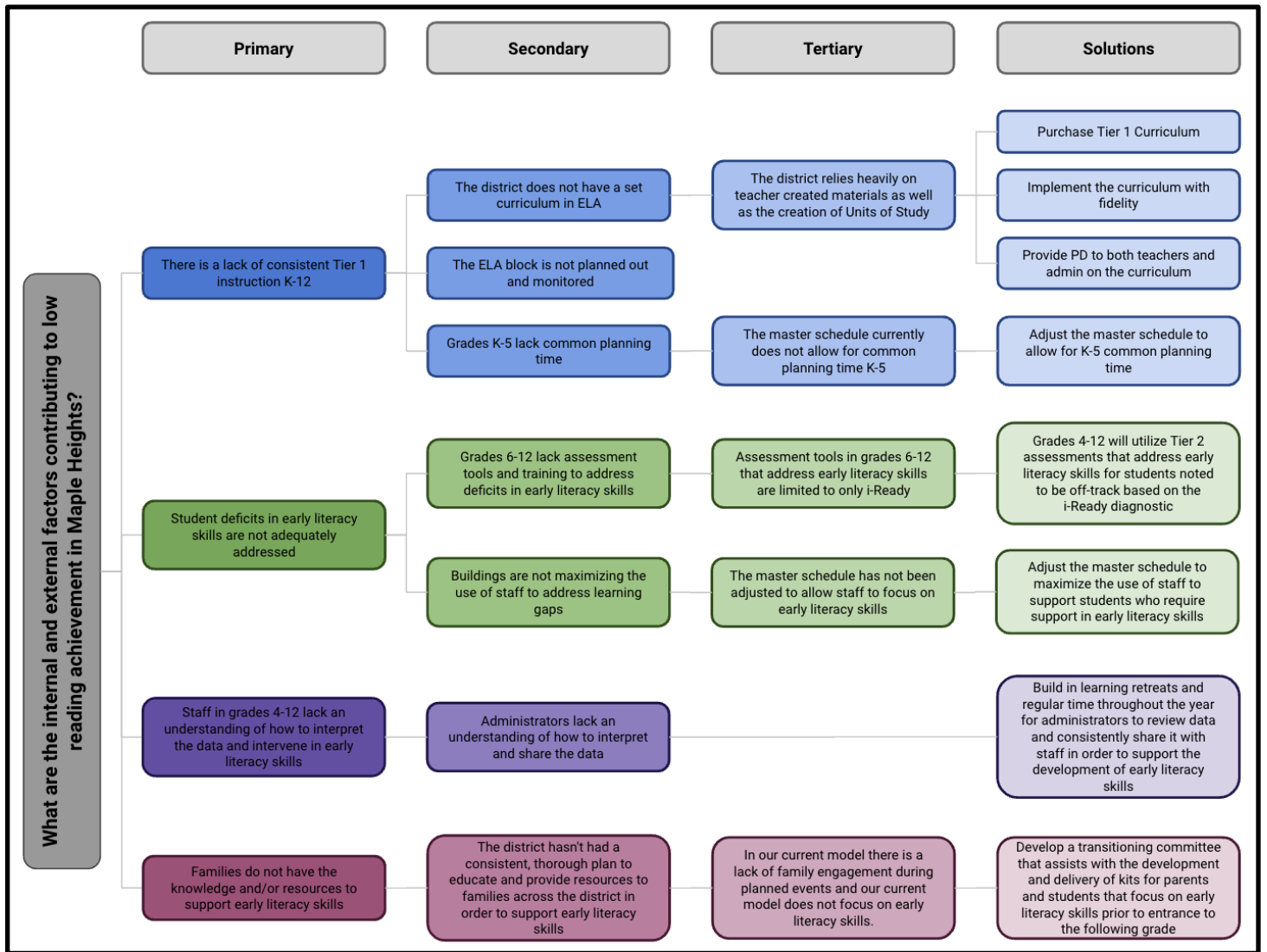
Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.

Primary Internal and External Factors		
Number	Internal/External	Factor
1	Internal	There is a lack of consistent Tier 1 instruction K-12.
2	Internal	Student deficits in early literacy skills are not adequately addressed.
3	Internal	Staff in grades 4-12 lack an understanding of how to interpret the data and intervene in early literacy skills.
4	External	Families do not have the knowledge and/or resources to support early literacy skills.

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.

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



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.

Overarching Goal:

By the end of the 24-25 school year, 80% of K-3 students will achieve mastery and on-grade level status for all early literacy skills. Achieving this goal will assist each cohort, starting with 3rd grade, to improve proficiency by 5% year over year, as measured by the OST. Table 1 in the appendix details each early literacy goal by grade level/domain, while table 2 details the proficiency goals for each cohort. To achieve this goal, the following sub-goals were developed.

