



March 4, 2024

Dear Superintendent Della Flora:

Thank you for submitting the Marion 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 identifies the development of a literacy committee that was established that represents a diverse range of educators, coaches, and administrators.
- The plan identifies how information regarding the plan and continued updates will be communicated in a variety of ways to all stakeholders.
- The plan identifies the need for equitable practices and identifies steps to ensure all students are represented.
- The plan emphasis the need to provide evidence-based instruction to students.
- The plan identifies the need to align the district work to Ohio’s Plan to Raise Literacy Achievement.
- The plan identifies the need for professional development for both teachers and administrators.
- The plan identifies measurable performance goals that tie back to the data analysis.
- The plan identifies clear expectations of what evidence each team will be collected, by who and how frequently.

This plan will benefit from:

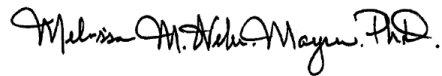
- Consider scaffolding supports coaches provide to teachers in implementing evidence-based practices.
- Consider creating measurable learner performance goals and adult implementation goals that are based on the disaggregated data.
- Consider the number of goals you have listed to ensure you have the capacity to be successful in attainment.

- Consider what steps will be taken to make necessary adjustments based on the data that is being collected by each of the identified teams.

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

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

Sincerely,



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

READING ACHIEVEMENT PLAN

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education 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: Marion City Schools

DISTRICT IRN: 044339

DISTRICT ADDRESS: 100 Executive Drive. Marion, Ohio 43302

PLAN COMPLETION DATE: 12/18/2023

LEAD WRITERS: Samantha McMasters, Director of Teaching and Learning. Krista Dendinger, District Literacy Trainer. Jennifer Wellman, Curriculum Supervisor. Kevin Hainer, Assistant Superintendent.

OHIO'S LANGUAGE AND LITERACY VISION

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

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

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

CULTURALLY RESPONSIVE PRACTICE*

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

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

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

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

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

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

Name	Title/Role	Location	Email
Samantha McMasters	Director of Teaching and Learning	DSC	smcmasters@mcspresidents.org
Krista Dendinger	District Literacy Trainer	DSC	kdendinger@mcspresidents.org
Jennifer Sheridan	Director of Student Services	DSC	jsheridan@mcspresidents.org

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

Name	Title/Role	Location	Email
Kevin Hainer	Assistant Superintendent	DSC	khainer@mcspresidents.org
Jon Smith	Principal	Garfield Elementary	jsmith@mcspresidents.org
Adonis Bolden	Principal	Harding High School	abolden@mcspresidents.org
Chris Saiben	Principal	Grant Middle School	csaiben@mcspresidents.org
Pam White	Principal	Hayes Elementary	pwhite@mcspresidents.org
Alex Pankiewicz	Middle School Literacy Coach	Grant Middle School	apankiewicz@mcspresidents.org
Kamie Guzy	Elementary Literacy Coach	Taft Elementary	kguzy@mcspresidents.org
Tracy Martin	Elementary Literacy Coach	Hayes Elementary	tmartin@mcspresidents.org
Skye Rike	Elementary Literacy Coach	McKinley Elementary	srike@mcspresidents.org
Nicole Starnier	Elementary Literacy Coach	Garfield Elementary	nstarnier@mcspresidents.org
Mary Stephens	Elementary Literacy Coach	George Washington Elementary	mstephens@mcspresidents.org
Matt Terrazzino	Elementary Literacy Coach	Harrison Elementary	mterrazzino@mcspresidents.org
Jen Layne	Literacy Teacher Leader	Hayes Elementary	jlayne@mcspresidents.org
Mikala Shipley	English Department Leader 6-8	Grant Middle School	mshipley@mcspresidents.org
Jen Wellman	Curriculum Supervisor	DSC	jmusbach@mcspresidents.org
Tara White	English Department Leader 9-12	Harding High School	twhite@mcspresidents.org
Jackie Strasser	Transition Coordinator	Harding High School	jstrasser@mcspresidents.org
Paula Crissinger	Special Education Department Leader 9-12	Harding High School	pcrissinger@mcspresidents.org

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

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

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

The Marion City Schools previously developed a literacy committee that consisted of administrators, literacy coaches, intervention specialists, ELA teachers at every grade level, and content area teachers to analyze literacy data and create a direction for the district's literacy achievement. The focus of this current plan is to address the district's literacy performance across the curriculum while improving student performance at all grade levels. The team believes there is a need for continued planned, embedded, professional development centered around the science of reading and the 5 components that are highlighted in the Ohio Department of Education's Plan for Improving Literacy. The district plan includes a multi-tiered system of supports to include core, Tier 1 instruction, as well as Tier 2 and 3. The Ohio Improvement Process (TBT, BLT, and DLT meetings) and the Ohio Teacher and Principal Evaluation System were used to align the strategies and will monitor the success of implementation. Several members of the literacy committee have attended the ODE Literacy Academy. Monthly literacy coach and department meetings will serve as check-in points to monitor the plan and will be attended by representatives of the district literacy team. The initial plan was shared with staff members in the Spring of 2019 at staff meetings across the district and annually at staff meetings. This updated plan will be shared following approval of the plan. Progress on the plan will also be updated quarterly at board meetings. Links to documentation of progress will be provided on the district web page. The district will communicate with parents and community members through various methods including literacy nights, literacy updates on social media, and quarterly board meetings.

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

SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT AND EQUITY EFFORTS*

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section 3302.04, 3302.10, 3301.0715(G) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.

Marion City Schools has aligned its Reading Achievement Plan with the Ohio Decision Framework, Comprehensive Continuous Improvement Plan (CCIP), and District Strategic Plan. The district also based the plan on the guidance for dyslexia supports and the science of reading.

The current Reading Performance Index for the Marion City Schools is 66.176

Results of the Decision Framework Needs Assessment:

DATA CONCERN - English Language Arts below proficient (all students) :
Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8

DATA CONCERN - End of Course exams (all Students) :
Algebra I, English I, English II, Geometry, Government, History, Biology

DATA CONCERN - K-3 Literacy 3rd grade reading guarantee :
Grade 3

DATA CONCERN - Achievement Gap for English Language Arts :
Students w/ Disabilities, African American

Strategic Plan

The Literacy Pillar was developed as part of MCS's strategic plan and has been based on Ohio's Plan To Raise Literacy Achievement. In addition, the district continues to focus on narrative, informational, and opinion/argument writing. The Literacy Pillar has a measurable goal of improving reading as evidenced by closing the long term gap based on the performance index. The strategy is full implementation of the plan with continuous progress monitoring. Action steps that exist in this plan are included in the Literacy Pillar strategic plan.

Shared Leadership

Shared leadership structures are critical to the implementation of evidence-based instruction and intervention. Throughout this plan, the responsibility for leading and supporting successful implementation of evidence-based strategies is the function of leadership at the district, building, and classroom levels. Teachers will be involved in the identification of the needs of their students, the causes of underperformance and the solutions to be implemented. This shared leadership will be accomplished through OIP structures such as the DLT, BLTs, and TBTs. Both processes require shared accountability for data-driven strategic planning, implementation, feedback and plan adjustment.

