



March 22, 2024

Dear Superintendent Houser:

Thank you for submitting the Middletown 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 was created with the support of regional support personnel from SST13 and alignment to their OIP, CCIP and district vision.
- The plan identifies the need to align to explicit structured literacy instruction based on the Science of Reading.
- The plan identifies a need for a comprehensive and sustainable professional development plan to address the identified deficits.
- The plan identifies a universal schedule across buildings based on grade levels.

**This plan will benefit from:**

- Consider adding data that looks at the five components of reading (Phonemic awareness, decoding, fluency, vocabulary, comprehension)
- Consider adding intervention based diagnostic assessment data for specific skills.
- Consider if there are factors related to adult implementation that maybe contributing to underachievement in Reading.
- Consider identifying what should be done to facilitate improvement where the data being collected shows that learners are not progressing toward the performance goals.
- Consider adding decision rules to support your MTSS structure.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Middletown 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](mailto:readingplans@education.ohio.gov). If you have any questions, please email the same inbox.

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

Sincerely,



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

# READING ACHIEVEMENT PLAN

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

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

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

**DISTRICT NAME:** Middletown City School District

**DISTRICT IRN:** 044404

**DISTRICT ADDRESS:** One Donham Plaza, 4th Floor, Middletown, OH 45042

**PLAN COMPLETION DATE:** December 22, 2023

**LEAD WRITERS:**

Keri Hensley, Sr. Director of Curriculum and Instruction

Melissa Prohaska, 6-12 Curriculum Coordinator

Tracy Neeley, K-5 Curriculum Coordinator

## 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](#).

In 2021, the Middletown City Schools Board of Education adopted a District Strategic Vision and Plan with core academics and equity at the core. District reading and math goals reflect high expectations and growth for all students. These are the basic skills our students need to help them attain higher goals. Staff, business leaders, parents, and community members joined together to create the “My Passport to Tomorrow” vision and framework. The Strategic Vision and District Goals allow for every student to rise to be college, career, and life-ready. The district is taking a personalized and student-centered approach as students learn to identify personal goals, and develop strengths, talents, and interests. We believe it’s our responsibility to serve as advocates for our students and we contribute to our student’s development by fostering inclusive environments where all students feel emotionally safe in a school that encourages them to pursue future opportunities. This Strategic Plan guides how we implement resources in the district. You will see this vision woven into all of the components of the Reading Achievement Plan.

### 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
Deborah Houser	Superintendent	Administration Building	dhouser@middletowncityschools.com
Keri Hensley	Sr. Director of Curriculum and Instruction	Administration Building	khensley@middletowncityschools.com
Melissa Prohaska	6-12 Curriculum Coordinator	Administration Building	mprohaska@middletowncityschools.com
Tracy Neeley	K-5 Curriculum Coordinator	Administration Building	tneeley@middletowncityschools.com
Chris Thompson	K-12 Assessment & Testing Specialist	Administration Building	cthompson@middletowncityschools.com
Terri Vincent	Literacy Teacher Leader	District Wide	tvincent@middletowncityschools.com
Christy Kirby	K-12 MTSS Teacher Leader	District Wide	ckirby@middletowncityschools.com
Joni Sexton	6-12 Curriculum Teacher Leader	District Wide	jsexton@middletowncityschools.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.*

The Leadership Team of the Middletown City School District worked with members of SST13 to develop our Reading Achievement Plan that is aligned with the district mission, literacy vision, and goals of the OIP and CCIP. The plan focuses on core instruction through high-quality instruction and instructional materials, intervention based on screener data and the use of high-quality instructional materials, data-driven decision-making, and progress monitoring that will lead to improved outcomes for all children.

There will be explicit structured literacy instruction based on the Science of Reading in the core reading blocks, along with the support of ongoing professional development to ensure the fidelity of implementation. There is a clear and purposeful connection with the District Strategic Plan and will be shared with all stakeholders through the DLT, BLT, and TBTs. This plan will be revised or amended as student data is updated.

**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.*

This Reading Achievement Plan aligns with the Middletown City Schools Strategic Plan and goals. There are four district goals addressed in the Strategic Plan:

- ★ Success in Early Years
- ★ Student Resilience, Engagement, and Voice
- ★ Closing Learning Gaps and Elminating Disproportionalities
- ★ Readiness for College, Career, and Life

Each goal of the district Strategic Plan includes four pillars that ensure culturally responsive practices and equity efforts.

<p><b>PILLAR A</b> <i>Teaching and Learning</i></p> <p><b>Equitable Access to Rigorous, Culturally Responsive Teaching and Learning</b></p>	<p><b>PILLAR B</b> <i>Schools Can't Do it Alone</i></p> <p><b>Safe Culture for Learning and Strong Relationships with Families, Community, and Staff</b></p>	<p><b>PILLAR C</b> <i>Investing in People</i></p> <p><b>Effective Teacher For Every Student; Effective Leader For Every School</b></p>	<p><b>PILLAR D</b> <i>Managing the Whole</i></p> <p><b>Results Focused Culture of Continuous Improvement</b></p>
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In addition to our district Strategic Plan, this Reading Achievement Plan also aligns to the 3-year 2024-26 Middletown Continuous Improvement Plan. Our district CCIP specifically addresses two goals:

**Goal 1- ACADEMICS:** By June 2026, we will improve the performance of (ALL, SWD, EL, Multi-Racial) groups, at (ALL) grade levels at/in (ALL BUILDINGS) to 50% in Reading and Math using OST; PM measures: Amplify K-6, 7-8 SWD; common assessments.

