



March 22, 2024

Dear Superintendent Jackson:

Thank you for submitting the Northridge Local 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:**

- All components of reading are addressed through instruction, diagnostic assessment, and progress monitoring
- Focus on implementation science to lead changes will lead to smoother and more successful implementation of planned changes
- Professional development plan is thorough and ensures that learning will be sustained, intensive, collaborative, job-embedded, data-driven, and instructionally-focused
- Root cause analysis identifies areas that can be directly improved; plans for improvement tied strongly to root cause


**This plan will benefit from:**

- Plan focuses on theories of implementation (i.e., guidance from NIRN). Plan could be improved by tying implementation plans more directly to specific change activities
- Plan would benefit from deeper explanation of how all students' needs will be met through Universal Design for Learning

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Northridge Local 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](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 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: NORTHRIDGE LOCAL SCHOOLS**

**DISTRICT IRN: 048736**

**DISTRICT ADDRESS: 2008 TIMBER LANE, DAYTON, OH 45414**

**PLAN COMPLETION DATE: DEC. 20, 2023**

**LEAD WRITERS: KIM PUCKETT, TODD PETTY, TINA KRETZER**

## 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	Organization	Email
David Jackson	Superintendent	Northridge Local Schools	djackson@northridge schools.org

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

Kim Puckett	Director of Curriculum and Instruction	Northridge Local Schools	kpuckett@northridgeschools.org
Kim Harnett	Curriculum Coach/Testing Coordinator	Northridge Local Schools	kharnett@northridgeschools.org
Anthony Hiser	Building Administrator K - 5	Northridge Local Schools	ahiser@northridgeschools.org
Todd Petty	Student Success Administrator K - 5	Northridge Local Schools	tpetty@northridgeschools.org
Derrick Thomas	Student Success Administrator K - 5	Northridge Local Schools	dthomas@northridgeschools.org
Tina Kretzer	K-5 Literacy Coach	Northridge Local Schools	tkretzer@northridgeschools.org
Mark Brumley	School Board President	Northridge Local Schools	mbrumley@northridgeschools.org

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

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

The Northridge Literacy Leadership Team (NLLT) analyzed student performance data from the Kindergarten Readiness Assessment (KRA), Ohio State Tests Grades 3-5, NWEA/MAP, Acadience K-5 benchmarking and progress monitoring, classroom performance and state test data, the R-TFI summary for Elementary, and additional sources regarding student demographics. Analysis from student performance data along with other factors leading to low literacy performance, we identified two local literacy goals to better streamline our efforts. The Literacy Leadership Team will analyze data sources in early summer and recommend modifications as necessary to achieve literacy goals. Throughout the school year, building leadership teams (BLT) and the multidisciplinary team (MDT) will evaluate trend data from various data sources and participate in the R-TFI to further evaluate and monitor progress towards goals. Teacher-based teams (TBT) will also evaluate specific trend data and

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

their plans towards increased student literacy as it aligns to the RAP. These findings will be shared from DIT to BLT to TBT and from TBT to BLT to DIT.

Communicating the plan to stakeholders is crucial to effective implementation, monitoring, and capacity. Before the leadership team can begin to work on implementing the RAP, the team will present to the District Implementation Team and each Building Leadership Team. The NLLT consists of members from every teacher-based team. Each NLLT member provides their TBT with a summary of the plan and gathers their respective team's feedback. Revisions were made to the plan in regards to staff literacy knowledge and the district's core values of collaborative planning and a shared vision. Building wide meetings were also held to clarify the plan. After revisions are made to the plan the Literacy Team will condense the document into a one page, easily understood plan. Communicating the plan to parents and other community stakeholders will be done through the district website (Tech Team), district newsletter (Dividends), and building newsletters (principal's weekly update). Title I Parent Involvement events will also provide summaries of the plan and the progress towards the goals (Family Engagement Committee). The Literacy Team will check these communication pieces at each meeting. These communication pieces will be sustained as the plan is implemented. Having a multi-faceted communication plan in place will ensure that all stakeholders are aware of the plan, results, and evaluation.

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

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

The foundation of Northridge's Local Literacy Plan lies within the district's ONE plan,, which is created to ensure that the district remains focused on our mission: *to empower our students to succeed and our community to thrive,we provide exceptional instruction and compassionate support to create tomorrow's leaders.* The OIP is used by all teams in the district to continually monitor and improve implementation and outcomes. The RAP specifically supports the following goals within the ONE plan.

*Reading/literacy academic outcomes for all NLS students will improve as evidenced by a yearly increase of 5% or higher of students demonstrating proficiency or above on national, state and local assessments in all tested areas. All student subgroups will demonstrate growth on state and/or district assessments by at least 10%.*

The Northridge Local Schools Reading Achievement Plan is a tool the Northridge Literacy Leadership Team and teacher-based teams will use to provide additional guidance as we work toward our district goals. The intended outcomes of goals listed in *Section 6: Action Plan Maps* reflect alignment with many of our district's core values—Always Improving, Student Success, Understand and Meet Legitimate Needs, Personal Responsibility and Behavioral Integrity, and District is Family. By focusing our collective efforts on literacy, our students will be able to apply these critical skills to all subjects and to their future endeavors.

Improvement and Equity are at the forefront of all decisions. Intervention or enrichment is provided to all students based on initial screening data from Acadience and follow up screening data in phonics and/or phonemic awareness. The Northridge Multi Disciplinary Team (MDT) has received training and coaching to develop a process for monitoring students' response to intervention.

NLS leaders, including Northridge Elementary administrators attended *Learning Forward* training with Paul Fleming. As a result of this training, NLS has chosen to focus on chronic absenteeism as one area that is being addressed through an equity lens.

The review and selection process for a new reading curriculum focused on criteria for the Science of Reading, Explicit Instruction, and Cultural Responsiveness.

As our buildings and teacher-based teams implement the action steps within each goal, we will not only focus on the buildings as a whole, but more importantly on each child's growth and success by improving literacy instruction and learning for all. We will build teacher capacity through

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

job-embedded professional development focused on literacy and behavior supports. Teachers and administrators will make evidence-based decisions, while participating in collaborative leadership opportunities. Meeting the needs of all stakeholders will be a focus as staff will work alongside families and community partners to highlight the importance of school involvement and literacy. Student success will be at the forefront, as TBTs, BLT, MDT, and DIT focus discussions on student-data by subgroup and use that information to drive instruction and align effective student interventions. The intentional connection between the RAP and the ONE plan will collectively impact improvement of system structure supports, resources, materials, staff, professional development, and leadership supports.