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Our shared leadership structure supports a continuum of evidence-based instruction language and literacy core instruction and interventions to increase the likelihood of overall student success. Ohio's Plan for Raising Literacy Achievement addresses shared leadership through training and coaching on both evidence-based language and literacy practices and systems to support literacy improvement. Marion will support educational leaders (administrators, principals, lead teachers, and instructional coaches) through targeted and ongoing training, resources, and collaborative meetings.

Culturally Responsive Practices

MCS underwent an equity audit, resulting in recommendations to embed equity in district practices and procedures. Embedding equity in practices and procedures means creating a school district culture that is diverse, inclusive, and adjusts to the needs of all students, especially those who have been subjected to injustice based on race, ethnicity, culture, gender, gender expression, age, appearance, ability, national origin, language, spirituality, belief, sexual orientation, socioeconomic circumstances, and environment. Embedding ensures that policies, procedures, and practices related to implementing literacy practices prioritize equity and do not perpetuate systemic biases or discrimination. MCS is committed to embedding equitable practices into the review, revision, and implementation of the literacy curriculum. This includes consideration for equitable access to materials and instruction for each student. In 2020, the Marion City School Board of Education passed a resolution on Educational Equity and Social Justice as part of the commitment to ongoing culturally responsive and equitable educational practices.

Marion's literacy plan will include explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension utilizing the resources we have chosen that will address all of these areas. Through professional development, teachers will build capacity to differentiate lessons to meet the needs of all learners based on information gathered in the assessments that will be given. This will be evidenced through lesson planning, learning walks, and formative/summative assessment data. District administrators/principals will engage in professional development in an effort to be knowledgeable and hold staff accountable for the implementation of these instructional practices. Instruction will be explicit and systematic with each identified group of learners. Differentiated professional development will occur from K to grade 12, allowing teachers to focus on specific reading issues students may exhibit at these grade levels. There will be an additional layer of literacy support for students by including Mathematics, Science, and Social Studies teachers in professional development on writing strategies. Training teachers to communicate how they read and learn personally in their disciplines will support students in constructing knowledge and making meaning across various complex discipline-specific texts.

Students with complex needs who are not meeting grade-level expectations in reading and writing will receive whole-class instruction as well as an intensive, targeted, small-group intervention. During the targeted intervention, trained district specialists will utilize small group reading instruction focusing on decoding skills, vocabulary, and comprehension. These skills include print concepts, phonological awareness, phonics and word recognition, word knowledge, and fluency. Students' growth will be monitored by utilizing running records and benchmarking data.

Whole Child Alignment

Marion City Schools has participated as an Whole Child pilot school and is part of the Whole Child Network. Through this participation, we have provided professional learning opportunities to our school leaders and sought ways to increase access to our literacy programs for our students. This includes working through grant funding and community partnerships to offer experiences for our youngest learners, such as:

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

- Success by 6- Summer programming for incoming Kindergarten students 4 days/week for 4 weeks, 3 hours per day with a focus on early literacy skills.
- Extended child-care for our preschool students to remain at school and receive literacy rich extension activities.
- Partnerships with ADAM-H and local agencies to provide in school mental health support to keep kids in school, improving access to instruction.

These experiences have assisted school teams in providing safe, healthy, challenging experience where our youngest students were building positive relationships, engage in school, and additional efforts were made to connect with families.

MTSS

Marion’s multi-tiered system of supports (MTSS) structure builds a cohesive organizational system that will drive school improvement through the efforts of all district stakeholders, Part of this structure includes support for data-driven decision-making. All teachers will administer district-selected assessments in the fall, winter, and spring and. This data will be analyzed at the classroom, building, and district levels. The results of these assessments will be used to enroll students into intensive reading interventions based on decision rules. Additionally, Reading Improvement and Monitoring Plans (RIMPs) for students in grades kindergarten through grade four will be created using this data in conjunction with any other district data they may have. The plan will utilize a variety of assessments to identify student needs, make plans based on those to drive instruction and monitor student progress. The district has researched and selected a universal screener....

K-2	Kindergarten Readiness Assessment (KRA), formative assessments, iReady, Diagnostic Assessments, Dyslexia Screener
3-5	Ohio State Assessments, formative assessments, iReady, diagnostic assessments
6-8	Ohio State Assessments, formative assessments, iReady, diagnostic assessments
9-12	Ohio State End of Course Exams, (EOC’s), Grade 11 American College Testing (ACT) scores, formative assessments, NWEA- MAP, diagnostic assessments

Building Teacher Capacity

The district will provide embedded professional development for administrators and teachers. This includes professional development during monthly principal meetings, monthly coaches meetings, staff development days and through learning opportunities offered by the district.

All building principals are attending or continuing OLi4 and will receive coaching support around OIP and continuous improvement.

Literacy coaches at each building will attend professional development aligned to our Reading Achievement Plan (RAP) to provide support for all K-8 teachers. All K-3 classroom teachers from each building will participate in LETRS professional development to meet the professional development requirements under the dyslexia legislation. Coaches will work with teachers to implement learning from LETRS. Literacy coaches will receive professional development on the Ohio Improvement Process,

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coaching TBTs and teacher clarity with a stronger emphasis on effective reading and writing instruction supporting the science of reading including strong foundational skills and writing including (informative, narrative, opinion/argumentative) reflected in Ohio standards. Literacy coaches will support and monitor implementation of effective literacy strategies that align to Ohio standards. Marion City Schools will partner with State Support Team 7 to provide literacy support for administrators and teachers and ongoing professional development. In addition, MCS will partner with State Support Team 7 to provide literacy support for parents and community partners. The DLT and building BLTs will allow the district to monitor implementation of programs and ensure high quality professional development is being delivered. We believe that implementing a universal screener along with the decision rules will help us target specific reading difficulties early. The professional development plan supports all identified areas of growth for educators in our district to provide high quality literacy instruction. Previously our strategic plan focused on programs and not specifically on learning outcomes for students. The changes in our strategic plan align with our Reading Achievement Plan (RAP).

As evidenced by the What Works Clearinghouse recommendations, the selected evidence-based strategies will improve literacy instruction in our district. In addition, selected strategies reflect the highest effect sizes on student learning based on John Hattie's Visible Learning.

Family Partnerships

Marion understands that family partnerships are a vital part of supporting learner progress and achievement in language and literacy development. In accordance with Ohio's Plan to Raise Literacy Achievement, our plan uses national, state, regional, and local entities to support the accessibility of information for families to address the language and literacy needs of their children from birth through grade twelve. We will utilize the local libraries, in collaboration with our district, to provide students and parents with access to a public library card as well as opportunities to participate in local library activities. Each building will hold a variety of family literacy activities to increase parent engagement and understanding of how to support their child in reading and writing at home.

Families are provided the opportunity to review any new curriculum purchases being considered and provide feedback to the district curriculum team.

Community Collaboration

Marion collaborates with many outside agencies to provide community literacy engagement events. Marion has partnered with Headstart Preschool to align preschool professional development and resources. Headstart teachers as well as other ECE service providers have been included in much of the training that has been provided to support early childhood learning built around the 5 components of reading. MCS has provided training in Heggerty.

MCS has built a relationship with the Marion County Library and established a program titled Let's Read 20 to promote family reading for at least 20 minutes per evening. The intended outcomes include increased kindergarten readiness, increased 3rd grade reading achievement, and increased graduation rates. MCS has partnered with the Marion YMCA to recruit, train, and provide mentors for school-aged children.