Sub-Goals:

1. By the end of the 24-25 school year, 80% of students will be on track in all early literacy skills as measured by i-Ready assessments, tier 2 assessments, and locally developed assessments.
 - a. By the end of the 24-25 school year, 80% of students in Kindergarten will be able to identify all 26 uppercase, lowercase, and letter sounds as measured by local assessments and i-READY's offline fluency assessments.
 - b. By the end of the 24-25 school year, 80% of students in 1st grade will score on-track for all Phonological Awareness and Phonics skills as measured by i-READY and/or tier 2 assessments.
 - c. By the end of the 24-25 school year, 80% of 2nd grade students will score on-track for all Phonics skills as measured by i-READY, tier 2 assessments, and a pseudoword decoding task.
 - d. By the end of the 24-25 school year, 80% of 3rd grade students will achieve on-grade level status for a reading fluency task as measured by i-READY's offline assessment.
2. By the start of the 24-25 school year, the district will adopt a Science of Reading based tier 1 ELA curriculum.
3. Increase K-12 staff understanding of the science of reading and how to interpret the data and intervene in early literacy skills.

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 24-25 school year, 80% of students will be on track in all early literacy skills as measured by i-Ready assessments, tier 2 assessments, and locally developed assessments.

- a. By the end of the 24-25 school year, 80% of students in Kindergarten will be able to identify all 26 uppercase, lowercase, and letter sounds as measured by local assessments and i-READY's offline fluency assessments.
- b. By the end of the 24-25 school year, 80% of students in 1st grade will score on-track for all Phonological Awareness and Phonics skills as measured by IREADY and/or tier 2 assessments.
- c. By the end of the 24-25 school year, 80% of 2nd grade students will score on-track for all Phonics skills as measured by i-READY, tier 2 assessments, and a pseudoword decoding task.
- d. By the end of the 24-25 school year, 80% of 3rd grade students will achieve on-grade level status for a reading fluency task as measured by i-READY's offline assessment.

Evidence-Based Strategy or Strategies:

- 1.1: Teachers will use common language when describing high-frequency words.
- 1.2: Teachers will regularly progress monitor student growth.
- 1.3: Teachers will teach students to decode words, analyze word parts, and recognize words.
- 1.4: Teachers will differentiate instruction based on student data.
- 1.5: Teachers will use the components of Scarborough's Rope when designing lessons and activities.

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Component	The District will adopt a tier 2 intervention program to assist teachers in supporting students on Reading Improvement and Monitoring Plans.	Develop systems to support effective Tier 1 literacy instruction for teachers in grades K-3 by building capacity in administrators, classroom teachers, and support staff.	Staff schedules will be adjusted during the Spring of the 23-24 school year to maximize the use of staff in providing assessments and interventions for students who require support in early literacy skills.	The district will develop a transitioning committee that assists with the development and delivery of early literacy skills kits for parents and students.
Timeline	End of the 23-24 school year	End of the 24-25 school year	End of the 23-24 school year	Committee will be created during the spring of the 23-24 school year

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Lead Person(s)	Curriculum and Instruction Department, Data Director, Special Pupil Services Department	Curriculum and Instruction Department, Building Administrators	Building Administrators, Curriculum and Instruction Department, Data Director	Family Engagement, Communications Department, Building Administrators, Curriculum & Instruction team
Resources Needed	Tier 2 intervention program, time for professional development with the resource	Professional development	Building organizational reports, state guidance documents, knowledge of best practices for literacy blocks, student data	Time for committee to meet, resources on activities to develop early literacy skills
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional Development for the tier 2 intervention program for administration, classroom teachers, and support staff. Development of a system of support for the tier 2 instruction. Opportunities for ongoing professional development and coaching. TBT OIP 5-Step of Early Literacy Skills	Development of a system of support for teachers from the building administrators for the tier 1 instruction. Opportunities for ongoing professional development and coaching. TBT OIP 5-Step of Early Literacy Skills.	Building scheduling committee meetings in the fall to prepare for spring schedule, building administrators complete organizational reports, central office review organizational reports, superintendent and HR make decisions on number of teachers and teacher placements, training for administrators on what literacy blocks look like, use of data to determine placement of students and support staff.	Curriculum and Data departments create the committee and create a schedule of meetings for the committee. Committee develops a plan to distribute the kits to families.
Measure of Success	Student performance data, progress monitoring data, diagnostic data	Student performance data, progress monitoring data, diagnostic data	Completion of new master schedule	Committee develops and implements a plan to create and distribute the kits.
Description of Funding	Title 1	N/A	N/A	N/A

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Check-in/Review Date	Bi-weekly meetings with TBT, monthly meetings with the curriculum team	End of the 24-25 school year	End of the 23-24 school year, start of the 24-25 school year	End of the 23-24 school year

Goal #2 Action Map

Goal Statement: By the start of the 24-25 school year, the district will adopt a Science of Reading based tier 1 ELA curriculum.