## 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:

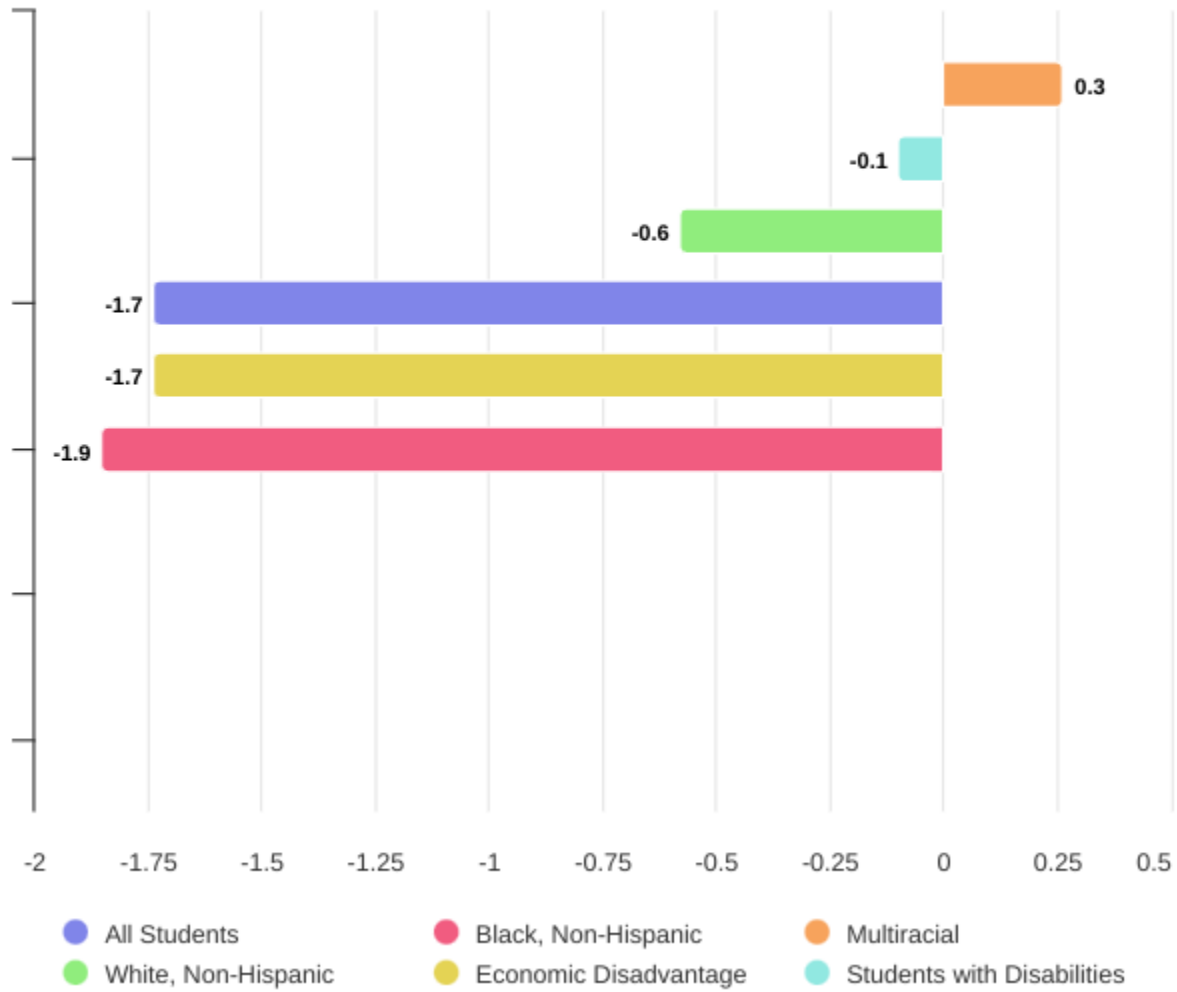
- **The Kindergarten Readiness Assessment,**
- **Ohio's State Test for English language arts assessment for grades 3-8,**
- **K-3 Reading diagnostics (include subscores by grade level),**
- **The Ohio English Language Proficiency Assessment (OELPA)**
- **The Alternate Assessment for Students with Significant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

**In order to determine if we are making progress towards our goal of “ Reading/literacy academic outcomes for all NLS students will improve as evidenced by a yearly increase of 5% or higher of students demonstrating proficiency or above on national, state and local assessments in all tested areas. All student subgroups will demonstrate growth on state and/or district assessments by at least 10%,” we must continually monitor student achievement and growth to ensure that there is ample evidence that we are reaching all students. When we consider our students’ literacy, there is a significant amount of district data that shows whether we are preparing our students. We examined students’ Kindergarten Readiness Assessment (KRA), diagnostic assessments, and the Ohio State Tests in English language arts. The role of the NLLT is to analyze all of this data to determine the effectiveness of our literacy framework and progress towards our district goals.**

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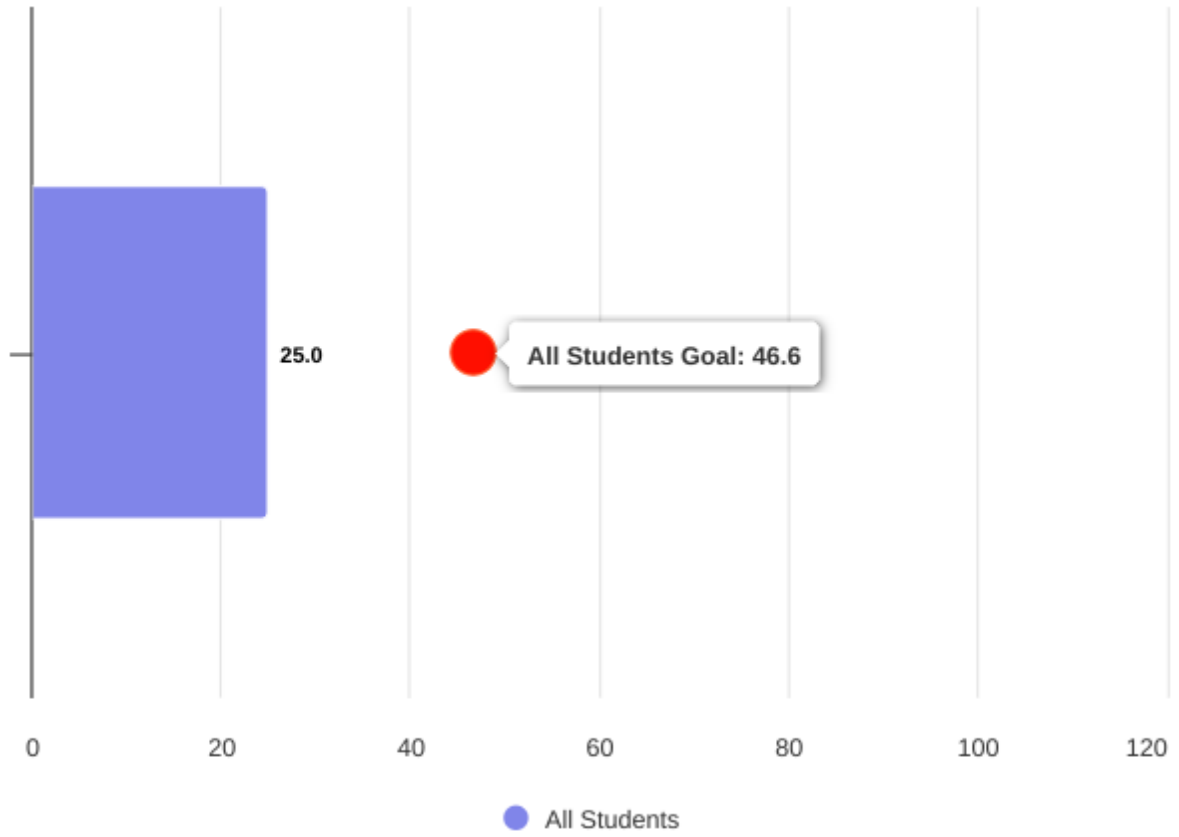
# English Language Arts Growth