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

Mentors are trained to support the SEL standards and build relationships with students and help them grow socially and academically.

The local YMCA provides extended day childcare for preschool which provides the opportunity for students to stay in school, build relationships, and have additional exposure to meaningful literacy activities.

The Marion County Boys and Girls Club services 186 Marion City Schools children during after-school hours and supports extended literacy and academic support. Finally, MCS continues to engage the Family & Children First Council of Marion County to identify at-risk families and children from birth through three to provide early interventions.

Fidelity of Implementation

Marion City Schools follows the Ohio Improvement Process to monitor the fidelity of implementation of the Reading Achievement Plan. The District Leadership Team meets monthly, while TBT's meet weekly, and BLT's meet 1-2x/month. Each building has a goal aligned to literacy improvement and objectives to move them toward closing the long term achievement gap. Each BLT reviews their benchmarking and diagnostic data on a regular basis to plan for the implementation of research based instructional strategies for Tier 1, assist with grouping of Tier 2 and 3 needs, and celebrating the successes.

Each building reports to the DLT monthly and the DLT meets to participate in professional learning targeting the district needs related to the goals. The Teaching and Learning team for the district assists in the development of all professional development activities and alignment to the Reading Achievement Plan and other district goals.

The Teaching and Learning Team oversees the implementation of the plan and reviews the fidelity of implementation on a monthly basis. This information is used to make adjustments to the professional development plan, develop support and guidance for coaches and building administrators, and inform the DLT of needs.

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.**

Data in Appendices

Spring iReady

OST Proficiency

KRA Readiness

AASCD

OELPA

Fall iReady - Diagnostics

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.*

- 1. Kindergarten readiness**
- 2. District infrastructure to support Literacy Intervention and Training**
- 3. Socioeconomic situations**
- 4. Tier I Instructional Practices**
- 5. Family Knowledge and Involvement**
- 6. Collective Teacher Efficacy**
- 7. R-TFI-**
- 8. Attendance**

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

Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement.

1. Kindergarten Readiness - In a close analysis of the KRA data, many of our students entering Kindergarten are not coming prepared to learn. Additionally, students who started off track stayed off track. The root cause analysis revealed that although learners may make progress in school (i.e. a year's worth of growth in one school year), students who begin kindergarten academically behind their peers generally remain behind throughout their school experience.

2. District infrastructure to support Literacy Intervention and Training -The data and root cause analysis revealed that while Marion City currently utilizes literacy coaches in grades K-5 throughout the elementary buildings in the district, we are still challenged in providing effective support to teachers to support literacy instruction.

Specifically:

- District is implementing systems and structures that effectively plan for and execute evidence-based literacy instruction. This is still in process.
- There is a lack of early childhood programming and access to preschools in the community, which impacts students' readiness for kindergarten and earliest introduction to literacy development. This is due primarily to limited funding and parental involvement.
- In 2013, Marion City Schools partnered with The Ohio State University to implement the Literacy Collaborative balanced literacy framework; this has since been discontinued. Data analysis does not support any growth in reading achievement since the partnership was established and gaps must now be addressed even more significantly.
- The district has established an effective coaching model that includes time for a conversation with the teacher, observation and debriefing after the observation. Each elementary currently has one literacy coach and one math coach per building and two literacy support teachers in each building. The focus is now implementing coaching cycles, supporting new curriculum implementation, and state required testing in literacy.

3. Socioeconomic situations - This impacts student achievement because it is known that children in poverty have a word gap. We will work towards overcoming this word gap by having teachers engage in conversations with students to build background knowledge, proper language structure, and adept articulation. As well as, provide systematic and explicit language instruction.

4. Tier I Instructional practices - The root cause analysis revealed that our district was either not utilizing effective instructional practices or not implementing them with fidelity.

Specifically, our district:

- Lacks differentiation in instruction at all tiers of instruction;

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

- Uses a variety of intervention materials and systems, but may address some need for this with Tier I instruction
- Needs to identify and implement targeted interventions to address specific reading difficulties
- Is implementing effective progress monitoring and data literacy skills (i.e., how to analyze and use data to inform instruction), this is still in process.
- Struggles to fully implement tier I curriculum in literacy and math

5. Family Knowledge and Involvement - The data and root cause analysis revealed that families were not being appropriately leveraged as partners in literacy improvement. Specifically, this includes the lack of teacher and family partnerships and lack of depth and/or meaning in family engagement interactions.

6. Collective Teacher Efficacy-

Currently, k-5 staff are implementing Year-2 of a common english/reading program and Year-1 of a common math program for tier I instruction which will hopefully remedy some teacher efficacy issues. We must continue to develop a means to progress monitor adult implementation.

Previously, Various factors that negatively affect collective teacher efficacy are believed to have contributed to low reading achievement scores to this point. Teachers were using different resources and different teaching methods; consistency within and across grade levels was lacking. Previous professional development has reflected inconsistency also; it has covered a myriad of topics and was not job embedded. Collective teacher efficacy, which John Hattie's research in 2016 shows is the number one factor influencing student achievement, was not existent under these inconsistent conditions.

7. R-TFI- MCS administered the R-TFi in the Fall of 2019 with all staff members at all levels. We administered the R-TFI 2.0 in the Spring 2023, with each building leadership team. Additional training was provided and teams were led by coaches and the District Literacy Trainer to provide an accurate fidelity check. We will continue to administer once per year to help improve district and building literacy plans.

8. Attendance- MCS has developed a district goal, as well as building goals that focus on improving absenteeism and chronic absenteeism within the district. We know that when students are not present for learning, larger gaps are created in learning and literacy.

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.

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The Marion City School District stands behind providing research/evidence-based instructional practices that meet the needs of our diverse population and experiences in the foundations of their literacy. The essential literacy skills incorporated in the Ohio Reading Standards - phonemic awareness, phonics, reading fluency, vocabulary acquisition, reading comprehension, and writing experiences - develop along a continuum of literacy learning. These are built within the common framework in the grade bands listed below. For this reason, the Marion City School District has developed measurable student performance goals listed in grade bands based around common diagnostic results and the literacy continuum skills.

DISTRICT GOALS: By June 2024, Marion City Schools will increase its ELA Performance Index by 10% of the long-term gap.

SMART Goal: Pre K-2

Through the use of explicit and systematic phonemic awareness, phonics and decoding, comprehension, and writing instruction, we will decrease the percentage of students requiring a Reading Improvement Plan by 10% annually.

SMART Goal: 3-5

Through the use of explicit and systematic phonemic awareness, phonics and decoding, fluency, comprehension, vocabulary and writing instruction, we will increase its ELA Performance Index by 10% of the long-term gap annually.

SMART Goals: 6-8

Through the use of explicit and systematic advanced decoding, comprehension, vocabulary and writing instruction, we will increase its ELA Performance Index by 10% of the long-term gap annually.

SMART Goals: 9-12

Through the use of explicit and systematic advanced decoding, comprehension, vocabulary and writing instruction, we will increase its ELA Performance Index by 10% of the long-term gap annually.

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 June 2024, Marion City Schools will increase its ELA Performance Index by 10% of the long-term gap.

Subgoal statement: Align tier one instruction with the five big ideas of reading plus writing to support all learners.