Evidence-Based Strategy or Strategies:

- 2.1: Use Ohio’s approved vendor list to select an ELA curriculum.
- 2.2: Job-embedded professional development that includes intense support (coaching, modeling, practice, and feedback)
- 2.3: Monitoring (walk-throughs, peer review) toward full implementation with fidelity.
- 2.4: Integration of tiered support systems.

	Action Step 1	Action Step 2
Implementation Component	The district will adopt a Science of Reading based tier 1 ELA curriculum, completing implementation by the start of the 24-25 school year.	Professional development for the tier 1 ELA curriculum will be provided for all staff throughout the 23-24 school year and summer.
Timeline	Completed by the start of the 24-25 school year.	Completed by the start of the 24-25 school year.
Lead Person(s)	Curriculum & Instruction Team	Curriculum & Instruction Team, Building Administrators, Vendors
Resources Needed	Summaries from EdReport, sample materials from vendors, state guidance documents, early literacy skills training, time to hold meetings	Support from vendors, state guidance documents, time to hold meetings
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Development of the curriculum selection committee, monthly meetings with the committee as well as with building administrators, curriculum pilot presentations by selected vendors, training in the science of reading	District rollout presentation, training at each district PD day, ongoing coaching and support from vendors and the district curriculum department

	Action Step 1	Action Step 2
Measure of Success	Board approval, completion of implementation checklist, teachers have all resources needed, students have all resources needed	Staff surveys to see how implementation is going, observational data from building administrators, usage data from program, sign in sheets from professional development sessions, agendas from professional development sessions, qualitative feedback
Description of Funding	The pilot is funded by ESSER, the adoption will be funded partially by ESSER and partially from general funds	Title I, Title IV, ESSER
Check-in/Review Date	Bi-weekly meetings with TBT, monthly meetings with the curriculum team	After each professional development day

Goal #3 Action Map

Goal Statement: Increase K-12 staff understanding of the science of reading and how to interpret the data and intervene in early literacy skills.

Evidence-Based Strategy or Strategies:

- 3.1: Job-embedded professional development that includes intense support (coaching, modeling, practice, and feedback)
- 3.2: Monitoring of data toward full implementation of the Tier 2 assessments and interventions with fidelity.
- 3.3: Teachers will teach students a routine for determining the gist of a text.
- 3.4: Teachers will teach students to monitor their comprehension as they read.
- 3.5: Provide all administrators with a copy of “Implementing Ohio’s Plan to Raise Literacy Achievement.”

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Grades K -12 will be provided professional development during the Spring of the 23-24 school year to utilize Tier 2 assessments and interventions that address early literacy skills for students noted to be off-track based on I-READY diagnostic.	Create learning retreats and regular time throughout the school year for building administrators to review and understand the data surrounding the development of early literacy skills.	Each building's master schedule will be developed during the Spring of the 23-24 school year, providing teachers with weekly common planning time.
Timeline	Start of the 24-25 school year	Schedule created by the end of the 23-24 school year,	Completed by the start of the 24-25 school year.

	Action Step 1	Action Step 2	Action Step 3
		implementation throughout the 24-25 school year	
Lead Person(s)	Curriculum and Instruction Department, Data Director, Building Administrators, Special Pupil Services Department	Curriculum and Instruction Department, Data Director, Building Administrators, Special Pupil Services Department	Building Administrators
Resources Needed	Access to tier 2 assessments, time to administer assessments, staff dedicated to administering assessments and tracking student data, tier 2 intervention adoption and training	Data collected from early literacy skill assessments. Presentation materials.	Building organizational reports, state guidance documents, knowledge of best practices for literacy blocks
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Workflows to administer and track student data need to be created. Staff members dedicated to those workflows need to be trained (assessment and tier 2 intervention program), including ongoing internal and external coaching. Materials to support workflows need to be created. Monthly meetings to review baseline and progress monitoring data collected need to be scheduled.	Meetings with central office administrators to discuss and plan end of the year and beginning of the year retreats with focuses on literacy, during ILT meetings building administrators will receive ongoing training surrounding literacy data, Curriculum and Data teams will work with building administrators to create presentation materials for staff.	Building scheduling committee meetings in the fall to prepare for spring schedule, building administrators complete organizational reports, central office review organizational reports, superintendent and HR make decisions on number of teachers and teacher placements, training for administrators on what literacy blocks look like, use of data to determine placement of students and support staff.
Measure of Success	Completion of implementation checklist and data collection forms. Teacher observation data indicating competency in administering tier 2 assessments and providing tier 2 interventions.	Sign in sheets from professional development sessions, agendas from professional development sessions. Survey of building administrators regarding knowledge of early literacy skills.	Additional common planning time made in master schedules

	Action Step 1	Action Step 2	Action Step 3
Description of Funding	ESSER, Title 1	Title 1 and 4	N/A
Check-in/Review Date	After each professional development day	End of the 23-24 school year, after each learning retreat	End of the 23-24 school year, start of the 24-25 school year

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.