## Growth Index by Subgroup



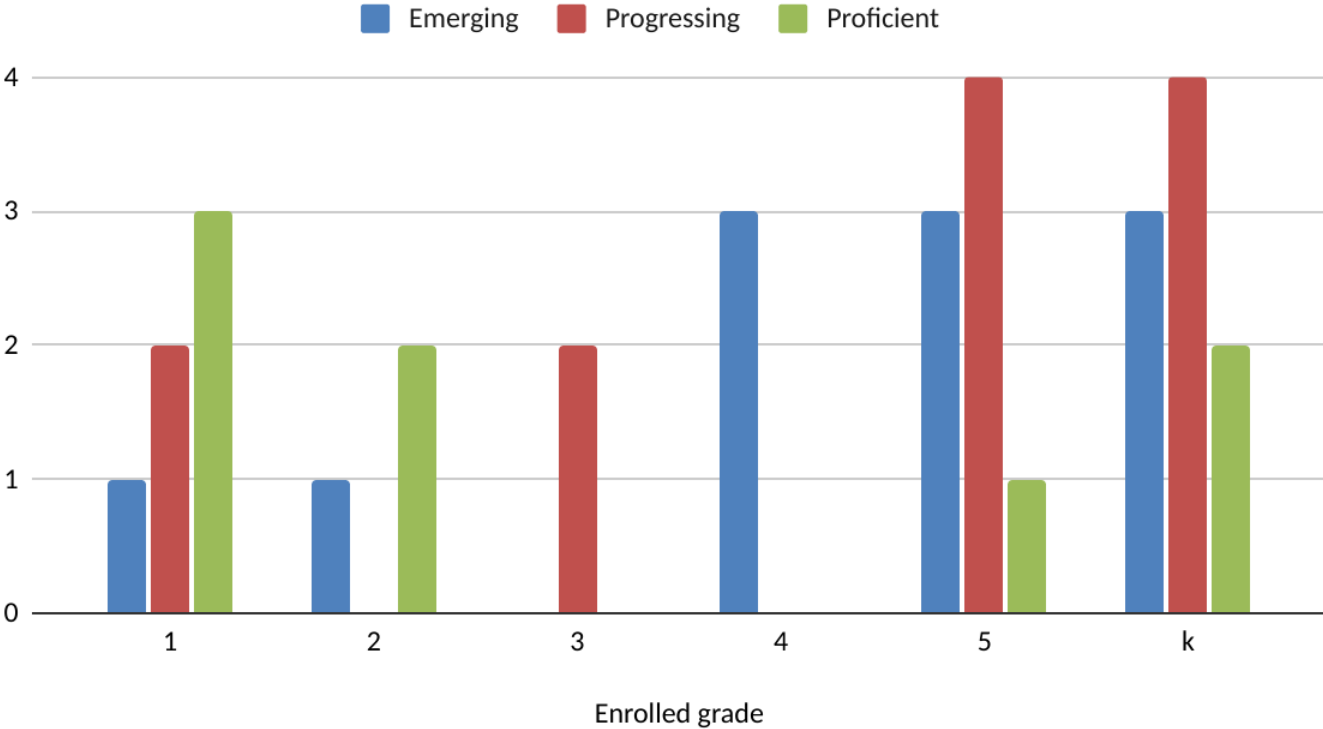
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## English Learners



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

# OELPA Emerging, Progressing and Proficient



Our analysis of this data suggests that we are beginning to make progress with early literacy skills at the kindergarten level, with our multiracial students, and students with disabilities, but we are not making progress towards having students score proficient or beyond on English language arts assessments (Ohio State Tests in English language arts and high school end-of-course tests) or prepared for college and/or career. Currently, Northridge has no students in grades K-5 that are given the alternative assessment.

### Kindergarten Entry:

26% of entering kindergarten students at Northridge Elementary were on track at the beginning of the 2021-2022 school year in language and literacy, as measured by KRA. This is the most current data we have available.

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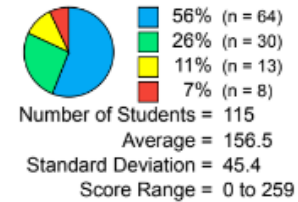
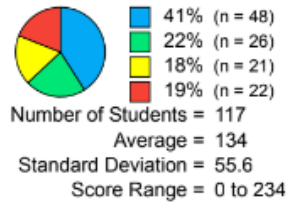
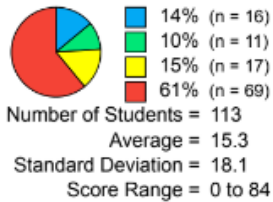
## Kindergarten Literacy:

### Beginning of Year

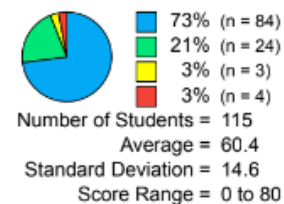
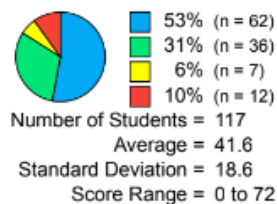
### Middle of Year

### End of Year

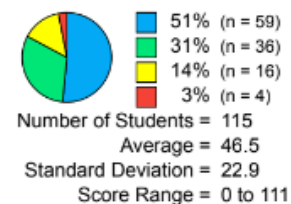
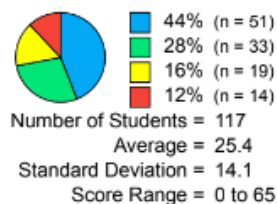
#### Reading Composite Score



#### Phoneme Segmentation Fluency



#### NWF Correct Letter Sounds



24% of kindergarten students at Northridge Elementary were on track at the beginning of the 2022-2023 school year, as measured by Acadience beginning of the year screening. 83% of kindergarten students were on track at the end of the year.

94% of kindergarten students were on track in Phoneme Segmentation Fluency at the end of the 2022-2023 school year.

82% of kindergarten students were on track in Correct Letter Sounds at the end of the 2022-2023 school year.