**Goal 2: SAFE AND HEALTHY SCHOOLS:** By June 2026, we will improve the performance of (ALL, SWD, EL, Multi-Racial) groups, at (ALL) grade levels Students at/in (ALL BUILDINGS) to 92% using Attendance measures (Y1- 1%; Y2- 1%; Y3-2%)

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

The CCIP goals, strategies, and action steps are reflected in this Reading Achievement Plan to improve our district literacy instruction and data.

<b>Year 1/Goal 1 Strategy/Action Steps</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<b>Curriculum Instruction Assessment</b>				
<b>Reading</b>	K-12 Implementation of Reading Curriculum	K-12 Implementation of Reading Curriculum	K-12 Implementation of Reading Curriculum	K-12 Implementation of Reading Curriculum
	K-12 HMH Coaches will provide onboarding PD for new staff; provide differentiated choice PD for veteran staff	K-12 HMH Coaches will provide differentiated choice PD for staff	K-12 HMH Coaches will provide differentiated choice PD for staff	K-12 HMH Coaches will provide differentiated choice PD for staff
	K-6 Amplify building based teams train staff by August-PD			
		Grades 6-12 Draft a Walk Through Tool for HMH Into Lit with key look-fors	Grades 6-12 Pilot the Draft Walk Through Tool for HMH Into Lit	Grades 6-12 Gather feedback and finalize Walk Through Tool for HMH Into Lit
	Administer Amplify DIBELS 8 GRADES 1-5		Administer Amplify DIBELS 8 GRADES K-5	Administer Amplify DIBELS 8 GRADES K-5
	EL PD for all teachers	EL strategy PD for all teachers	EL strategy PD for all teachers	EL strategy PD for all teachers
	Orton Gillingham training for new teachers and tutors	Orton Gillingham training	Orton Gillingham training	Orton Gillingham training
	Orton Gillingham implementation through intervention blocks	Orton Gillingham implementation through intervention blocks	Orton Gillingham implementation through intervention blocks	Orton Gillingham implementation through intervention blocks
	OG Practicum for Cohort 1	OG Practicum for Cohort 1 Solicit applications for Cohort 2	OG Practicum for Cohort 1 Cohort 2 Prework	OG Practicum participants take KPEERI Cohort 2 Prework
	Teacher Leaders complete 4 coaching cycles per quarter (ELA or Math)utilizing the Impact Cycle	Teacher Leaders complete 5 coaching cycles per quarter (ELA or Math)utilizing the Impact Cycle	Teacher Leaders complete 5 coaching cycles per quarter (ELA or Math)utilizing the Impact Cycle	Teacher Leaders complete 4 coaching cycles per quarter (ELA or Math)utilizing the Impact Cycle
<b>Special Education</b>	Review Continuum of Services and	Review Continuum of Services and	Review Continuum of Services and	Review Continuum of Services and

	appropriately placed students	appropriately placed students	appropriately placed students	appropriately placed students
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<b>Leadership</b>				
	Reset TBT purpose, expectations, and process and use of common assessment data during TBTs (virtually, electronically-TLs)	Choose a TBT feedback form - 2 elementary buildings and 1 secondary to pilot for initial implementation	Admin provides TBT feedback to pilot in building TBTs	Share feedback with DLT and make revisions for next year rollout
	All BLT/MTSS Team review Amplify Data		All BLT/MTSS Team review Amplify Data	All BLT/MTSS Team review Amplify Data
	Admin PD on purpose, function, and process of BLT	Choose a common BLT process template across district	Distribute the BLT template for practice 3rd and 4th quarters	Collect feedback on template for any revisions for following year

<b>Year 2/Goal 1 Strategy/Action Steps</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<b>Curriculum Instruction Assessment</b>				
	Onboarding PD for new staff in reading and math			
<b>Reading</b>	Amplify DIBELS 8 training for new staff			
	EL strategy PD for all teachers	EL strategy PD for all teachers	EL strategy PD for all teachers	EL strategy PD for all teachers
	K-12 monitor implementation of reading pacing guides and assessments	K-12 monitor implementation of reading pacing guides and assessments	K-12 monitor implementation of reading pacing guides and assessments	K-12 monitor implementation of reading pacing guides and assessments
	Onboarding PD for new staff in reading/Provide differentiated choice PD for veteran staff	Provide differentiated choice PD for staff	Provide differentiated choice PD for staff	Provide differentiated choice PD for staff
		Develop Gr K-5 Draft of a Walk Through Tool for HMH Into Reading with key look-fors	Pilot Gr K-5 Walk Through Tool for HMH Into Reading	Gr K-5 Gather feedback and finalize Walk Through Tool for HMH Into Reading