Evidence-Based Strategy or Strategies:

1. Teachers will engage in systematic and explicit instruction based on the five big ideas of reading
2. Develop awareness of the segments of sounds in speech and how they link to letters

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

3. Teach students how to use evidence based reading comprehension strategies through the use of complex text and providing opportunities for quality discussions on the meaning of texts
4. Teach students the writing process by using evidence based writing strategies using the gradual release of responsibility

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Review current assessments given by the district to inform instruction	Systematic and explicit instruction on the five big ideas of reading and writing	Improve our knowledge and implementation of disciplinary literacy
Timeline	2023-2025	2023-2025	2023-2025
Lead Person(s)	District Literacy Trainer, Curriculum Supervisor, Literacy Coaches, Principals	District Literacy Trainer, Curriculum Supervisor, Literacy Coaches, Principals	District Literacy Trainer, Curriculum Supervisor, Literacy Coaches, Principals, Department Leads
Resources Needed	District Data Achievement and Accountability Supervisor	Ohio's Plan to Improve Literacy Achievement Diagnostic Assessments LETRS Core Curriculum WWC Practice Guides SST7 support	Ohio's Plan to Improve Literacy Achievement Materials on Disciplinary Literacy
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Provide ongoing, embedded professional development to all teachers and support staff on universal screener and analyzing the results Provide ongoing, embedded professional development to all teachers and support staff on diagnostic assessments and analyzing the results Identify, implement, and provide ongoing embedded	Provide ongoing, embedded professional development to all teachers and support staff on foundational skills including Ohio's Phonics Rule. Continue to support LETRS training and implementation to staff members. Purchase additional items to support foundational skills	Identify appropriate use of complex grade level texts Research and implement evidence based reading, writing, vocabulary and comprehension strategies to disciplinary literacy Provide ongoing, embedded professional development for disciplinary literacy including coaching opportunities

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	Action Step 1	Action Step 2	Action Step 3
	<p>professional development on the dyslexia screener and progress monitoring tools</p> <p>Research diagnostic assessments that align with the language comprehension side of the SVoR.</p> <p>Revise decision rules as needed</p>	<p>instruction, provide PD for the materials, and monitor use.</p> <p>Implement materials to support tier 1 writing instruction,</p> <p>Implement and monitor Handwriting Without Tears.</p> <p>Monitor and support the implementation of the core reading program across all grade levels.</p> <p>Select ELA materials from the DEW HQIM list for implementation in the 2024-2025 school year.</p> <p>Provide Writing in the Content Areas PD and coaching from Keys to Literacy for Middle School ELA, science, and social studies teachers.</p> <p>Embed professional development for evidence based reading and writing strategies</p>	
Measure of Success	<p>Data in EduClimber</p> <p>Professional Development Agendas</p>	<p>100% of teachers and administrators will be trained on the screener as evidenced by district sign in sheet.</p> <p>100% of students will take screener</p> <p>Monitor the data from fidelity of implementation tools</p> <p>Administer the screener Fall, Winter and Spring analyzing progress after each.</p>	<p>Department chair meeting agendas</p> <p>Professional development agendas</p> <p>Coaching Notes</p>

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

	Action Step 1	Action Step 2	Action Step 3
		Professional Development sign-in sheets	
Description of Funding	General Fund and use of Non-competitive and competitive grant funding to implement	General Fund and use of Non-competitive and competitive grant funding to implement	General Fund and use of Non-competitive and competitive grant funding to implement
Check-in/Review Date	Monthly meetings with literacy coaches Teaching and Learning meetings	Monthly meetings with literacy coaches Teaching and Learning meetings	Department Chair meetings Teaching and Learning meetings

Goal # 2 Action Map

Goal Statement: By June 2024, Marion City Schools will increase its ELA Performance Index by 10% of the long-term gap.

Subgoal Statement: Create Multi-Tiered System of Support (MTSS) for all students

Evidence-Based Strategy or Strategies:

1. Screen all students to identify the root cause of potential reading problems at the beginning of the year and again in the middle of the year.
2. Provide time for differentiated reading direct instruction for all students based on the results of the screener.
3. Use evidenced-based reading strategies
4. Data- based decision making
5. Regularly monitor the progress of all students.
6. Focus on fidelity of implementation
7. Professional collaboration through teams
8. Embedded professional development

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Ensure each building has an efficient MTSS model	Review RIMPS, WEPS and IEPs that address literacy goals to ensure alignment to the Simple View of Reading	Train appropriate staff in identified interventions based on decision rules
Timeline	2023-2025	2023-2025	2023-2025

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

	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	Principals, Director of Student Services, Director of Teaching and Learning, Curriculum Supervisor, District Literacy Trainer	Principals, District Literacy Trainer, Achievement and Accountability Supervisor, Student Services Supervisors, Literacy Coaches, Gifted Coordinator	District Literacy Trainer, Student Services Supervisors, Literacy Teacher Leader, Literacy Coaches
Resources Needed	Screeners EduClimber R-TFI 2.0 data	IDEA, gifted service models, and TGRG guidelines Exemplars	Orton Gillingham Training Provide training for enrichment Access to evidence based interventions
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>Create and refine an MTSS building level team and referral process for preschool-12</p> <p>Use evidence-based strategies and document interventions in district created eduClimber form</p> <p>Embedded professional development during assistant principal and principal meetings</p> <p>Expand the use of Educlimber to enter and track interventions</p> <p>Identify current interventions and determine next steps to support tier 2 and 3 instruction</p> <p>Define available interventions (at each tier) with specific success criteria and/or progress monitoring tools in order to evaluate effectiveness</p>	<p>Train literacy coaches and teachers on writing quality RIMPs</p> <p>Train teachers serving gifted students to write quality WEPs based on the Simple View of Reading</p> <p>Provide coaching days for each building to review RIMPs with literacy coaches</p> <p>Align IEPs and RIMPS</p> <p>Train Intervention Specialists to write quality IEP goals specific to student literacy needs that align with the Simple View of Reading</p> <p>Communicate to parents the results of the reading diagnostic and need for RIMP</p>	<p>Provide training for MTSS to staff and additional support</p> <p>Review interventions to ensure they match student needs</p> <p>Research intervention programs that align with the five big ideas of reading.</p> <p>Monthly meetings with literacy coaches</p> <p>100% of our coaches will be LETRS trained and will share new learning during coaching sessions</p> <p>30 hour trained OG professional in each elementary building and two staff members in middle and high school</p> <p>Implement Tier 2 interventions at the middle and high schools.</p>

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

	Action Step 1	Action Step 2	Action Step 3
	<p>Include dedicated time for intervention within the building schedule.</p> <p>Use results of R-TFI 2.0 to inform MTSS structures within the buildings.</p> <p>Create a document of district guidelines for MTSS</p>		
Measure of Success	<p>Review eduClimber data</p> <p>Assessment data based on literacy decision rules</p> <p>Principal meeting agendas</p> <p>MTSS Guidelines document</p> <p>Intervention time in building schedule</p>	<p>Results of spring iReady and NWEA</p> <p>K-3 Literacy score</p>	<p>Improved assessment results as indicated by screeners, diagnostics, and state tests</p> <p>Professional development agendas</p>
Description of Funding	General Fund and use of Non-competitive and competitive grant funding to implement	General Fund and use of Non-competitive and competitive grant funding to implement	General Fund and use of Non-competitive and competitive grant funding to implement
Check-in/Review Date	<p>Weekly and monthly MTSS building meetings</p> <p>principal meetings</p>	Teaching and Learning/Student Services meetings	Teaching and Learning meetings

Goal # 3 Action Map

Goal Statement: By June 2024, Marion City Schools will increase its ELA Performance Index by 10% of the long-term gap.