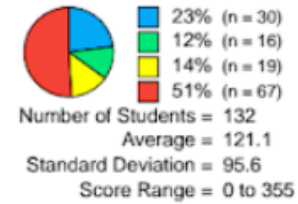
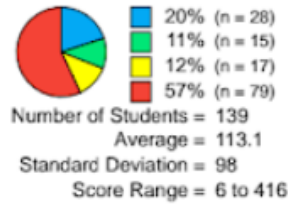
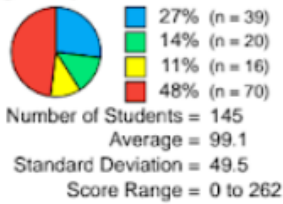
## First Grade Literacy:

### Beginning of Year

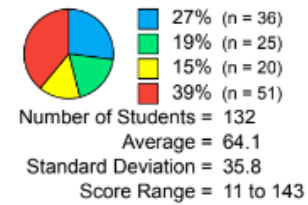
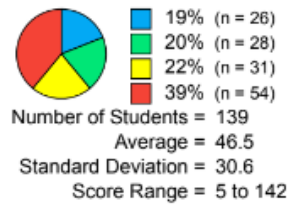
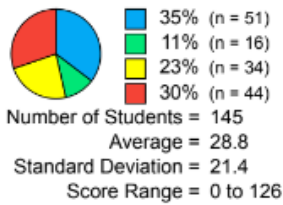
### Middle of Year

### End of Year

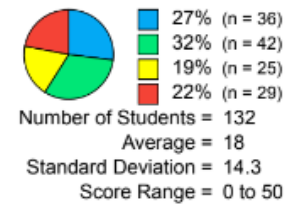
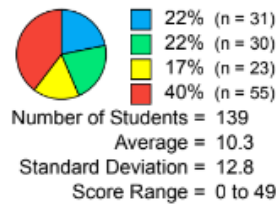
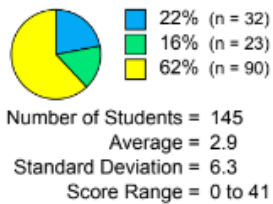
#### Reading Composite Score



#### NWF Correct Letter Sounds



#### NWF Whole Words Read

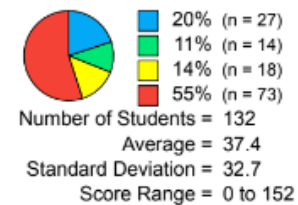
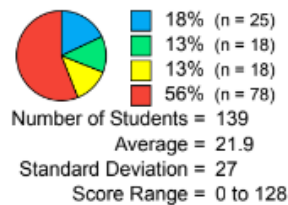


### Beginning of Year

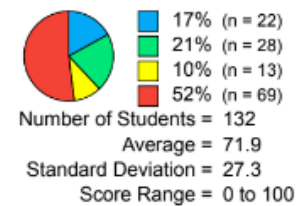
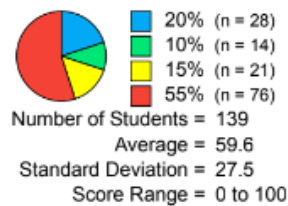
### Middle of Year

### End of Year

#### ORF Words Correct



#### ORF Accuracy



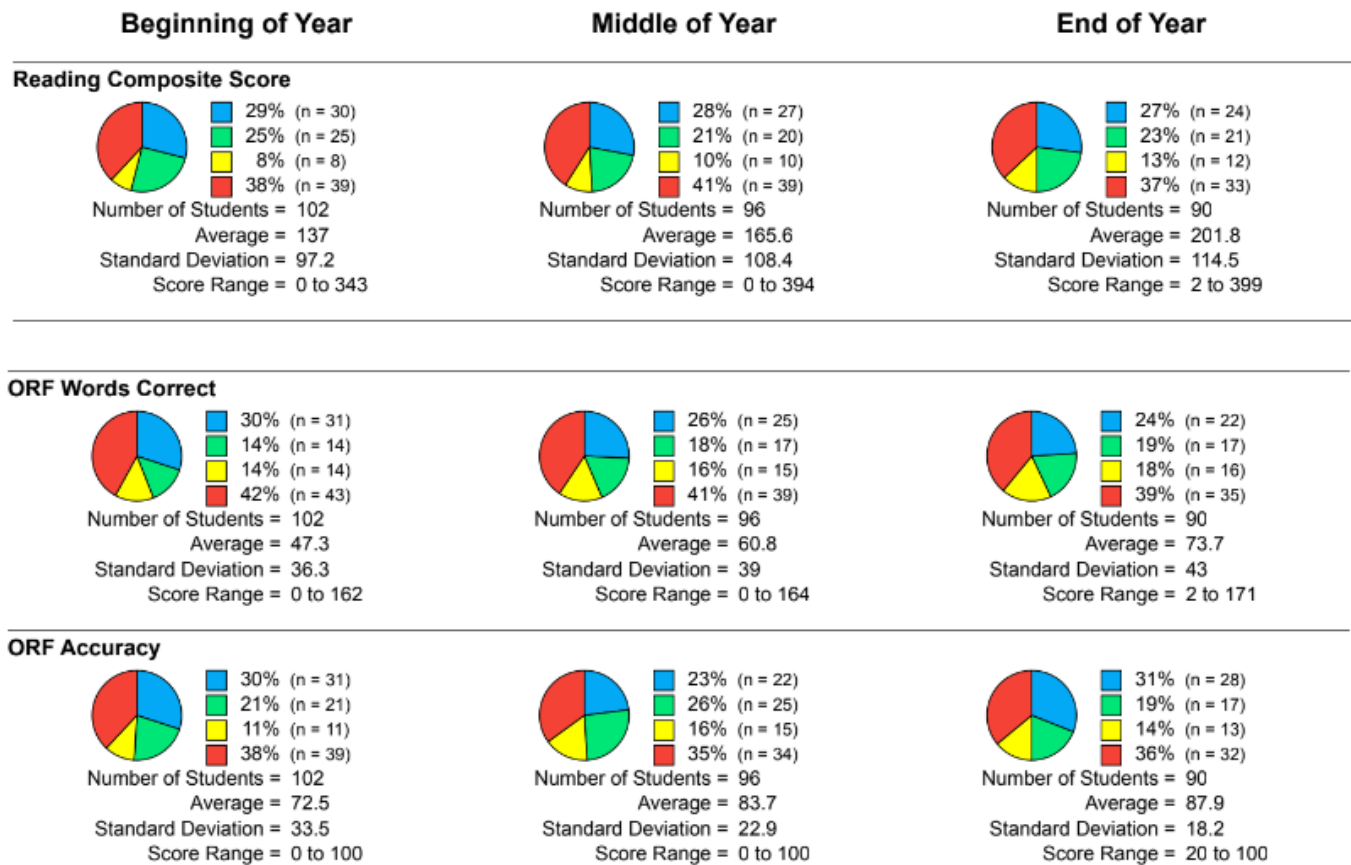
\*Section headings marked with an asterisk are required by state law.

41% of first grade students at Northridge Elementary were on track at the beginning of the 2022-2023 school year, as measured by Acadience beginning of the year screening. 35% of first grade students were on track at the end of the year.

There was a 21% increase of students on track for Whole Words Read from beginning of the year to end of year assessments based on Acadience.

The percentage of students on track for Words Correct in ORF remained the same, but the percentage of students on track for Accuracy in ORF increased 8%.

**Second Grade Literacy:**



54% of second grade students at Northridge Elementary were on track at the beginning of the 2022-2023 school year, as measured by Acadience beginning of the year screening. 50% of students were on track at the end of the year.

There was a 1% decrease of students on track for Words Correct from beginning of the year to the end of the year assessments based on Acadience.

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There was a 1% decrease of students on track for Accuracy from the beginning of year to the end of the year assessment based on Acadience.

There was a 14% increase of students on track for Retell (comprehension) from the beginning of the year to the end of the year assessment based on Acadience.