	Administer Amplify DIBELS 8 GRADES 1-5		Administer Amplify DIBELS 8 GRADES K-5	Administer Amplify DIBELS 8 GRADES K-5
	Implement EL strategies in all classrooms	Implement EL strategies in all classrooms	Implement EL strategies in all classrooms	Implement EL strategies in all classrooms
	Teacher Leaders complete 5 coaching cycles per quarter (ELA or Math)	Teacher Leaders complete 5 coaching cycles per quarter (ELA or Math)	Teacher Leaders complete 5 coaching cycles per quarter (ELA or Math)	Teacher Leaders complete 5 coaching cycles per quarter (ELA or Math)
<b>Special Education</b>	Review Continuum of Services and appropriately placed students	Review Continuum of Services and appropriately placed students	Review Continuum of Services and appropriately placed students	Review Continuum of Services and appropriately placed students
<b>Leadership</b>				
	All buildings use TBT feedback forms	All buildings use TBT feedback forms	All buildings use TBT feedback forms	All buildings use TBT feedback forms
	Use of common BLT templates for data based decision making in all buildings	Use of common BLT templates for data based decision making in all buildings	Use of common BLT templates for data based decision making in all buildings	Use of common BLT templates for data based decision making in all buildings- Collect feedback for any revision
	DLT monitors plan data	DLT monitors plan data	DLT monitors plan data	DLT monitors plan data

Year 3/Goal 1 Strategy/Action Steps	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Curriculum Instruction Assessment</b>				
<b>Reading</b>	Amplify training for new staff			
	EL strategy PD for all teachers	EL strategy PD for all teachers	EL strategy PD for all teachers	EL strategy PD for all teachers
	K-12 monitor implementation of reading pacing guides and assessments	K-12 monitor implementation of reading pacing guides and assessments	K-12 monitor implementation of reading pacing guides and assessments	K-12 monitor implementation of reading pacing guides and assessments
	Implement K-12 reading walk-throughs	Implement K-12 reading walk-throughs	Implement K-12 reading walk-throughs	Implement K-12 reading walk-throughs

	Onboarding PD for new staff in reading/Provide differentiated choice PD for veteran staff	Provide differentiated choice PD for veteran staff	Provide differentiated choice PD for veteran staff	Provide differentiated choice PD for veteran staff
	Administer Amplify DIBELS 8 GRADES 1-5		Administer Amplify DIBELS 8 GRADES K-5	Administer Amplify DIBELS 8 GRADES K-5
	Implement EL strategies in all classrooms	Implement EL strategies in all classrooms	Implement EL strategies in all classrooms	Implement EL strategies in all classrooms
	Teacher Leaders complete 5 coaching cycles per quarter (ELA or Math)	Teacher Leaders complete 5 coaching cycles per quarter (ELA or Math)	Teacher Leaders complete 5 coaching cycles per quarter (ELA or Math)	Teacher Leaders complete 5 coaching cycles per quarter (ELA or Math)
<b>Special Education</b>	Identify teaching models to be used for full inclusion in core curriculum	Identify teaching models to be used for full inclusion in core curriculum	Develop co-teaching training for classroom teachers	Develop co-teaching training for classroom teachers
<b>Leadership</b>				
	All buildings use TBT feedback forms	All buildings use TBT feedback forms	All buildings use TBT feedback forms	All buildings use TBT feedback forms
	Use of common BLT templates for data based decision making in all buildings	Use of common BLT templates for data based decision making in all buildings	Use of common BLT templates for data based decision making in all buildings	Use of common BLT templates for data based decision making in all buildings- Collect feedback for any revision
	DLT monitors plan data	DLT monitors plan data	DLT monitors plan data	DLT monitors plan data

### 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.**

## 2022-23 District Report Card Data

### Your District's Students

<u>Enrollment</u> 5,823	<u>Attendance Rate</u> 87.3%	<u>4-Year Graduation Rate</u> 86.8%	<u>Number of Schools</u> 10
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### Your District's Teachers

<u>Attendance Rate</u> 93.4%	<u>Average Salary</u> \$59,527	<u>Avg. Years of Experience</u> 12	<u>Lead or Senior Teachers</u> 2
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### Student Attendance Data

	Attendance Rate
All Students	87.3%
American Indian or Alaskan Native	87.1%
Asian or Pacific Islander	89.5%
Black, Non-Hispanic	87%
Hispanic	88%
Multiracial	86.6%
White, Non-Hispanic	87.4%
Students with Disabilities	86.7%
Economic Disadvantage	87.3%
English Learner	89.1%
Migrant	NC
Male	87.4%
Female	87.2%

### Student Mobility Data

Data Table

District Mobility

	District Mobility
All Students	15.2%
American Indian or Alaskan Native	0%
Asian or Pacific Islander	27.3%
Black, Non-Hispanic	15.4%
Hispanic	18%
Multiracial	15.2%
White, Non-Hispanic	14%
Students with Disabilities	14.8%
Economic Disadvantage	15.1%
English Learner	20.6%
Migrant	NC

If Enrollment is less than 10, results are Not Calculated(NC).