Starting in August/September, baseline data will be collected using i-READY's online diagnostic and offline fluency assessments to identify on-track/off-track and/or at-risk for Dyslexia students as required for the Third-Grade Reading Guarantee and the Dyslexia law. After all students have been screened, teachers will identify student deficits in early literacy skills and administer additional diagnostic testing using tier 2 assessments to ensure students are placed into the correct intervention. After all tier 2 diagnostics/screeners have been completed and decisions have been regarding student intervention placement, teachers in collaboration with their title/learning loss teacher, will create targeted Reading Interventions & Monitoring Plans (RIMP) and Dyslexia Letters for students identified as off-track and/or at-risk for Dyslexia. Homogeneously differentiated student groups will be identified, instructed, and adjusted according to the results of progress monitoring and subsequent benchmark assessments. All tiered interventions for off-track/at-risk students will occur utilizing evidence based practices and strategies identified in the Reading Achievement Plan (RAP). Progress monitoring will occur in accordance with the Dyslexia law, with TBT meeting weekly and RTI teams meeting monthly to review data to ensure that students are all showing adequate progress. If students are not showing progress, adjustments will be made to the type and/or rate of intervention, along with their group placement. Additionally, grade, building, and district level teams will share evidence based instructional strategies that have shown to be effective in improving student performance. Attendance and discipline data will also be considered to determine if either are impacting student performance. If this is found to be the case, adjustments will be made to interventions to account for them. Finally, these students will be offered additional support such as after school tutoring, mentoring, or wrap around service support from outside providers.

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.

Evidence-Based Practice	Description
1.1: Teachers will use common language when describing high-frequency words.	<p>With the shifts of best practices for teaching high frequency words, teachers will need to become fluent in the verbage used teaching these words. Teachers will use the common language to support students’ ability to recognize parts of the words that are decodable versus “heart” words (words that students have to recognize with their “heart” because they are not decodable based on typical phonics rules).</p> <p>Farrell, L. (n.d.). <i>A New Model for Teaching High-Frequency Words</i>. Reading Rockets. https://www.readingrockets.org/topics/phonics-and-decoding/articles/new-model-teaching-high-frequency-words</p>
1.2: Teachers will regularly progress monitor student growth.	<p>When teachers utilize systematic progress monitoring to track progress, they are better able to plan instruction based on the students’ strengths and weaknesses. This will allow for stronger instruction based on the needs of the students, aiding in the progress of the students.</p> <p>Fuchs, L. S., & Fuchs, D. (n.d.). <i>What Is Scientifically-Based Research on Progress Monitoring?</i>. studentprogress.org. https://files.eric.ed.gov/fulltext/ED502460.pdf</p>
1.3: Teachers will teach students to decode words, analyze word parts, and recognize words.	<p>Word analysis and morphology will be used to help students identify new words. Explicit instruction of tier 1, 2 and 3 words will be included in classroom instruction.</p> <p>Li-jen Kuo & Richard C. Anderson (2006) Morphological Awareness and Learning to Read: A Cross-Language Perspective, <i>Educational Psychologist</i>, 41:3, 161-180, DOI: 10.1207/s15326985ep4103_3</p>
1.4: Teachers will differentiate instruction based on student data.	<p>Teachers will analyze data and create learning activities that fill gaps and provide enrichment to students as needed. A well-known definition of differentiated instruction (DI) was provided by Tomlinson et al. (Citation2003): “Teachers proactively modify curricula, teaching methods, resources, learning activities, and student products to address the diverse needs of individual students and small groups of students to maximize the learning opportunity for each student in a classroom” (p. 121). Tomlinson et al. also state that teachers should proactively modify teaching to address a broad range of learners’ readiness levels, interests, and modes of learning.</p>