28% of second grade students were projected to score proficient or higher on the Ohio State Test at the beginning of the year, as measured by the NWEA MAP Reading assessment.

Third Grade Literacy:

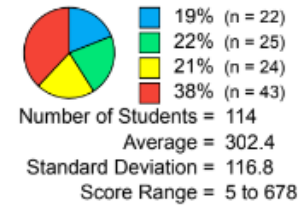
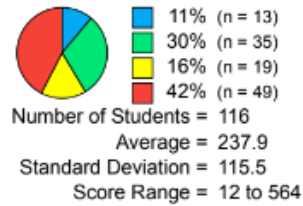
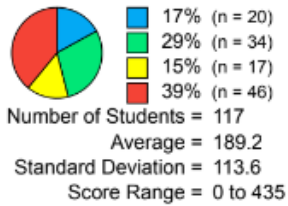


## Beginning of Year

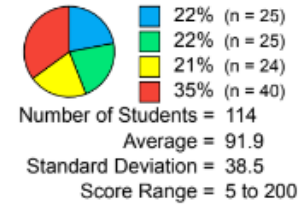
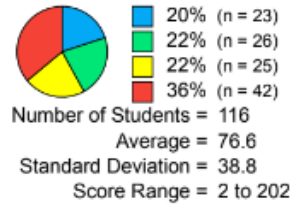
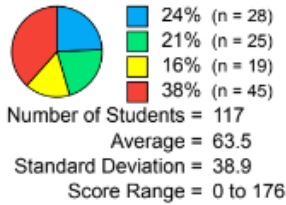
## Middle of Year

## End of Year

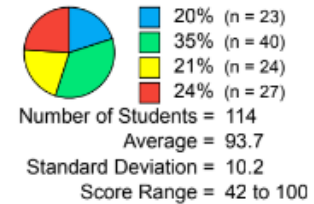
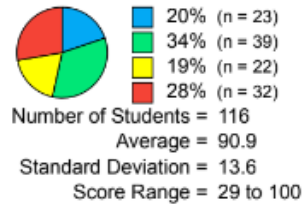
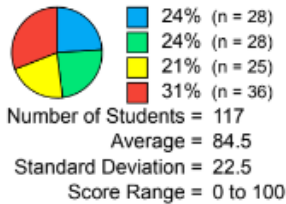
### Reading Composite Score



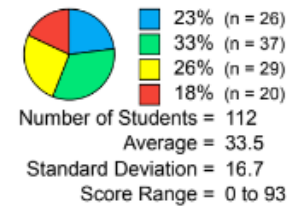
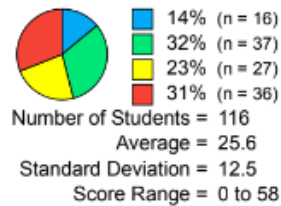
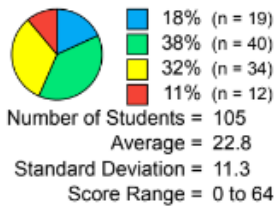
### ORF Words Correct



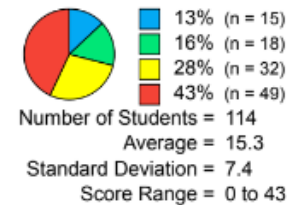
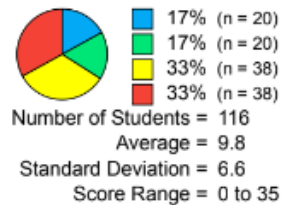
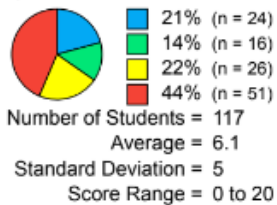
### ORF Accuracy



### Retell



### Maze Adjusted Score



46% of third grade students at Northridge Elementary were on track at the beginning of the 2022-2023 school year, as measured by Acadience beginning of the year screening. 41% of students were on track at the end of the year.

There was a 2% decrease of students on track for Words Correct from beginning of the year to the end of the year assessments based on Acadience.

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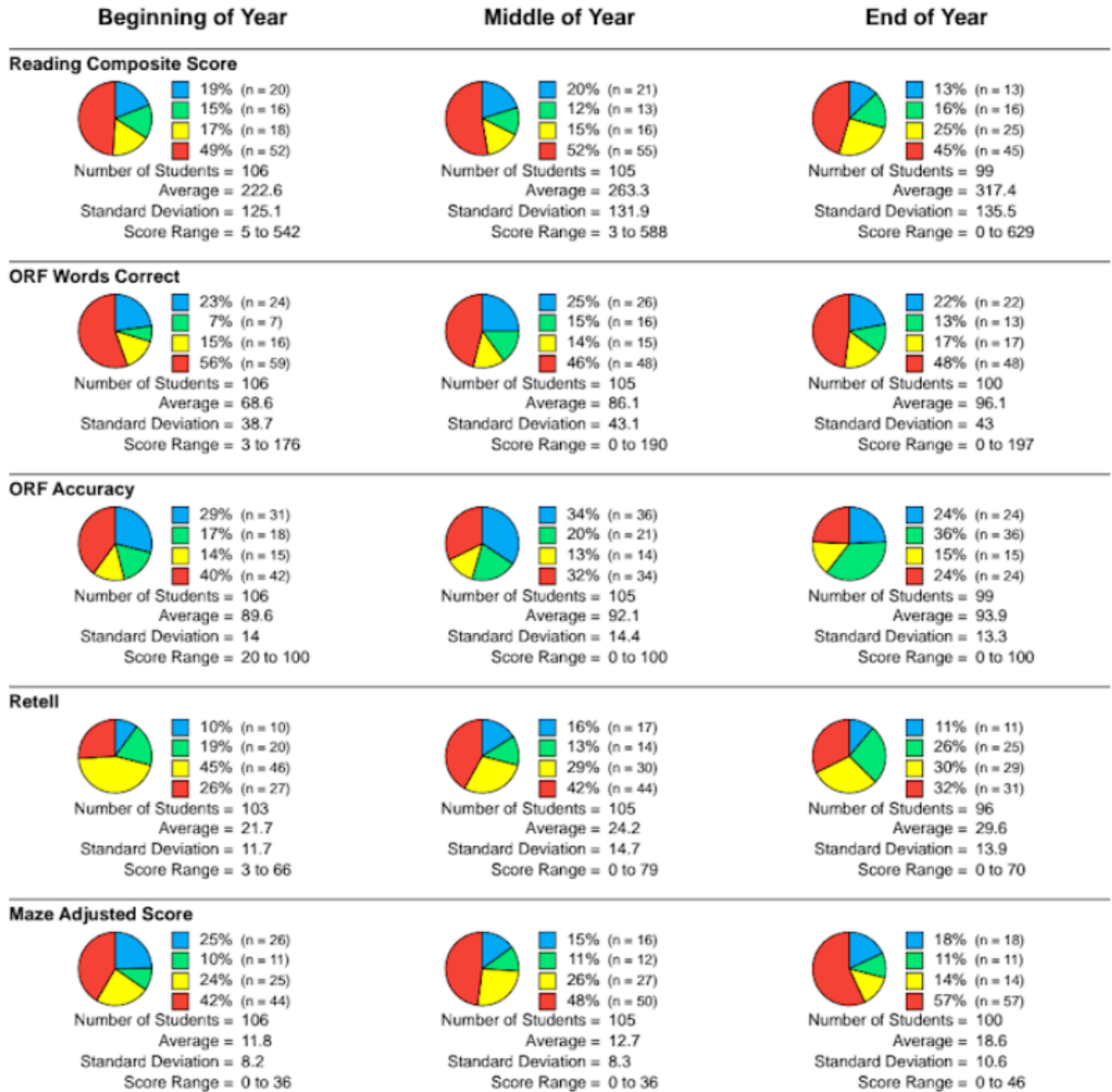
**There was a 7% increase of students on track for Accuracy from the beginning of year to the end of the year assessment based on Acadience.**