Number of Recently Arrived English Learner Students (excluded from accountability for two years):59

## OST District Proficiency Trend Data

Reading								
Grade	Assessment Subject	2022-2023	2021-2022	2020-2021	2018-2019	2017-2018	2016-2017	2015-2016
		3	ELA	29.1%	36.80%	20.1%	45.3%	45.9%
4	ELA	32.0%	37.6%	26.8%	47.6%	46.5%	48.2%	43.8%
5	ELA	44.3%	43.4%	41.7%	49.0%	57.3%	51.9%	48.5%
6	ELA	27.9%	34.8%	23.5%	41.4%	41.3%	46.6%	33.9%
7	ELA	46.1%	37.6%	36.0%	44.7%	43.8%	41.2%	32.7%
8	ELA	33.3%	26.6%	32.5%	40.0%	34.5%	30.5%	33.8%
MHS	ELA I			33.3%	47.1%	53.9%	42.0%	28.5%
MHS	ELA II	41.0%	39.5%	18.8%	45.1%	48.9%	37.6%	27.5%
<b>District Average</b>		<b>36.2%</b>	<b>36.6%</b>	<b>29.1%</b>	<b>45.0%</b>	<b>46.5%</b>	<b>42.8%</b>	<b>35.9%</b>

## KRA % On Track and Off Track for Reading

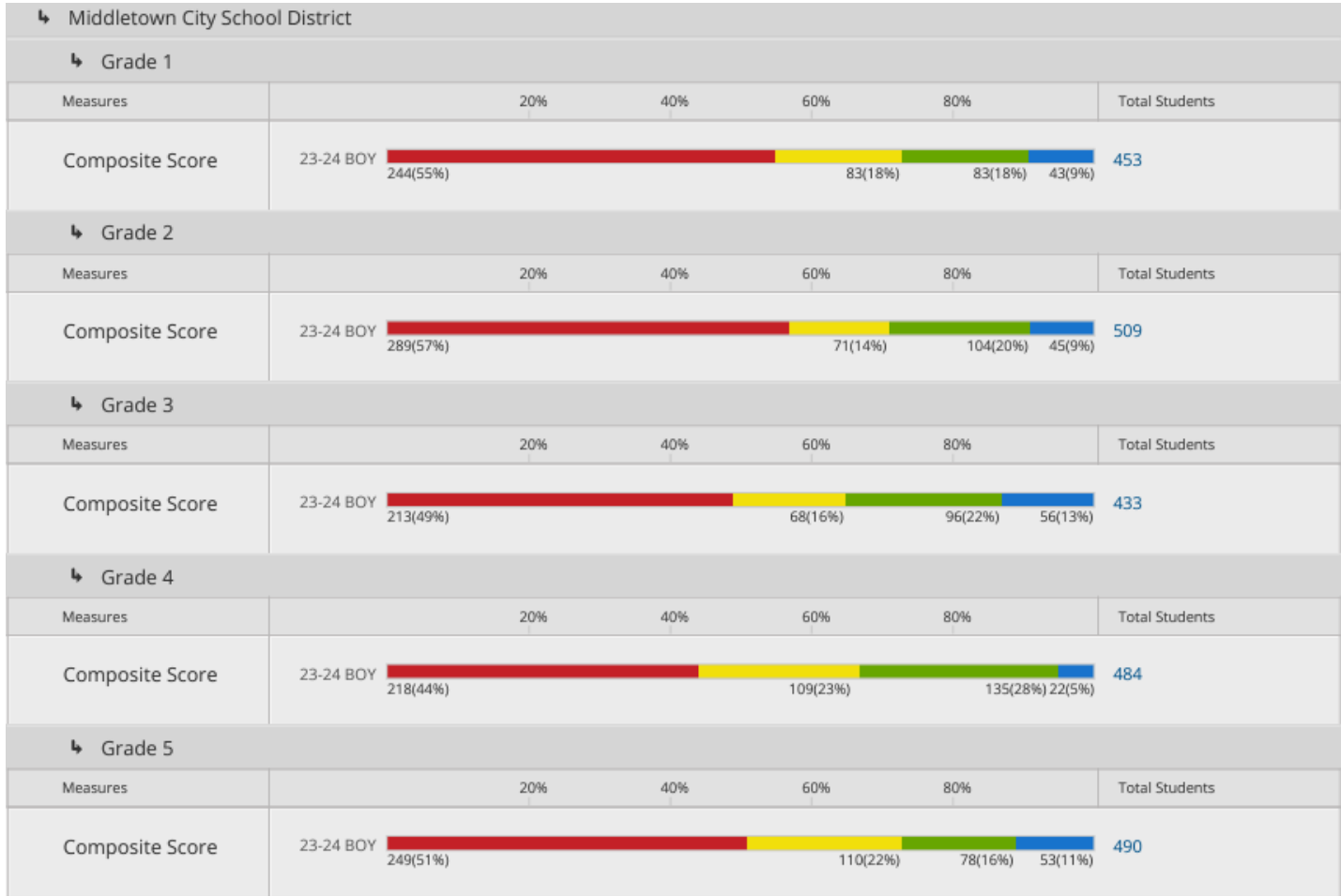
School year	On Track %	Off Track %		
2023	22%	78%		
2022	18%	82%		
2021	19.50%	80.50%		
2020				
2019	32%	68%		
2018	38%	62%		
2017	38%	62%		
2016	38%	62%		

## 2023-24 RIMPs

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	Building Total
<b>Amanda</b>	23	31	38	24	44	160