SubGoal Statement: The Ohio Improvement Process (OIP) will continue to serve as the change process to monitor, implement and evaluate the effectiveness of standards based instruction.

Evidence-Based Strategy or Strategies:

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

1. Maintain a consistent focus on improving instruction

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Send DSC members and head principals to OLi4 training.	Update and revise standards based grading and mastery based grading.	The DLT will continue to support BLTs and TBTs in the OIP process.
Timeline	2023-2025	2023-2025	2023-2025
Lead Person(s)	Principals, Directors	Curriculum Supervisor, Principals, Department Leads, Coaches	Director of Teaching and Learning, Curriculum Supervisor, Principals, Teacher Leaders, Department Leaders
Resources Needed	How Leadership Works a Playbook for Instructional Leaders (Lassiter, Fisher, Frey, & Smith), Visible Learning: The Sequel (Hattie)	Internal coaching, ESC support, OLAC, time	OLAC Modules
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Embedded professional development through OLi4	Continued professional development on developing clear and measurable learning targets and determining mastery for standards. Update standards based report card for grades kindergarten through fifth grade. Establishment of SBG committee representative of all grade levels and new ELA and Math curriculum. Determine process for family involvement and information sharing regarding new updates.	The DLT will determine protocols that will be followed for each BLT and TBTs within each building. BLTs will determine professional development opportunities based on the critical needs and the evidence based strategies used to meet those needs Provide professional development during monthly DLT meetings DSC staff will attend the monthly BLT meetings to provide support and feedback

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

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	Attendance at all OLi4 meetings Monthly coaching sessions with SST 7 and online reflections Building action steps demonstrate implementation of practice	Attendance and agendas at SBG committee meetings Revision check points Timeline for family sharing	Meeting minutes Monthly reports (TBT to BLT, BLT to DLT)
Description of Funding	Coordination with SST 7	General Fund and use of Non-competitive and competitive grant funding to implement	General Fund and use of Non-competitive and competitive grant funding to implement
Check-in/Review Date	Check-ins with Assistant Superintendent. Monthly meetings with SST7	Check in with Curriculum Supervisor Monthly meetings with coaches and committee members	Monthly DLT meetings

Goal # 4 Action Map

Goal Statement: By June 2024, Marion City Schools will increase its ELA Performance Index by 10% of the long-term gap.

SubGoal Statement: Provide families and community members opportunities to acquire information, knowledge, and skills to support their child’s literacy education at home, school and during out-of-school time learning.

Evidence-Based Strategy or Strategies:

1. Communication and Engagement

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Partner with the Marion Public Library to ensure families have access to activities that	Build strong and effective partnerships with families and community partners.	The district will ensure families have the knowledge and

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

	Action Step 1	Action Step 2	Action Step 3
	promote literacy with their child.		resources to support reading and writing at home.
Timeline	2023-2025	2023-2025	2023-2025
Lead Person(s)	Principals, Teacher Leaders, Department Leaders, District Literacy Trainer	Principals, Teacher Leaders, Department Leaders, District Literacy Trainer	Principals, Teacher Leaders, Department Leaders, District Literacy Trainer
Resources Needed	Marion Public Library	Family and Children First Council YMCA	Literacy Resources including a parent guide to support literacy Staff Attendance at Literacy Nights
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>Let's Read 20 Program</p> <p>Continue to expand the library's role in promoting literacy</p> <p>Partner with the library's Summer Reading Program</p> <p>Partner with the Marion Public Library to get children registered for the Imagination Library.</p>	<p>Partner with Help Me Grow specialists to align literacy strategies</p> <p>Work with all local early childhood providers to align literacy strategies</p> <p>After school programs will support literacy instruction and engage parents and families during after school opportunities</p> <p>Communication from the district to support families with strategies to use at home</p> <p>Work with Family & Children First Council to identify supports for families</p> <p>The district will continue to collaborate with a parent forum group with representation from each building for communication</p>	<p>Each building will establish literacy nights two times per year.</p> <p>Provide common literacy resources and strategies that support the district's strategic plan to be delivered at literacy nights (pamphlet, bookmark, i.e. something common and useful to families)</p> <p>Research parent resources and modules such as Parent Modules from OSU, Family Engagement Tool Kit from Ohio Afterschool Network, and Ohio Families Engagement Center. Work with SST 7 to support parent and family engagement</p>

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

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	Let's Read 20 Promise website Increase in registration numbers for Imagination Library	Attendance at meetings. Examples of communication	Attendance logs for teachers and families
Description of Funding	General Fund and use of Non-competitive and competitive grant funding to implement	General Fund and use of Non-competitive and competitive grant funding to implement	General Fund and use of Non-competitive and competitive grant funding to implement
Check-in/Review Date	1x/month Teaching and Learning meetings	1x/month Teaching and Learning meetings	1x/month Teaching and Learning meetings

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.

Literacy Pillar Review Team

Krista Dendinger
Sam McMasters
Olympia Della Flora
Jen Wellman
Jen Sheridan
Kevin Hainer
Greg Menzie
Literacy Coaches
Building Administrators

Implementation tools will be developed with input from the core literacy team, literacy coaches and building level administrators. In addition, OTES, OPES, and OIP will be used to monitor the implementation of the Reading Achievement Plan (RAP) at the building and district level. Following the Ohio Improvement Process,

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

TBTs will collect data and follow the action steps created in the Reading Achievement Plan (RAP). These strategies will be adjusted to fit student needs and formalized at the TBT meetings. This data will further be examined at BLT meetings and this will be reported out at the District Leadership Team Meeting.

The district will implement MTSS built around the five components of reading and writing. Teachers will utilize the literacy decision rules (see appendix) to identify students at and below benchmark based on the universal screener results. Teachers will follow the decision rules for below benchmark students and utilize additional diagnostic assessments to further diagnose reading difficulties. Evidence based literacy interventions appropriate for the needs of struggling readers are included in the literacy decision rules and aligned with the five big ideas of reading. Appropriate interventions will be implemented to address individual student needs based on results from additional diagnostic assessments. If students are not progressing towards their goals based on the targeted and intensive interventions, they will be referred to their building MTSS team. Embedded professional development will be implemented in order to ensure that teachers are meeting student needs within the classroom. Student needs will be met by enhancing core classroom instruction, as evidenced by learning walks, formal walkthroughs, and teacher evaluations. In addition, teachers will engage in professional development related to intervention supports within the class and during intervention time that will assist in closing the reading achievement gaps identified in the core instruction. Tier 2 decision rules will be implemented to determine if students are making adequate progress within the interventions and when students need to change or exit interventions. Data will be collected from assessments and embedded in the monitoring document and reported out at each monthly literacy pillar meeting. All monitoring meets applicable privacy requirements of the Marion City Schools local policy and also meets state and federal regulations.