	<p>Janke M. Faber, Cees A. W. Glas & Adrie J. Visscher (2018) Differentiated instruction in a data-based decision-making context, <i>School Effectiveness and School Improvement</i>, 29:1, 43-63, DOI: 10.1080/09243453.2017.1366342</p>
<p>1.5: Teachers will use the components of Scarborough's Rope when designing lessons and activities.</p>	<p>Background knowledge will be built using a tier 1 curriculum in grades K-3 coupled with a focus on decoding strategies.</p> <p>Stewart, L.(2020) <i>The Science of Reading: Evidence for a New Era of Reading Instruction (White Paper)</i> The Reading League.</p>
<p>2.1: Use Ohio's approved vendor list to select a Core ELA curriculum.</p>	<p>Ohio Materials Matter website will list curriculums that align with the Science of Reading and a curriculum will be selected from this approved list.</p> <p>Core instructional programs should be comprehensive in scope and aligned to state standards. The skills taught within and across grades should be articulated in a clear scope and sequence. Core programs reflect the reading research in terms of the amount of time allocated, routines used, grouping formats and materials provided for instruction in essential early literacy skills in each grade. Research-based core reading programs must integrate the many aspects of language that underlie the process of learning to read (such as phonology, orthography, morphology, syntax).</p> <p>https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Ohios-Plan-to-Raise-Literacy-Achievement.pdf.aspx?lang=en-US</p>
<p>2.2 and 3.1: Job-embedded professional development that includes intense support (coaching, modeling, practice, and feedback)</p>	<p>By providing teachers with professional development that includes intensive supports, teachers are empowered to take ownership of their instruction. They are better prepared to develop effective instruction, differentiate as needed, and assess understanding. Ongoing opportunities for job embedded professional development will allow for teachers to better their practices as needed.</p> <p>Althaus, K. (2015, February 26). Personal professional trajectories of novice and experienced teacher ... https://www.tandfonline.com/doi/full/10.1080/13664530.2015.1016242</p>
<p>2.3: Monitoring (walk-throughs, peer review) toward full implementation with fidelity.</p>	<p>Administrators, Curriculum Department, Vendor Specialists will view classrooms in session to provide feedback to teachers about implementation of the science of reading methodology as well as the tier 1 curriculum. Peers will have the opportunity to see other teachers implement strategies and curriculum.</p> <p>Garza, R., Ovando, M., O'Doherty, A., (2016). <i>Aspiring School leaders' Perceptions of the Walkthrough Observations: NCPEA International Journal of Educational Leadership Preparation</i>, Vol. 11, No. 1– May, 2016 ISSN: 2155-9635. National Council of Professors of Educational Administration</p>
<p>2.4: Integration of tiered support systems.</p>	<p>A systematic RTI process is currently implemented in grades K-3 and will be monitored and continued to target interventions for struggling students.</p>

	<p>Gersten, R., Compton, D., Connor, C., Cimino, J., Linan-Thompson, S., Tilly, D. (2009). <i>Assisting Student Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades</i>: NCEE 2009-4045. <i>What Works Clearinghouse</i>. (Gersten et al, 2009)</p>
<p>3.2: Monitoring of data toward full implementation of the Tier 2 assessments and interventions with fidelity.</p>	<p>By fidelity monitoring, building administration, the data director, curriculum department, and teachers are able to track if the high quality interventions, assessments, and/or instruction is being delivered as planned. If they are not being implemented with fidelity, the needs of the students impacted will not be met. Areas to monitor: Assessment, Progress Monitoring, Data-Driven Decision Making, and Infrastructural Support.</p> <p>American Institutes for Research. (N.D.). <i>MTSS Infrastructure and Support Mechanisms Series</i>. Retrieved December 19, 2023, From https://mtss4success.org</p>
<p>3.3: Teachers will teach students a routine for determining the gist of a text.</p>	<p>When a consistent routine is established in the classroom, particularly the reading/language arts block, teachers and students are able to form a relationship that allows for high expectations, and more focus on the instruction at hand (due to less disruptions). These routines should include: explicit, systematic instruction, opportunities for gradual release of responsibilities, modeling/thinking aloud, multisensory approaches and differentiation/scaffolding.</p> <p>Kazemi, F., & Lampart, M. (n.d.). <i>High quality instructional routines</i>. CDE. https://www.cde.state.co.us/standardsandinstruction/high-quality-instructional-routines</p>
<p>3.4: Teachers will teach students to monitor their comprehension as they read.</p>	<p>Once students have mastered the code, a focus will be placed on teaching students explicit comprehension strategies that include building background knowledge, focusing on tier 2 and 3 vocabulary and modeling metacognition and other comprehension strategies using the read aloud.</p> <p>Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). <i>Improving Reading Comprehension in Kindergarten through 3rd Grade</i>: IES Practice Guide. NCEE 2010-4038. <i>What Works Clearinghouse</i>. (Shanahan et al., 2010)</p> <p>Improving Reading Instruction in Kindergarten through Third grade</p>
<p>3.5: Provide all administrators with a copy of "Implementing Ohio's Plan to Raise Literacy Achievement."</p>	<p>"Implementing Ohio's Plan to Raise Literacy Achievement." provides administrators with a guide to support the implementation of researched based strategies that support literacy development in students K-12.</p> <p>https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Ohios-Plan-to-Raise-Literacy-Achievement.pdf.aspx?lang=en-US</p>