<b>Central</b>	7	23	20	21	38	109
<b>Creekview</b>	21	35	27	29	43	155
<b>Mayfield</b>	32	48	28	32	55	195
<b>Miller Ridge</b>	10	19	22	24	37	112
<b>Rosa Parks</b>	33	52	57	36	73	253
<b>Wildwood</b>	18	11	37	27	46	139
<b>District Total</b>	146	219	229	193	336	<b>1123</b>

**Amplify DIBELS 8 BOY Benchmark**



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

# Alternate Assessment for Students with Significant Cognitive Disabilities

Average Score and Performance Distribution, by Assessment: Middletown City SD, 2022-2023

Filtered By **School:** All Schools | **Test Reasons:** All Test Reasons |

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
HS English Language Arts	AASCD	10	2022-2023 (AASCD)	17	471	<p>Percent Count: 53% (9), 6% (1), 41% (7)</p>	04/13/2023
Grade 4 English Language Arts	AASCD	4	2022-2023 (AASCD)	14	497	<p>Percent Count: 21% (3), 28% (4), 50% (7)</p>	04/04/2023
Grade 6 English Language Arts	AASCD	6	2022-2023 (AASCD)	4	440	<p>Percent Count: 75% (3), 25% (1)</p>	04/03/2023
Grade 5 English Language Arts	AASCD	5	2022-2023 (AASCD)	5	469	<p>Percent Count: 80% (4), 20% (1)</p>	04/03/2023
Grade 8 English Language Arts	AASCD	8	2022-2023 (AASCD)	4	456	<p>Percent Count: 25% (1), 75% (3)</p>	03/27/2023
Grade 3 English Language Arts	AASCD	3	2022-2023 (AASCD)	4	384	<p>Percent Count: 75% (3), 25% (1)</p>	03/07/2023
Grade 7 English Language Arts	AASCD	7	2022-2023 (AASCD)	2	472	<p>Percent Count: 50% (1), 50% (1)</p>	03/07/2023

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

# OELPA

Average Score and Performance Distribution, by Assessment: Middletown City SD, 2022-2023

Filtered By School: All Schools | Test Reasons: All Test Reasons |

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Grade 7 OELPA	OELPA	7	Spring 2023 (OELPA)	41	5099	<p>Percent: 22% 62% 16% Count: 12 26 7</p>	03/22/2023
Grade 8 OELPA	OELPA	8	Spring 2023 (OELPA)	39	5178	<p>Percent: 22% 62% 16% Count: 13 24 7</p>	03/22/2023
Grade 2 OELPA	OELPA	2	Spring 2023 (OELPA)	49	4870	<p>Percent: 27% 67% 6% Count: 13 33 3</p>	03/21/2023
Kindergarten OELPA	OELPA	KG	Spring 2023 (OELPA)	71	5184	<p>Percent: 20% 62% 18% Count: 25 44 12</p>	03/21/2023
Grade 5 OELPA	OELPA	5	Spring 2023 (OELPA)	48	5103	<p>Percent: 22% 50% 28% Count: 17 24 17</p>	03/20/2023
Grade 1 OELPA	OELPA	1	Spring 2023 (OELPA)	63	5242	<p>Percent: 22% 70% 8% Count: 14 44 5</p>	03/17/2023
Grade 4 OELPA	OELPA	4	Spring 2023 (OELPA)	55	4914	<p>Percent: 21% 62% 17% Count: 17 34 14</p>	03/08/2023
Grade 3 OELPA	OELPA	3	Spring 2023 (OELPA)	60	5356	<p>Percent: 13% 72% 15% Count: 8 43 9</p>	03/07/2023
Grade 9 OELPA	OELPA	9	Spring 2023 (OELPA)	43	5090	<p>Percent: 42% 58% Count: 18 25</p>	03/07/2023
Grade 11 OELPA	OELPA	11	Spring 2023 (OELPA)	32	5317	<p>Percent: 22% 72% 6% Count: 8 23 2</p>	03/03/2023
Grade 6 OELPA	OELPA	6	Spring 2023 (OELPA)	38	4971	<p>Percent: 12% 75% 13% Count: 7 30 5</p>	03/02/2023
Grade 10 OELPA	OELPA	10	Spring 2023 (OELPA)	37	5441	<p>Percent: 22% 70% 8% Count: 8 26 3</p>	02/23/2023
Grade 12 OELPA	OELPA	12	Spring 2023 (OELPA)	21	5501	<p>Percent: 14% 81% 5% Count: 3 17 1</p>	02/22/2023

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

## 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.*

Several factors contribute to literacy gaps in the Middletown City School District: mobility, poverty, staff and administrator turnover, and teacher experience. Middletown City Schools is an urban district with 100% of students qualifying for Free and/or Reduced lunch. Historically, students entering Kindergarten have limited or no prior preschool experiences. Families of low socioeconomic status are at a disadvantage due to lack of resources. Chronic absenteeism continues to contribute to low reading achievement scores with 44.9% of students chronically absent.

### Curriculum, Instruction, and Assessment Content Areas:

In the fall, MCSD administered the NWEA Map growth reading assessment in grades K-10. Those results were used, along with historical OST data, to identify reading achievement areas where students are not proficient. Those identified areas are K-3 Reading informational text, along with language and writing skills and 4-12 Literary (Informational) Text: key ideas and details, along with language and writing skills.