Who:	Evidence Collected:	When:
District Leadership Team	<ul style="list-style-type: none"> ● Diagnostic Reports from NWEA MAP and iReady ● Ohio State Test Results ● Benchmark data grades K-8 ● Screeners ● ACT Results ● Learning Walks (Step 4 OIP process) ● BLT Minutes 	1 to 3 times a year depending on the data source
Building Leadership Team	<ul style="list-style-type: none"> ● Diagnostic and Growth Monitoring Reports from NWEA Map, iReady reports for K-5 ● TBT Minutes ● Benchmark Assessments (2-3 times/year) ● Ohio State Test Results ● Screeners ● ACT Results ● Adult Implementation Walkthrough data 	Monthly, quarterly or biannually depending on the data source
Teacher Based Teams	<ul style="list-style-type: none"> ● Walk-Through Data (Step 4 OIP process) ● Formative Assessment Data ● Heggerty/PAST Data 	Monthly, quarterly or biannually depending on the data source

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

	<ul style="list-style-type: none"> ● Diagnostic and Growth Monitoring Reports from NWEA Map or iReady ● TBT Minutes ● Benchmark Assessments (2-3 times/year) ● Ohio State Test Results ● Screeners ● ACT Results 	
Literacy Pillar Team	<ul style="list-style-type: none"> ● Review screener results ● Review implementation survey results ● Monthly check in on literacy strategic plan and timeline ● Review professional development agendas and district meeting agendas to ensure alignment to our plan 	Monthly pillar meetings

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

SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs).

****Under Ohio Revised Code 3313.608**, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on- track (reading below grade level) within 60 days of receiving the reading diagnostic results.

****Under Ohio Revised Code 3313.6028(C)** Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.

Evidence-based Practice/ Intervention	ESSA Tier Level
1- Teachers will engage in systematic and explicit instruction based on the five big ideas of reading	Tier 1 (Strong)
2- Develop awareness of the segments of sounds in speech and how they link to letters	Tier 1 (Strong)
3- Teach students how to use evidence based comprehension strategies through the use of complex text sets and providing opportunities for quality discussions on the meaning of texts	Tier 1 (Strong) Tier 2 (Moderate)
4- Teach students the writing process by using evidence based writing strategies using the gradual release of responsibility	Tier 1 (Strong)
5- Provide systematic and explicit instruction of advanced decoding to support fluency and word recognition	Tier 1 (Strong)

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

6- Provide explicit vocabulary instruction	Tier 1 (Strong)
7- Screen all students to identify the root cause of potential reading problems at the beginning of the year and again in the middle of the year	Tier 2 (Moderate)
8- Provide time for differentiated direct reading instruction for all students based on the results of the screener	Tier 3 (Low)
9- Data-based decision making	Tier 3 (Low)
10- Embedded professional development	Tier 1
11- Communication and Engagement	Tier 4
12- Maintain a consistent focus on improving instruction	Tier 3 (Low)

The core literacy team reviewed current literacy practices and reviewed assessment data through grade level representative meetings. We identified strengths and weaknesses based on research that is recommended in Ohio's Plan to Raise Literacy Achievement. The Core team has attended multiple professional development opportunities centered around the science of reading. We referenced Ohio's Literacy Toolkit to research evidence based strategies. We utilized the What Works Clearinghouse practice guides to support the creation of our district literacy plan and utilized the recommendations as our evidence based practices. In addition, we have selected strategies that are supported by John Hattie's research. The district MTSS model will include decision rules that will include evidence based intervention strategies such as explicit phonemic awareness instruction, explicit phonics instruction, access to grade level texts and interventions based on assessment results that supports all learners. Literacy coaches will meet individually with teachers to ensure their RIMPS align to the Simple View of Reading.

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:

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

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

The district will provide clear expectations for the literacy block with an intentional focus on teaching foundational reading skills in grades preK-3. Through the creation of building MTSS teams, buildings will be able to progress monitor and communicate regularly about student needs and provide specific interventions based on data. The district will administer a universal screener to identify potential reading difficulties and create decision rules on next steps for students that fall below benchmark, at benchmark and above for each grade level. Students falling below grade level will receive tier 2 and tier 3 interventions as needed and those students on RIMPs will receive high dosage tutoring based on identified needs.

The district will provide embedded professional development for administrators and teachers. This includes professional development during monthly principal meetings, monthly coaches meetings, staff development days and through learning opportunities offered by the district.

All building principals are attending or continuing OLi4 and will receive coaching support around OIP and continuous improvement.

Literacy coaches at each building will attend professional development aligned to our Reading Achievement Plan (RAP) to provide support for all K-8 teachers. All K-3 classroom teachers from each building will participate in LETRS professional development to meet the professional development requirements under the dyslexia legislation. Coaches will work with teachers to implement learning from LETRS. Literacy coaches will receive professional development on the Ohio Improvement Process, coaching TBTs and teacher clarity with a stronger emphasis on effective reading and writing instruction supporting the science of reading including strong foundational skills and writing including (informative, narrative, opinion/argumentative) reflected in Ohio standards. Literacy coaches will support and monitor implementation of effective literacy strategies that align to Ohio standards. Marion City Schools will partner with State Support Team 7 to provide literacy support for administrators and teachers and ongoing professional development. In addition, MCS will partner with State Support Team 7 to provide literacy support for parents and community partners. The DLT and building BLTs will allow the district to monitor implementation of programs and ensure high quality professional development is being delivered. We believe that implementing a universal screener along with the decision rules will help us target specific reading difficulties early. The professional development plan supports all identified areas of growth for educators in our district to provide high quality literacy instruction. Previously our strategic plan focused on programs and not specifically on learning outcomes for students. The changes in our strategic plan align with our Reading Achievement Plan (RAP).

As evidenced by the What Works Clearinghouse recommendations, the selected evidence-based strategies will improve literacy instruction in our district. In addition, selected strategies reflect the highest effect sizes on student learning based on John Hattie's Visible Learning.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

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

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. 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.*

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

Professional Development: Intermediate, Primary & Secondary **Provider:** Marion City Schools and external invite only providers **Date:** SY 23-24, 24-25, 25-26

Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
✓	✓	✓	✓	✓	✓

Professional Development	Provider	Resources	Outcomes
LETRS	Coaches, District Literacy Trainer, ESC	LETRS Content and training modules, Heggerty manuals	100% of building admin, 100% of K-3 teachers, several 4-5 teachers, and selected 6-12 teachers will participate in the training. Continue LETRS training for all staff K-3, and ISs K-12 as well as other staff interested. LETRS training will fulfill the requirements of the professional development under the dyslexia legislation
Structured Literacy Certification	IMSE, Orton Gillingham Academy	OG Manuals and assessments	3 Elementary and 2 secondary teachers
Orton Gillingham Training	IMSE	OG Manuals and assessments	Selected (30) teachers will be certified
Coaching Network	ESCCO	Technology, supplemental materials	All Coaches K-5 will gain new facilitation methods and tools to use as a student centered coach
Job Embedded Professional Learning	Marion City Schools (internal facilitators)	Technology, manipulative tools, menu items	All MCS staff will gain new tools and strategies to support the whole child and whole educator during four to six scheduled professional development calendar days. PD agendas will serve as one piece of evidence of alignment to our literacy plan and increased knowledge of the science of reading.