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 7, 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.*

Evidence-Based Practice	Description of how these strategies will be effective, show progress, and improve strategies utilized during the two prior consecutive school years
1.1: Teachers will use common language when describing high-frequency words.	The district has decided to use the language “heart words” to describe words that do not follow phonics rules completely. Previously, each building used different names for the words. This will help students better understand how to identify the words when they come across them in reading.
1.2: Teachers will regularly progress monitor student growth.	In prior years, classroom teachers have depended upon support staff (title and learning loss teachers) to provide progress monitoring and interventions for students with deficits in early literacy skills. Due to this, a disconnect grew between what students were learning at the tier 1 level, and the interventions they received at the tier 2 and 3 levels. The disconnect hindered classroom teachers from differentiating at the tier 1 level, and taking ownership of student deficits in early literacy skills. Going forward, classroom teachers will take a larger role in progress monitoring working in collaboration with support staff.
1.3: Teachers will teach students to decode words, analyze word parts, and recognize words.	Prior to the 23-24 school year, we never had anything systemic to teach decoding or background knowledge. We now have a phonics program for grades K-2 that will assist teachers with the resources needed to teach students how to decode word parts and recognize words. We will systematically teach heart words and those that can be partially sounded out, and part memorized “by heart.”
1.4: Teachers will differentiate instruction based on student data.	As stated in 1.2, in prior years, teachers were heavily dependent on support staff (title and learning loss teachers) to administer tier 2 diagnostics/screeners and intervention for students with deficits in early literacy skills creating a disconnect between tier 1 instruction and tier 2 and 3 interventions. Additionally, training in data and assessment and in intervention for early literacy skills was primarily provided for support staff. The combination of both factors hindered teachers ability to differentiate at the tier 1 level. Going forward, all staff will receive equal amounts of training and support to provide differentiated instruction based on deficits in early literacy skills.
1.5: Teachers will use the components of Scarborough’s Rope when designing lessons and activities.	We will utilize our Tier 1 curriculum to support students in building background knowledge systematically from grades K - 8. This will be coupled with a strong, systematic and explicit phonics program to develop decoding skills in each learner. The combination of these two key components of Scarborough’s Rope will lead to higher rates of

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

	comprehension.
2.1: Use Ohio's approved vendor list to select an Core ELA curriculum.	Currently, teachers are using a variety of resources in the absence of a universal tier 1 curriculum, requiring them to create their own instructional materials. Both what the instruction includes, and how it is delivered, is largely left up to local teacher teams, creating a great deal of variation in quality. Furthermore, given the tier 1 curriculum is largely created by grade level teachers focused on learning objectives for their specific grade, vertical alignment across grades can often be a problem. Finally, the main resource teachers were provided is not on Ohio's approved vendor list. Going forward, all teachers will be trained and utilize CKLA (grades K-5) and StudySync (6-12).
2.2 and 3.1: Job-embedded professional development that includes intense support (coaching, modeling, practice, and feedback)	Currently, teachers are provided with job-embedded professional development through walkthroughs completed by the building administration and focused coaching with the district lead teachers, for those referred to coaching. Now, with the adoption of the new curriculum, teachers will continue to be provided with job-embedded professional development through walkthrough feedback and coaching cycles; but there will also be the addition of job-embedded professional development through the vendor as well.
2.3: Monitoring (walk-throughs, peer review) toward full implementation with fidelity.	As stated in 2.1, the tier 1 curriculum has consisted of a collection of resources. Principals and Assistant Principals were not always trained on these resources and how they were utilized. Therefore, when walkthroughs occurred Principals and Assistant Principals were not always certain about what they were supposed to be looking for regarding implementing tier 1 instruction with fidelity. Going forward, the district is adopting a single tier 1 curriculum, with Principals and Assistant Principals receiving training and ongoing support.
2.4: Integration of tiered support systems.	As stated in 1.2 and 1.4, in prior years, classroom teachers have depended upon support staff (title and learning loss teachers) to provide progress monitoring and interventions for students with deficits in early literacy skills. Due to this, a disconnect grew between what students were learning at the tier 1 level, and the interventions they received at the tier 2 and 3 level. Going forward, all tiered supports will be integrated into the ELA block with classroom teachers and support staff working together.
3.2: Monitoring of data toward full implementation of the Tier 2 assessments and interventions with fidelity.	As stated in 1.2 and 1.4, in prior years, classroom teachers have depended upon support staff (title and learning loss teachers) to provide progress monitoring and interventions for students with deficits in early literacy skills. Due to this, a disconnect grew between what students were learning at the tier 1 level, and the interventions they received at the tier 2 and 3 level. Going forward, classroom teachers in collaboration with support staff will implement tier 2 assessments and interventions with fidelity.
3.3: Teachers will teach students a routine for determining the gist of a text.	In prior years, we did not have a summarizing strategy that was taught systematically in all grades. The use of the GIST strategy will provide students with repeated instruction in one practice of determining the most important parts of a selection.