**There was no change to the number of students on track for Retell (comprehension) from the beginning of the year to the end of the year assessment based on Acadience.**

**31% of third grade students were projected to score proficient or higher on the Ohio State Test at the beginning of the year, as measured by the NWEA MAP Reading assessment.**

**35.8% of third grade students scored proficient at the end of the 2022-2023 school year as measured by the Ohio State Achievement Test.**

## Fourth Grade Literacy:



34% of fourth grade students at Northridge Elementary were on track at the beginning of the 2022-2023 school year, as measured by Acadience beginning of the year screening. 29% of students were on track at the end of the year.

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**There was a 5% increase of students on track for Words Correct from the beginning of the year to the end of the year assessment based on Acadience.**

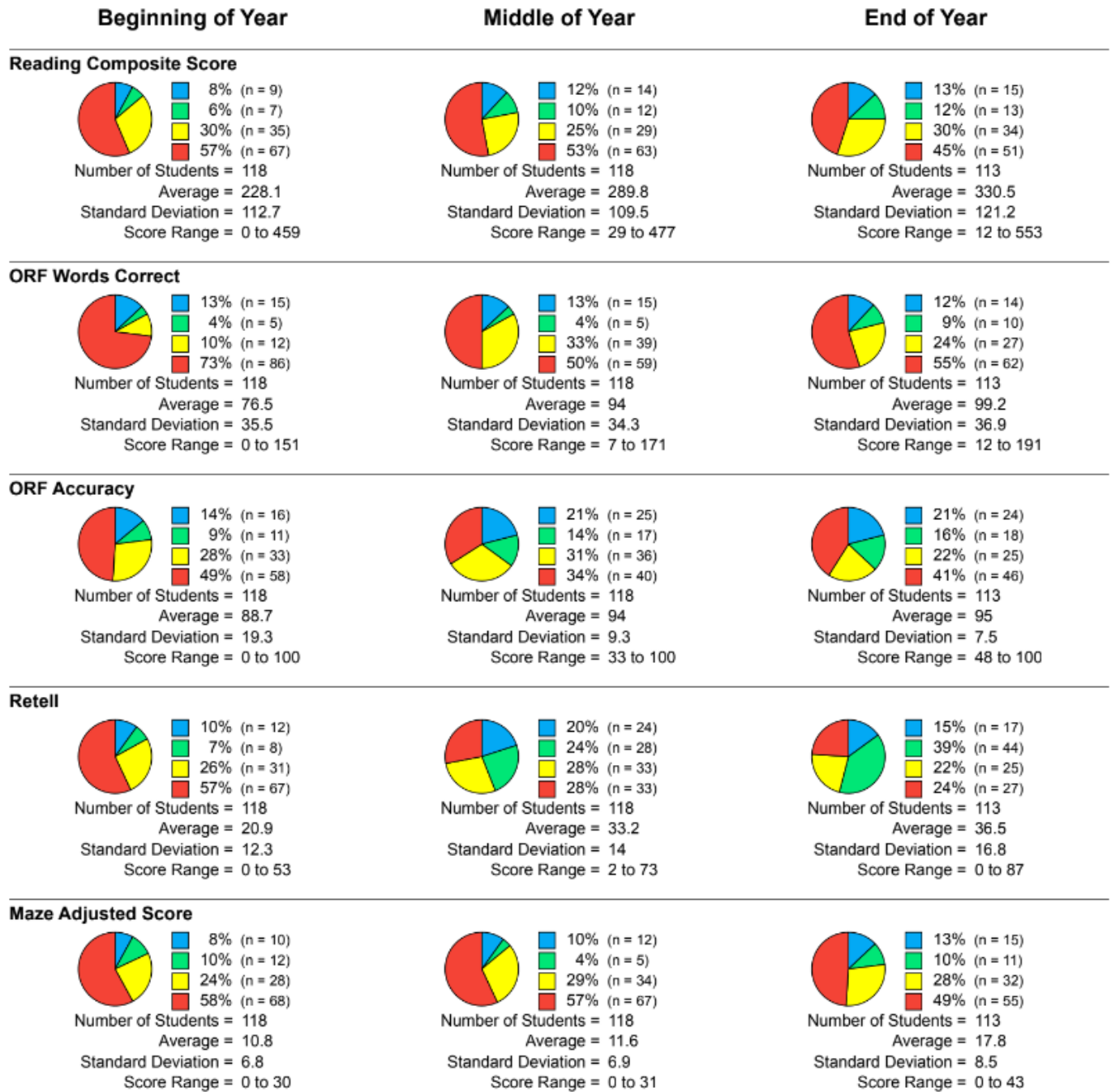
**There was a 14% increase of students on track for Accuracy from the beginning of year to the end of the year assessment based on Acadience.**

**There was an 8% increase of students on track for Retell (comprehension) from the beginning of the year to the end of the year assessment based on Acadience.**

**49% of fourth grade students were projected to score proficient or higher on the Ohio State Test at the beginning of the year, as measured by the NWEA MAP Reading assessment.**

**22.4% of fourth grade students scored proficient at the end of the 2022-2023 school year as measured by the Ohio State Achievement Test.**

## Fifth Grade Literacy:



14% of fifth grade students at Northridge Elementary were on track at the beginning of the 2022-2023 school year, as measured by Acadience beginning of the year screening. 25% of students were on track at the end of the year.

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

There was a 4% increase of students on track for Words Correct from beginning of the year to the end of the year assessments based on Acadience.

There was a 14% increase of students on track for Accuracy from the beginning of year to the end of the year assessment based on Acadience.

There was a 37% increase of students on track for Retell (comprehension) from the beginning of the year to the end of the year assessment based on Acadience.