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

Science of Reading	TBD, ODEW	Technology, sub coverage, time allotment	All staff will complete the state required Science of Reading training.
OLi4	<p>SST7</p> <p>Systems Development & Improvement Center University of Cincinnati</p> <p>Ohio Inclusive Instructional Leadership</p>	Sub coverage, technology, internal support network	<p>Building Administrators will participate in OLi4 training to gain new strategies and tools to support staff through the OIP and science of reading training. 100% of our head principals and internal facilitator will attend.</p> <p>Principals will focus on inclusive leadership Provide targeted PD[1], including technical assistance (TA) and coaching, to (1) build the capacity of school principals[2] to improve results for all students, including students receiving special education services and students with learning difficulties, as part of district- and school-wide improvement; (2) build principal knowledge and skill in the use of distributed or shared leadership models, including the facilitation of building leadership teams (BLTs) and teacher-based teams (TBTs) aligned with the Ohio 5-step Process; (3) identify and support the consistent implementation of specific targeted practices that improve student access to and progress in inclusive educational environments; and (4) collect comprehensive and ongoing needs assessment data and data on the level of inclusive practice and its effects on student outcomes over time.</p>

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

DLT/BLT/TBT Training	SST 7 Consultants, OLAC	Use of OLAC website resources including videos and training manuals OLAC forum	Increase in the percentage of students that achieve mastery of standards Review BLT agenda/minutes TBT report out at monthly BLT meetings to reflect evidence of mastery of standards
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**Section headings marked with an asterisk are required by state law.*

APPENDICES

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

2021-2022 Spring iReady

Kindergarten	Spring		
At Risk for Tier 3			
Tier 2	21%		
Tier 1	79%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness	77%	23%	
Phonics	70%	30%	
High Frequency Words	58%	42%	
Vocabulary	69%	31%	
Comprehension: Literature	82%	18%	
Comprehension: Informational	78%	22%	

2022-2023 Spring iReady

Kindergarten	Spring		
At Risk for Tier 3			
Tier 2	22%		
Tier 1	78%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness	81%	19%	
Phonics	71%	29%	
High Frequency Words	56%	44%	
Vocabulary	72%	28%	
Comprehension: Literature	78%	22%	
Comprehension: Informational	76%	24%	

1st Grade	Spring		
At Risk for Tier 3	2%		
Tier 2	62%		
Tier 1	36%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness	63%	33%	4%
Phonics	45%	51%	5%
High Frequency Words	48%	44%	8%
Vocabulary	38%	57%	6%
Comprehension: Literature	40%	57%	3%
Comprehension: Informational	36%	61%	4%

1st Grade	Spring		
At Risk for Tier 3	2%		
Tier 2	47%		
Tier 1	50%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness	61%	35%	4%
Phonics	55%	41%	4%
High Frequency Words	59%	33%	8%
Vocabulary	43%	51%	7%
Comprehension: Literature	47%	51%	2%
Comprehension: Informational	43%	52%	5%

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

2nd Grade	Spring		
At Risk for Tier 3	24%		
Tier 2	41%		
Tier 1	35%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness	76%	9%	15%
Phonics	38%	30%	32%
High Frequency Words	61%	16%	23%
Vocabulary	36%	42%	22%
Comprehension: Literature	33%	40%	26%
Comprehension: Informational	32%	42%	26%

2nd Grade	Spring		
At Risk for Tier 3	16%		
Tier 2	44%		
Tier 1	40%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness	82%	6%	13%
Phonics	49%	28%	23%
High Frequency Words	71%	13%	16%
Vocabulary	36%	47%	18%
Comprehension: Literature	34%	43%	23%
Comprehension: Informational	31%	46%	23%

3rd Grade	Spring		
At Risk for Tier 3	29%		
Tier 2	23%		
Tier 1	48%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness			
Phonics	52%	7%	41%
High Frequency Words	87%	2%	11%
Vocabulary	46%	25%	29%
Comprehension: Literature	48%	21%	31%
Comprehension: Informational	44%	23%	33%

3rd Grade	Spring		
At Risk for Tier 3	27%		
Tier 2	22%		
Tier 1	51%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness			
Phonics	60%	7%	32%
High Frequency Words	89%	1%	9%
Vocabulary	49%	21%	30%
Comprehension: Literature	47%	22%	31%
Comprehension: Informational	46%	22%	32%

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

4th Grade	Spring		
At Risk for Tier 3	32%		
Tier 2	33%		
Tier 1	36%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness			
Phonics	63%	2%	35%
High Frequency Words	91%	0%	9%
Vocabulary	38%	34%	28%
Comprehension: Literature	41%	28%	32%
Comprehension: Informational	37%	27%	36%

4th Grade	Spring		
At Risk for Tier 3	30%		
Tier 2	35%		
Tier 1	35%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness			
Phonics	70%	4%	27%
High Frequency Words	92%	0%	8%
Vocabulary	38%	34%	28%
Comprehension: Literature	37%	30%	33%
Comprehension: Informational	31%	33%	36%

5th Grade	Spring		
At Risk for Tier 3	47%		
Tier 2	25%		
Tier 1	27%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness			
Phonics	74%	0%	26%
High Frequency Words	94%	0%	6%
Vocabulary	27%	33%	41%
Comprehension: Literature	34%	22%	43%
Comprehension: Informational	27%	22%	51%

5th Grade	Spring		
At Risk for Tier 3	48%		
Tier 2	21%		
Tier 1	31%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness			
Phonics	77%	0%	23%
High Frequency Words	96%	0%	4%
Vocabulary	35%	25%	40%
Comprehension: Literature	35%	22%	44%
Comprehension: Informational	29%	19%	52%

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6th Grade	Spring		
At Risk for Tier 3	56%		
Tier 2	22%		
Tier 1	23%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness			
Phonics	78%	0%	22%
High Frequency Words	94%	0%	6%
Vocabulary	24%	24%	52%
Comprehension: Literature	26%	19%	55%
Comprehension: Informational	22%	18%	60%

7th Grade	Spring		
At Risk for Tier 3	58%		
Tier 2	18%		
Tier 1	23%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness			
Phonics	84%	0%	16%
High Frequency Words	96%	0%	4%
Vocabulary	26%	20%	54%
Comprehension: Literature	25%	15%	60%
Comprehension: Informational	26%	11%	63%

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8th Grade	Spring		
At Risk for Tier 3	63%		
Tier 2	22%		
Tier 1	15%		
	Spring		
	Tier 1	Tier 2	Tier 3
Phonological Awareness			
Phonics	87%	0%	13%
High Frequency Words	96%	0%	4%
Vocabulary	24%	16%	61%
Comprehension: Literature	22%	14%	64%
Comprehension: Informational	14%	16%	70%

OST Proficiency

	Spring 2021	Spring 2022	Spring 2023
ELA			
3rd ELA	31%	40%	38%
4th ELA	30%	42%	34%
5th ELA	40%	47%	47%
6th ELA	24%	23%	30%
7th ELA	29%	34%	30%
8th ELA	20%	27%	37%

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2020-2021 3-8 OST Data

Ethnicity	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
0 - Two or More Races		157	107	61	29	56%
1 - American Indian or Alaskan Native						
2 - Native Hawaiian or Other Pacific Islander	1	2				0%
3 - Asian		1				0%
4 - Hispanic or Latino					1	100%
5 - Black or African American	72	33	17	9	1	20%
6 - White	670	359	234	137	72	30%
7 - Other or Unknown						
Gender	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
F	384	243	160	103	40	33%
M	516	259	152	72	38	25%
EL	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
N	870	492	308	174	77	29%
Y	23	8	3	1		11%
IEP	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
N	565	458	298	169	76	35%
Y	331	42	13	6	1	5%