The MAP assessment also allowed MCSD to identify students not on track for third-grade reading guarantee and those numbers are as follows: KG - 146, First Grade - 219, Second Grade - 229, and Third Grade - 193. All identified students were placed on reading improvement plans. There are two ethnic subgroups noticeably not on track in grades K-3 and those are Black or African American students (178 with RIMPS) and Hispanic or Latino students (174 with RIMPS). Lastly, 100% of the students with disabilities identified as not on track have a RIMP in place.

MCSD growth data is showing improvement in pockets across the district including several grade levels on track or have the opportunity to meet the district goal of 50% proficiency on the upcoming spring assessments. NWEA MAP data indicates current projected proficiency for ELA performance at the following grade levels:

- 5th ELA (54.3% projected proficiency)
- 6th ELA (40.9% projected proficiency)
- 7th ELA (44.8 % projected proficiency)
- 8th ELA (45.9% projected proficiency)
- ELA II (46.8% projected proficiency)



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

There has historically been a focus on growth and balanced literacy. We are currently making the transition to focus on the science of reading with curricular adoptions and professional development. Our focus has shifted to grade level Tier 1 core instructional practices rather than intervention and a deficit-based model. We are in the beginning phases of this and know it is a focus area for us.

This root cause analysis served as a foundation for developing a strategic plan to improve reading achievement and lays the groundwork for a comprehensive, evidence-based approach based on historical learner performance trend data, curriculum audit that identifies strengths and weaknesses, curriculum adoption, and professional development in Science of Reading for staff.

#### Curriculum Audit and Adoption:

Balanced Literacy ELA curriculum showed strengths of a strong alignment with standards and instructional materials that cover a broad spectrum of reading skills and strategies. Weaknesses included a limited emphasis on individualized instruction catering to diverse learning needs and inadequate incorporation of evidence-based practices in reading instruction.

Findings: The curriculum adopted lacks sufficient focus on foundational skills critical for early reading development.

During the 2021-22 school year, the district adopted a new K-12 ELA curriculum through an adoption process that included ELA pilots in classrooms and stakeholder involvement in curriculum selection. Middletown City Schools adopted HMH Into Reading/Into Literature. The program includes the following evidence-based principles: direct instruction, individualized instruction, scaffolding phonics, fluency instruction, morphology instruction, sight word instruction, comprehension instruction, and spelling/writing instruction.

#### Professional Development (PD) in Science of Reading:

We took an assessment of the existing Science of Reading PD for staff and identified the extent to which the PD aligns with research-based practices. We recognize the need for ongoing support to reinforce and deepen understanding, and the link between sustained PD and its impact on classroom practices and student outcomes.

Recommendations: Develop a structured and sustainable PD plan in the Science of Reading, addressing identified weaknesses in foundational skills. Establish a collaborative approach involving teachers, administrators, and parents in the ongoing PD process to ensure diverse perspectives.

### Summary of Key Findings:

1. Root causes of low reading achievement include inadequate emphasis on foundational skills and gaps in the application of Science of Reading principles.
2. The importance of a comprehensive and sustainable approach to professional development to address identified issues.

### Proposed Action Plan:

1. Implement targeted changes in the curriculum to emphasize foundational skills.
2. Provide ongoing, collaborative professional development in the Science of Reading to ensure effective implementation in the classroom.

## 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.*

**Student Learner Performance Goals:** By June 2026, we will improve the performance of (ALL, SWD, EL, Multi-Racial) groups, at (ALL) grade levels at/in (ALL BUILDINGS) to 50% in Reading using OST.

NWEA MAP

Dyslexia Screener with PM measures (Amplify K-6 and 7-8 SWD)

Grade Level Standards-Based Common Assessments

### **Adult Implementation:**

ELA instruction includes literacy components supporting the Simple View of Reading continuum (students work through levels of emergent language and literacy, early language and literacy, conventional language and literacy, adolescent language and literacy)

MTSS Team

ELA materials and PD supports system

Implementation of Core ELA Block, Intervention & Enrichment Block

**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 2026, we will improve the performance of (ALL, SWD, EL, Multi-Racial) groups, at (ALL) grade levels at/in (ALL BUILDINGS) to 50% in Reading using OST.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	K-12 Implementation of HMH ELA curriculum	Use of Amplify DIBELS for screening and progress monitoring	Orton Gillingham implementation in Intervention Blocks
Timeline	2023-24 School Year	2023-24 School Year	2023-24 School Year
Lead Person(s)	District Leadership Team	District Leadership Team	Terri Vincent, Literacy Teacher Leader and in-district IMSE Orton Gillingham trainer
Resources Needed	HMH Curriculum	DIBELS testing materials	Orton Gillingham training manual, teacher guides, decodable readers, blending boards and other supplemental materials
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	K-12 HMH coaches will provide onboarding PD for new staff, provide differentiated choice PD for veteran staff, 6-12 staff will draft walkthrough tool with key ELA looks-fors, teacher leaders complete coaching cycles utilizing the Impact Cycle	K-6 Amplify coaches will provide onboarding PD for all staff, teacher leaders provide ongoing support for analyzing progress monitoring data, MTSS teams provide support for designing intervention groups	OG training (30 hour comprehensive) for all K-5 ELA staff and K-12 Instructional Specialists, OG Practicum cohorts, district training for morphology

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

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	Adult implementation data (walkthrough observations), student performance data on OST, MAP, common assessments	Adult implementation data (walkthrough observations), student performance data on OST, DIBELS benchmark and progress monitoring, common assessments	Adult implementation data (walkthrough observations), student performance data on OST, MAP, DIBELS, OG assessments
Description of Funding	General Fund	General Fund	Title IIA
Check-in/Review Date	Spring 2024	Spring 2024	Spring 2024

**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.*

Middletown's RAP will be monitored through data analysis at the district, building, classroom, and individual student level with the components of the OIP in mind (identify, research, plan, implement and monitor, examine).