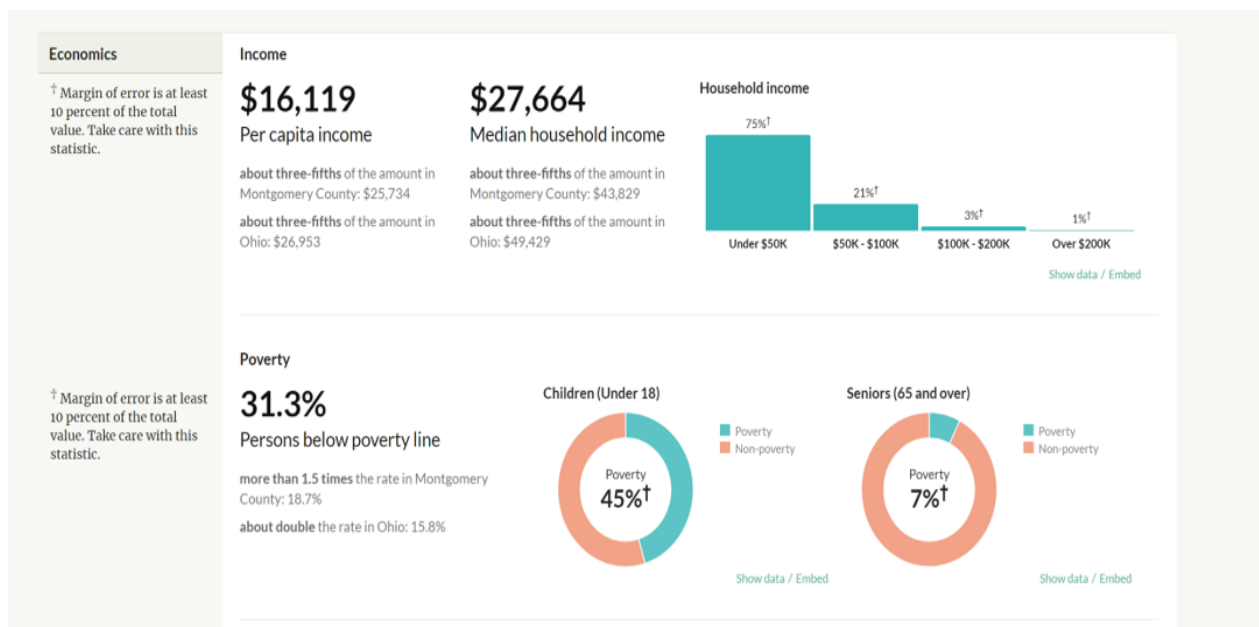
33% of fifth grade students were projected to score proficient or higher on the Ohio State Test at the beginning of the year, as measured by the NWEA MAP Reading assessment.

25.5% of fifth grade students scored proficient at the end of the 2022-2023 school year as measured by the Ohio State Achievement Test.

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.

Northridge Local Schools is located in Dayton, Ohio. We have 100% of our student population on free and reduced lunches. Dayton is ranked number 1 in the nation for drug overdoses, and every 25 minutes a baby suffering from opioid withdrawal is born, according to NBC News. Our district is in the center of the highest drug trafficking and human trafficking hub in the state. The National Human Trafficking Hotline Statistics has reported that human trafficking has more than doubled within the last 5 years. The opioid epidemic, and those risks associated with it, hinders our students and families from grades K-12. Our mobility rate is at nearly 20%. The Census Reporter also shows the poverty levels as well as median household income in the graphic below.



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

Internal factors believed to contribute to low reading:

- 1) Inconsistent implementation of district selected reading materials and instructional practices.** Past practice allowed for lack of continuity in the implementation of reading curriculum thereby leading to low reading achievement in the school as a whole. Since the 2022 - 2023 school year, the district, using implementation science, has focused on improved implementation of district selected reading curriculum and instructional practices.
- 2) Challenges that come with change.** Although NES is using our knowledge of implementation science to support teachers with Amplify, we are still experiencing many of the challenges that come with change. Teachers have had careers immersed in practices which are not aligned with the science of reading. Although we do now “know better” and we are doing our best to “do better” in teaching aligned to the SOR, more support is needed to help teachers navigate this difficult transition.

Due to these factors and our low reading achievement in general, NES has committed to using the RTFI on a yearly basis. As a result of the RTFI data from the spring of 2023, NES decided to focus on 1.18 from the RTFI which states: *grade-level teams meet to organize classwide reading instruction.*

### SECTION 3 PART C: ROOT CAUSE ANALYSIS

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

**Based on the student performance data listed above, a root cause analysis was conducted with our literacy team. Two key factors were identified as root causes for low literacy achievement.**

- 1. The majority of learners begin kindergarten behind in foundational literacy skills such as phonemic awareness, alphabetic principle, concepts of print, reading, letter recognition, speaking and listening skills**
- 2. Instructional practices were not vertically aligned throughout the K – 5 literacy program at Northridge Local Schools. Trends in Acadience, NWEA/MAP and state assessment data indicate significant variability when examined by specific teacher and grade level.**

### 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.*

**Northridge Local Schools mission statement is to empower our students to succeed and our community to thrive, we provide exceptional instruction and compassionate support to create tomorrow's leaders.**

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

” Ohio’s Plan to Raise Literacy Achievement is committed to supporting educational systems that prioritizes literacy development of *all* learners. The State’s plan emphasizes an urgent need to have all learners have the knowledge and skills to read at grade level as well as school organizations to implement evidence-based systems and instructional practices to increase learner achievement across all content areas and age levels. This comprehensive state plan aligns with our RAP, mission, and goals of Northridge Local Schools. Literacy development is necessary for all academic subjects and is crucial for students to be productive citizens. Along with the state of Ohio, we are committed to eliminating barriers for all learners.

Northridge Local Schools is dedicated to implementing evidence-based instructional strategies and providing supports for teachers, administrators, families and communities necessary for all K-5 student subgroups to develop the foundational reading skills needed for learners to read and comprehend grade level texts. To address the Big Ideas of Reading, we have developed measurable student performance goals. An overall student performance goal has been developed to measure K-5 performance in reading foundational skills. While developing this goal, we made certain that it was specific, measurable, attainable, realistic, and timely. We will monitor all students and target all subgroups within our student population to support a fully inclusive plan.

**Overall Student Performance Goal:** Northridge Local Schools will increase the percentage of students in each subgroup scoring proficient or above in reading by 5% yearly on the district subgroup report card component (Gap Closing Performance Index) and/or meet proficient levels on state or district assessments.

#### **Grade Level Goals:**

**Kindergarten:** In the 2023-2024 school year, Kindergarten will increase the percentage of students scoring At or Above Benchmark (composite score) from 21% to 80% by the end of the year using Acadience benchmarking data.

**1st Grade:** In the 2023-2024 school year, First grade will increase the percentage of students scoring At or Above Benchmark (composite score) from 58% to 70% by the end of the year using Acadience benchmarking data.

**2nd Grade:** In the 2023-2024 school year, 50% of all 2nd grade students will meet their expected growth in Oral Reading Fluency (ORF) as predicted by Acadience and measured by End o Year Acadience benchmarking data.

**3rd Grade:** In the 2023-2024 school year, 3rd grade students with a reading accuracy at or above 95% will maintain or increase their accuracy; while 3rd grade students below 95% reading accuracy will increase their accuracy by a minimum of 5% points by the end of the 23-24 school year. This will be measured by Acadience Benchmarking Scores.

**4th Grade:** In the 2023-2024 school year, 4th grade students will increase RIT score by 8 points from Fall 2023 to Spring 2024 based on national norms. Fall RIT mean 191 to Spring RIT 199 as measured by NWEA MAP assessments.