3.4: Teachers will teach students to monitor their comprehension as they read.	In prior years, comprehension was taught as a skill as opposed to an outcome of thorough science of reading instruction. In the future, teachers will work with students to develop strong tier 1, tier 2, and tier 3 vocabulary to support understanding of complex text. A focus on text structure, genre and syntax will be a part of classroom instruction as well as modeling of metacognition and fluent reading practices. These strategies will support students as they become fluent readers.
3.5: Provide all administrators with a copy of “Implementing Ohio’s Plan to Raise Literacy Achievement.”	In years past, “Implementing Ohio’s Plan to Raise Literacy Achievement” did not exist. With the development of this plan, building administrators, the curriculum department and teaching staff will utilize the best practices listed within the classroom instruction, across all grade levels.

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.*

Evidence-Based Practice	Description
1.1: Teachers will use common language when describing high-frequency words.	With the adoption of the new ELA curriculum K-12, the vendors from the chosen curriculums will provide professional development opportunities throughout the year. During this time, staff will be instructed on the common language to be used. There will also be opportunities for job-embedded professional development through walk through feedback, and 1:1 coaching opportunities.
1.2: Teachers will regularly progress monitor student growth.	With the adoption of the new ELA curriculum K-12, the vendors from the chosen curriculums will provide professional development opportunities throughout the year. During the time, the vendor will cover how to utilize the curriculum activities to progress monitor student growth. There will also be opportunities for job-embedded professional development through walk through feedback, and 1:1 coaching opportunities.

<p>1.3: Teachers will teach students to decode words, analyze word parts, and recognize words.</p>	<p>With the adoption of the new ELA curriculum K-12, the vendors from the chosen curriculums will provide professional development opportunities throughout the year. During the time, staff will be provided professional development on how to best teach students how to decode, analyze, and recognize words. There will also be opportunities for job-embedded professional development through walk through feedback, and 1:1 coaching opportunities.</p>
<p>1.4: Teachers will differentiate instruction based on student data.</p>	<p>With the adoption of the new ELA curriculum K-12, the vendors from the chosen curriculums will provide professional development opportunities throughout the year. During the time, staff will be instructed on best practices for differentiation based on student assessments that are provided through the curriculum. This will assist them with in-person differentiation for all learners. There will also be opportunities for job-embedded professional development through walk through feedback, and 1:1 coaching opportunities.</p>
<p>1.5: Teachers will use the components of Scarborough's Rope when designing lessons and activities.</p>	<p>With the adoption of the new English/Language Arts curriculum K-12, the vendors from the chosen curriculums will provide professional development opportunities throughout the year. During the time, staff will be provided professional development on how to utilize Scarborough's Rope in their instruction. This will include how a student's background knowledge, and their ability for word recognition will ultimately impact their comprehension. There will also be opportunities for job-embedded professional development through walk through feedback, and 1:1 coaching opportunities.</p> <p>In addition, all K-3 teachers will undergo training required by the Ohio Dyslexia Support Law by the end of the 23-24 school year.</p>
<p>2.1: Use Ohio's approved vendor list to select an ELA curriculum.</p>	<p>N/A</p>
<p>2.2 and 3.1: Job-embedded professional development that includes intense support (coaching, modeling, practice, and feedback)</p>	<p>Throughout the year, teachers are provided with job-embedded professional development as needed. These opportunities can include: coaching cycles with the district lead teachers, feedback and support from building administrators and/curriculum department, opportunities to view exemplar videos from district demonstration teachers, and modeled lessons from peer teachers.</p>
<p>2.3: Monitoring (walk-throughs, peer review) toward full implementation with fidelity.</p>	<p>Building administrators will receive ongoing professional development on the district walk through tools. These will be conducted through the administration retreats, and monthly ILT meetings.</p>
<p>2.4: Integration of tiered support systems.</p>	<p>Building administrators and staff tasks with providing the tiered support systems, will undergo PD at the beginning of the school year through the curriculum department. There will also be opportunities for job-embedded professional development through walk through feedback, and 1:1 coaching opportunities.</p>
<p>3.2: Monitoring of data toward full implementation of the Tier 2 assessments and interventions with fidelity.</p>	<p>Building administrators, classroom teachers, and support staff will receive training and ongoing support for tier 2 assessments and interventions by the curriculum and data and assessment department.</p>