Teacher Based Teams meet weekly to analyze both student achievement data and adult implementation data aligned to the building and district goals. This data is then used to refine instruction to better meet individual student needs. Building Leadership Teams meet monthly to analyze and monitor building-wide data to determine areas of need and make any necessary adjustments to their area of focus and support. BLT also monitors adult implementation of the core curriculum. This data is then shared with the District Leadership Team quarterly to determine overall effectiveness, provide appropriate resources and support, and revise the District plan for the following school year.

Data points routinely analyzed are listed on the K-12 Assessment Outline below:

<b><u>ASSESSMENT</u></b>	<b><u>PURPOSE</u></b>	<b><u>FREQUENCY</u></b>	<b><u>GRADES</u></b>	<b><u>ALL, SOME, FEW</u></b>	<b><u>Where is this data discussed and considered? What does this data point drive?</u></b>
<b>OST</b>	ACHIEVEMENT Reading & Math *3GG *HQSD	1X YEAR Math 1X YEAR Reading 3X YEAR Reading	3-8 4-8 3	ALL ALL ALL	DLT, BLT, Grade Level Teams, IndividualL Teachers: reflect on the overall achievement of the class, grade level, building
<b>MAP</b>	*BENCHMARK Reading & Math *GROWTH *HQSD *GIFTED Reading & Math *3GG *K-3 ON/OFF TRACK	3X YEAR	K-10	ALL	DLT, BLT, Grade Level Teams, Individual Teachers: reflect on the overall achievement of the class, grade level, building
<b>COMMON ASSESSMENTS</b>	GRADE LEVEL STANDARDS Reading & Math	BY MODULE	K-12	ALL	BLT, Grade Level Teams, CORE Small Group
<b>TIER 1 DYSLEXIA SCREENER *Amplify</b>	DYSLEXIA MARKERS SKILLS DEFICIT	3X YEAR	K-6	ALL	BLT, Grade Level Teams, I&E Block

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

<b>DIBELS 8</b>					
<b>TIER 2 DYSLEXIA SCREENER *PAST</b>	DRILL DOWN SKILLS	AS THE DATA DETERMINES IS NEEDED	K-6	SOME, FEW	BLT, Grade Level Teams I&E Block
<b>PROGRESS MONITOR</b>	*AT RISK	WEEKLY BI-WEEKLY	K-6	SOME	BLT, Grade Level Teams I&E Block
<b>KRA</b>	BEGINNING SKILLS	FALL or Within 60 days of School	K	ALL	
<b>OELPA</b>	ENGLISH PROFICIENCY & READINESS	FEBRUARY-MARCH	K-12	SOME	
<b>OELPS</b>	ENGLISH PROFICIENCY & READINESS Screener	BOY or Within 30 days	K-12	FEW	BLT, Grade Level Teams
<b>ALT OELPA</b>		1X YEAR	K-12	FEW	
<b>ALT ASSESS</b>		1X YEAR	K-12	FEW	
<b>ABRE SEL Questionnaire</b>		3X YEAR	K-12	ALL	MTSS Team Discussion on Whole Child

## 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.

**K-12 Implementation of HMH ELA curriculum** This is the second year of implementation of the HMH ELA curriculum for K-12. Grounded in science-based reading methods that have proven how students acquire reading skills, *HMH Into Reading* provides comprehensive, explicit, and systematic instruction in foundational literacy skills, aligned with a research-based scope and sequence that provides students with a foundation to become confident, independent readers and writers. *HMH Into Literature* is a comprehensive English Language Arts solution that provides engaging and rigorous texts to build intellectual stamina and tenacity while developing analytical readers, independent thinkers, and proficient writers.

- To strengthen instruction, the district implemented a unified schedule across all of the elementary buildings which includes specific minutes daily for core instruction and intervention blocks.

**ELEMENTARY SCHEDULE REDESIGN (K-3)**

Time Allotment	What	Who-Ss	Who-Ts	How	Tier
75 minutes CORE Reading Block	CORE-HMH: reading, writing, language	All Students	Classroom Teacher	Whole group/small group	1
45 minutes CORE Foundational Skills Block	CORE-HMH: phonemic awareness, phonics, spelling, & handwriting	All Students	Classroom Teacher	Whole group/small group	1
45 minutes Intervention Block	Intervention & Enrichment: OG, Heggerty, etc.	Students based on skills & need	Classroom Teachers, ISs, Tutors	Small group	2 & 3

**ELEMENTARY SCHEDULE REDESIGN (4-5)**

Time Allotment	What	Who-Ss	Who-Ts	How	Tier
90 minutes CORE ELA, Math, SS/SC	CORE: HMH, ENY, OSW, Inspire	All Students	Classroom Teacher	Whole group/small group	1
30 minutes Intervention Block	Intervention & Enrichment: OG, Heggerty, etc.	Based on skills & need	Classroom Teachers, ISs, Tutors	Small group	2 & 3



2. Common Assessments for grades 6-12 were created using the Readiness Assessments available from the Ohio Department of Education. Assessments are used as checkpoints to inform instructional practices, drive ELA gap analysis, and provide planning support for our ELA teachers.