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2021-2022 3-8 OST Data

Ethnicity	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
0 - Two or More Races	144	103	74	32	19	34%
1 - American Indian or Alaskan Native			1			100%
2 - Native Hawaiian or Other Pacific Islander			2			100%
3 - Asian				1		100%
4 - Hispanic or Latino					1	100%
5 - Black or African American	67	43	19	14	2	24%
6 - White	548	352	272	154	109	37%
7 - Other or Unknown	3			1		25%
Gender	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
F	309	249	194	105	66	40%
M	451	249	174	96	65	32%
EL	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
N	725	485	359	199	130	36%
Y	26	12	8			17%
IEP	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
N	460	444	345	191	127	42%
Y	294	53	22	9	3	9%

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2022-2023 3-8 OST Data

Ethnicity	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
0 - Two or More Races	161	105	72	43	26	35%
1 - American Indian or Alaskan Native		1				0%
2 - Native Hawaiian or Other Pacific Islander		1	1			50%
3 - Asian		1				0%
4 - Hispanic or Latino				1	1	100%
5 - Black or African American	64	34	18	13	6	27%
6 - White	552	333	254	154	113	37%
7 - Other or Unknown						
Gender	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
F	311	251	178	112	76	39%
M	466	224	167	99	70	33%
EL	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
N	748	455	339	208	143	36%
Y	25	15	4	1	2	15%
IEP	Limited	Basic	Proficient	Accomplished	Advanced	Proficiency %
N	470	427	334	195	143	43%
Y	304	45	8	14	2	6%

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KRA Readiness

	Fall 2021	Fall 2022	Fall 2023
Emerging Readiness	32%	46%	44%
Approaching Readiness	39%	34%	39%
Demonstrating Readiness	29%	20%	17%

AASCD Proficiency

	21-22	22-23
Limited	68%	67%
Basic	14%	11%
Proficient	14%	6%
Accomplished	5%	17%
Advanced	0%	0%

OELPA Proficiency

OELPA	21-22	22-23
Emerging	22%	21%
Progressing	64%	68%
Proficient	15%	11%

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2021-2022 Fall iReady - Diagnostics

Kindergarten	Fall		
At Risk for Tier 3			
Tier 2	85%		
Tier 1	15%		
	Fall		
	Tier 1	Tier 2	Tier 3
Phonological Awareness	32%	68%	
Phonics	12%	88%	
High Frequency Words	8%	92%	
Vocabulary	37%	63%	
Comprehension: Literature	39%	61%	
Comprehension: Informational	39%	61%	

2022-2022 Fall iReady - Diagnostics

Kindergarten	Fall		
At Risk for Tier 3			
Tier 2	79%		
Tier 1	21%		
	Fall		
	Tier 1	Tier 2	Tier 3
Phonological Awareness	36%	64%	
Phonics	17%	83%	
High Frequency Words	11%	89%	
Vocabulary	36%	64%	
Comprehension: Literature	43%	57%	
Comprehension: Informational	39%	61%	

1st Grade	Fall		
At Risk for Tier 3	15%		
Tier 2	76%		
Tier 1	8%		
	Fall		
	Tier 1	Tier 2	Tier 3
Phonological Awareness	23%	62%	15%
Phonics	12%	58%	30%
High Frequency Words	14%	47%	39%
Vocabulary	17%	58%	24%
Comprehension: Literature	22%	67%	11%
Comprehension: Informational	20%	63%	17%

1st Grade	Fall		
At Risk for Tier 3	14%		
Tier 2	77%		
Tier 1	8%		
	Fall		
	Tier 1	Tier 2	Tier 3
Phonological Awareness	27%	59%	14%
Phonics	15%	60%	25%
High Frequency Words	16%	50%	33%
Vocabulary	14%	66%	20%
Comprehension: Literature	21%	65%	14%
Comprehension: Informational	19%	68%	13%

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2nd Grade	Fall		
At Risk for Tier 3	51%		
Tier 2	39%		
Tier 1	10%		
	Fall		
	Tier 1	Tier 2	Tier 3
Phonological Awareness*	49%	15%	36%
Phonics	16%	25%	59%
High Frequency Words	35%	19%	46%
Vocabulary	11%	43%	45%
Comprehension: Literature	11%	38%	51%
Comprehension: Informational	9%	43%	47%

2nd Grade	Fall		
At Risk for Tier 3	48%		
Tier 2	39%		
Tier 1	13%		
	Fall		
	Tier 1	Tier 2	Tier 3
Phonological Awareness*	53%	13%	34%
Phonics	16%	28%	56%
High Frequency Words	35%	21%	44%
Vocabulary	15%	41%	44%
Comprehension: Literature	13%	37%	50%
Comprehension: Informational	11%	38%	51%

3rd Grade	Fall		
At Risk for Tier 3	55%		
Tier 2	19%		
Tier 1	26%		
	Fall		
	Tier 1	Tier 2	Tier 3
Phonological Awareness*			
Phonics*	30%	9%	61%
High Frequency Words*	73%	4%	23%
Vocabulary	23%	24%	54%
Comprehension: Literature	25%	20%	56%
Comprehension: Informational	23%	22%	54%

3rd Grade	Fall		
At Risk for Tier 3	55%		
Tier 2	18%		
Tier 1	27%		
	Fall		
	Tier 1	Tier 2	Tier 3
Phonological Awareness*			
Phonics*	35%	8%	58%
High Frequency Words*	74%	2%	24%
Vocabulary	24%	20%	56%
Comprehension: Literature	26%	20%	54%
Comprehension: Informational	24%	16%	59%

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

Additional Supplemental Information:

[Marion City Schools Literacy Decision Rules](#)

Citations:

Ohio Department of Education (2019-2020). Guidance Manual on the Third Grade Reading Guarantee:

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Ohio Department of Education (2017). Ohio Improvement Process:

<http://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/Ohio-Improvement-Process>

Ohio Department of Education (2017). Ohio's Literacy Toolkits: <http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Ohio-s-Literacy-Toolkits>

Ohio Department of Education (2019) ELA Standards

Ohio Department of Education [The Science of Reading](#)

Ohio Department of Education [Dyslexia Supports](#)

LETRS Manual

Ohio's Plan to Raise Literacy Achievement. 2020. Ohio Department of Education.

Institute of Educational Sciences. Turning Around Chronically Low-Performing Schools (May 2008)

Institute of Educational Sciences Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades (February 2009)

Institute of Educational Sciences. Improving Reading Comprehension in Kindergarten Through 3rd Grade (September 2010)

Institute of Educational Sciences. Improving Adolescent Literacy: Effective Classroom and Intervention Practices (August 2008)

Institute of Educational Sciences. Teaching Elementary School Students to Be Effective Writers October 2018* Revised

Institute of Educational Sciences. Teaching Secondary Students to Write Effectively November 2016

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

Institute of Educational Sciences. Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade July 2016* Revised

OLAC <https://ohioleadership.org/>

John Hattie Visible Learning: The Sequel

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