<p>3.3: Teachers will teach students a routine for determining the gist of a text.</p>	<p>With the adoption of the new ELAs curriculum K-12, the vendors from the chosen curriculums will provide professional development opportunities throughout the year. During the time, staff will be provided professional development on best practices that align with the curriculum to establish routines. There will also be opportunities for job-embedded professional development through walk through feedback, and 1:1 coaching opportunities.</p>
<p>3.4: Teachers will teach students to monitor their comprehension as they read.</p>	<p>With the adoption of the new ELA curriculum K-12, the vendors from the chosen curriculums will provide professional development opportunities throughout the year. During the time, staff will be provided professional development on best practices that align with the curriculum to monitor student comprehension while they are reading. There will also be opportunities for job-embedded professional development through walk through feedback, and 1:1 coaching opportunities.</p>
<p>3.5: Provide all administrators with a copy of "Implementing Ohio's Plan to Raise Literacy Achievement."</p>	<p>Building administrators will receive ongoing professional development on the "Implementing Ohio's Plan to Raise Literacy Achievement". These will be conducted through the administration retreats, and monthly ILT meetings.</p>

APPENDICES

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

Table 1:

The description and table below details the percent of each grade population that will achieve fluency and/or on-grade level status for each early literacy domain starting at the end of the 24-25 school year.

Alphabetics: 80% of the kindergarten population will achieve 100% accuracy on the identification of all letters (uppercase and lowercase) and letter sounds, and score at or above grade level on a letter naming fluency task. The remaining 20% that have not met this criteria will receive tiered services in 1st grade with the expectation that they meet this criteria by the start of 2nd grade. In grades 3+, Alphabetics will not be systematically measured.

Heart Words: 80% of K-3 students will achieve 100% accuracy for heart words taught in the tier 1 curriculum. The remaining 20% for each grade that have not met this criteria will receive tiered services in the subsequent grade with the expectation that 100% of students have mastered all K-3 heart words by the end of 4th grade. In grades 6+, heart words will not be systematically measured.

Phonological Awareness: 80% of K-1 students will achieve on-grade level status based on the i-READY diagnostic and/or the Phonological Awareness Skills Screener (PASS). The remaining 20% for each grade that have not met this criteria will receive tiered services in the subsequent grade with the expectation that 100% of students have achieved the criteria above by the end of 2nd grade. In grades 4+, phonological awareness will not be systematically measured.

Phonics: 80% of K-3 students will achieve on-grade level status based on the i-READY diagnostic and/or the Primary Spelling Inventory (PSI)/Elementary Spelling Inventory (ESI), and score at or above grade level on a pseudoword naming fluency task (grades 1-2 only). The remaining 20% for each grade that have not met this criteria will receive tiered services in the subsequent grade with the expectation that 100% of students have achieved the criteria above by the end of 4th grade. In grades 9+, phonics will not be systematically measured.

Fluency/Comprehension: 80% of K-12 students will achieve on-grade level status based on a passage reading fluency task. The remaining 20% for each grade that have not met this criteria will receive tiered services in the subsequent grade with the expectation that 100% of students have achieved the criteria above by the time they graduate.

24-25 End of the Year Early Literacy Fluency/On-Grade Level Goals					
Grade	Alphabetics	Heart Words	Phonological Awareness	Phonics	Fluency/Comp
K	80%	80%	80%	80%	80%
1	100%	80%	80%	80%	80%
2	100%	80%	100%	80%	80%
3	N/A	80%	100%	80%	80%

4	N/A	100%	N/A	100%	80%
5	N/A	100%	N/A	100%	80%
6	N/A	N/A	N/A	100%	80%
7	N/A	N/A	N/A	100%	80%
8	N/A	N/A	N/A	100%	80%
9	N/A	N/A	N/A	N/A	80%
10	N/A	N/A	N/A	N/A	80%
11	N/A	N/A	N/A	N/A	80%
12	N/A	N/A	N/A	N/A	80%

Table 2:

The table below details the 5% increase year over year for each cohort across the 24-25, 25-26, and 26-27 school year.

End of the Year Proficiency Goals by Cohort			
Cohort	24-25	25-26	26-27
3rd Grade Cohort	45%	50% (4th)	55% (5th)
4th Grade Cohort	35%	40% (5th)	45% (6th)
5th Grade Cohort	36%	41% (6th)	46% (7th)
6th Grade Cohort	30%	35% (7th)	40% (8th)
7th Grade Cohort	38%	43% (8th)	N/A
8th Grade Cohort	37%	N/A	47% (ELA II)
ELA II Cohort	41%	N/A	N/A

Table 3:

The table below details the 5% increase year over year for 3rd grade across the 24-25, 25-26, and 26-27 school year.

End of the Year Proficiency Goals by Cohort			
Cohort	24-25	25-26	26-27
3rd Grade	45%	50%	55%