**Use of Amplify DIBELS for screening and progress monitoring** This is our first year of implementation of DIBELS 8. DIBELS is an evidence-based assessment that allows us to accurately assess the skills needed for literacy acquisition. These skills are based on the Science of Reading – extensive research that has been conducted over 40 years into how we learn, and the skills and conceptual knowledge we need to master reading. The research comes from a broad range of disciplines, including education, psychology, and neuroscience.

Screening and progress monitoring are occurring during the intervention block in K-5. The data is analyzed and monitored by building MTSS teams to create intervention groups based on student needs.

**Orton Gillingham implementation in Intervention Blocks** The IMSE Impact Comprehensive Orton-Gillingham Plus Course and Program is 30-hours of a hands-on, interactive, and personalized class that provides a complete understanding of IMSE’s enhanced Orton-Gillingham method, the essential five components to literacy, and the tools necessary to apply it in the classroom. After participating in this accredited Structured Literacy course, teachers will understand the structure and foundation of the English language as well as the research behind the Science of Reading. Educators will have a basic knowledge of how to assess and teach students in all three tiers of RTI as well as students with dyslexia.

This strategy supports our students on a RIMP through a Multi-Modal Approach to Structured Literacy-a multi-sensory, structured, explicit, systematic, sequential, cumulative, diagnostic and prescriptive instructional approach for reading and writing; which targets: phonemic awareness, sound-letter correspondence (phonics), spelling, handwriting, fluency, morphology, vocabulary and comprehension. Teaching steps are the following: synthetic and analytic presentation, opportunity for practice and teaching to mastery of a structured scope and sequence.

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

*Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:*

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

**Be effective:** Teachers will embed targeted foundational skill strategies (phonological awareness, phonics, word recognition) into their core and intervention instruction. By examining all parts of our instructional day (core instruction block and intervention block), we will ensure that students receive high-quality instruction.

**Show progress:** Progress will be continuously monitored by Ohio’s Improvement Process. TBTs drive the instruction, BLT will track TBT progress, and DLT will monitor data at a district level. Walkthroughs will monitor fidelity to the district expectations, specifically in the adult implementation use of the ELA curriculum and OG for intervention. Teacher leaders, principals, and teachers will be given opportunities to receive training and reflect on their practice and implementation of district expectations.

**Improve upon strategies utilized during the two prior consecutive school years:** This plan builds upon the 3-year framework of our CCIP. This year teachers will receive intensive support from Terri Vincent (in-district teacher leader and IMSE Orton Gillingham trainer), district curriculum personnel, and building Teacher Leaders to support teachers and to monitor fidelity.

Educators will use the outlined practices and interventions to respond to the needs of individual students through the MTSS framework or universal screenings and frequent monitoring of data reviewed weekly through the OIP process. This Achievement Plan not only builds local capacity, but is also sustainable. The implementation team has intentionally layered in a systematic rollout through PD and resources. Administrators also receive sustained professional development, which in turn allows them to fully support their staff. When our teachers and administrators gain a better understanding of Structured Literacy and the Science of Reading, as well as fully and effectively engage in the MTSS process, student achievement will be positively impacted.

#### 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 135<sup>th</sup> 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.*

Middletown City Schools began training and supporting staff knowledge of the Science of Reading in the summer of 2021. Since then, we have been able to provide continuous training sessions for staff through the Comprehensive 30-hour IMSE Orton-Gillingham Training.

We know that the plan for professional development should be sustainable, intensive, collaborative, job-embedded, data-driven, and instructionally focused. Our CCIP clearly outlines a PD framework for the 2023-24 school year that aligns with our goals for this year and long-term goals for the district through the use of these PD characteristics.

<b>Reading</b>	K-12 HMH Coaches will provide onboarding PD for new staff; provide differentiated choice PD for veteran staff	K-12 HMH Coaches will provide differentiated choice PD for staff	K-12 HMH Coaches will provide differentiated choice PD for staff	K-12 HMH Coaches will provide differentiated choice PD for staff
	K-6 Amplify building based teams train staff by August-PD			
	EL PD for all teachers	EL strategy PD for all teachers	EL strategy PD for all teachers	EL strategy PD for all teachers
	Orton Gillingham training for new teachers and tutors	Orton Gillingham training	Orton Gillingham training	Orton Gillingham training
	Teacher Leaders complete 4 coaching cycles per quarter utilizing the Impact Cycle	Teacher Leaders complete 5 coaching cycles per quarter utilizing the Impact Cycle	Teacher Leaders complete 5 coaching cycles per quarter utilizing the Impact Cycle	Teacher Leaders complete 4 coaching cycles per quarter utilizing the Impact Cycle

## APPENDICES

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