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



**5th Grade:** In the 2023-24 school year, Fifth grade will increase the percentage of students scoring At or Above Benchmark in Words Correct, from 30% to 70% by the end of the year using Acadience Oral Reading Fluency Words Correct benchmarking data.

**Adult Implementation Goal:** K-5 reading teachers will implement the reading curriculum, which is based on the Science of Reading, meeting 80% of the fidelity indicators, as measured by the district's implementation matrix, by May, 2024.

**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: **Northridge Local Schools will increase the percentage of students in each subgroup scoring proficient or above in reading by 5% yearly on the district subgroup report card component (Gap Closing Performance Index) and/or meet proficient levels on state or district assessments.**

**Evidence-Based Practice:**

1. Teach students to decode words, analyze word parts, and write and recognize words.
2. Provide intensive, systematic instruction on foundational reading skills in small groups to students on RIMPs and any other students who score below the benchmark score on universal screening.
3. Teach vocabulary through the routine found in both LETRS a Explicit Instruction
4. Build the capacity of both families and school staff to share responsibility and work together as equal partners in improving school and student outcomes.

**Evidence-Based Strategy or Strategies:**

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Northridge Local Schools will have a School-Wide Reading Plan outlining implementation of Tier 1 components in the R-TFI and collection of adult implementation data.	Northridge staff will intentionally build meaningful family engagement strategies that drive student learning and achievement.	Northridge staff members will align literacy instruction to better support students in their transition from <i>learning to read</i> to <i>reading to learn</i>
Timeline	01/1/2018 to 06/01/2024	05/01/2018 to 06/01/2024	05/01/2018 to 06/01/2024

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

	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	<p><b>Building Literacy Team</b></p> <p><b>Kim Puckett, Director of Curriculum and Instruction</b></p> <p><b>Tony Hiser, Building Administrator</b></p>	<p><b>Kim Puckett, Director of Curriculum and Instruction</b></p> <p><b>Todd Petty, Student Success Coordinator</b></p> <p><b>Ann Ewing, Behavior Interventionist</b></p>	<p><b>Kim Puckett, Director of Curriculum and Instruction</b></p> <p><b>Instructional Literacy Coach</b></p>
Resources Needed	<p><b>R-TFI Elementary-Level Edition</b></p> <p><b>MIBLSI: School-wide Reading Systems Readiness instructional courses</b>  <a href="https://miblsi.org/training-materials/miblsi/school-wide-reading-systems-readiness">https://miblsi.org/training-materials/miblsi/school-wide-reading-systems-readiness</a></p> <p><b>Substitute pay for Building Literacy Leadership Team</b></p>	<p><b>Panorama Survey</b></p> <p><b>Professional Learning through the Ohio Statewide Family Engagement Center</b></p>	<p><b>Language Essentials for Teachers of Reading and Spelling (LETRS) Framework professional development</b></p> <p><b>LETRS print and online materials</b></p> <p><b>Teacher certificates of completion</b></p>
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p><b>R-TFI with the Building Literacy Team</b></p> <p><b>Literacy Team develops a School-Wide Reading Plan with input from all TBTs</b></p> <p><b>Structure TBT schedules to include</b></p>	<p><b>Parent Engagement subcommittee has been formed to plan specifics</b></p>	<p><b>LETRS professional development for K – 5 literacy teachers new to Northridge or who have not completed all training units</b></p> <p><b>LETRS Study K – 5</b></p>

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

	Action Step 1	Action Step 2	Action Step 3
	special education practitioners, specials teachers		Implementation of LETRS framework  Model lessons and co-teaching with LETRS framework with literacy coach
Measure of Success	R-TFI data collected in the spring of each year	Panorama Survey Analysis  Acadience benchmark scores for students whose family participated in literacy learning activities.	R-TFI data  Student performance data (NWEA/MAP, KRA, state assessments)
Description of Funding	NA	Grant Funding	Title I and Title II
Check-in/Review Date	Monthly Sept. 2023-May 2024	Dec. 2023 and May 2024	Monthly through June 2024

	Action Step 4	Action Step 5	Action Step 6
Implementation Component	Grades K -5 teachers and special education practitioners will	Grades k-5 teachers new to Northridge will participate in	Northridge Local Schools will have a School-Wide Reading

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

	Action Step 4	Action Step 5	Action Step 6
	participate in language and literacy professional development focused on phonemic awareness, phonics, fluency, and vocabulary.	Professional Development focused on Explicit Instruction.	Plan outlining implementation of Advanced Tier processes and procedures, and data collection and use to address all students who are below grade level, including students on RIMPs.
Timeline	May 2018 to June 2024	Sept. 2022- June 2024	May 2018 to June 2024
Lead Person(s)	Kim Puckett, Director of Curriculum and Instruction  Literacy Coach	Kim Puckett, Director of Curriculum and Instruction  Literacy Coach	Kim Puckett, Director of Curriculum and Instruction  Derrick Thomas, Student Success Administrator
Resources Needed	Substitute costs for new teacher training  Literacy Coach  Multi-tiered System of Supports (MTSS) established protocol review	Copies of the book, <u>Explicit Instruction</u> for new each-k-5 teacher and administrators  Literacy Coach  Feedback form	R-TFI Elementary-Level Edition  MIBLSI: School-wide Reading Systems Readiness instructional courses <a href="https://miblsi.org/training-materials/miblsi/school-wide-reading-systems-readiness">https://miblsi.org/training-materials/miblsi/school-wide-reading-systems-readiness</a>

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

	Action Step 4	Action Step 5	Action Step 6
			Pay for MDT members
<p>Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)</p>	<p>Teachers will access high quality professional learning to provide tier 1 intervention instruction focused on phonemic awareness and phonics.</p> <p>Teachers will participate in TBT meetings focused on evidence-based practices used in best facilitating Tier 1, Tier 2 and Tier 3 interventions.</p> <p>Teachers will participate in coaching to improve delivery of interventions with fidelity and embedding professional learning in classrooms.</p> <p>Literacy Coach will co-plan, co-teach and complete learning walks to facilitate chosen evidence-based instructional strategies.</p>	<p>Teachers will participate in monthly book study. 2023-2024 school year)</p> <p>Literacy Coach will co-plan, co-teach and complete learning walks to facilitate chosen explicit instruction strategies. 2023-2024 school year)</p>	<p>R-TFI with the Building MDT</p> <p>MDT uses and continually improves a School-Wide Intervention Plan that includes all processes and procedures for RIMPs.</p> <p>Structure TBT schedules to include special education practitioners, specials teachers</p>

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

	Action Step 4	Action Step 5	Action Step 6
Measure of Success	<p><b>Student Performance Data: Acadience, NWEA/MAP, and Ohio State Assessments</b></p> <p><b>R-TFI Summary-spring 2019, spring 2020, spring 2024</b></p>	<p><b>Aggregated data from learning walks as compared to baseline data collected in Spring 2021.</b></p>	<p><b>R-TFI data collected in the spring of each year</b></p> <p><b>Biweekly progress monitoring data</b></p> <p><b>RIMP goals</b></p>
Description of Funding	<p><b>General Fund</b></p>	<p><b>Grant funding + General Fund</b></p>	<p><b>Title I + General Fund</b></p>
Check-in/Review Date	<p><b>Weekly TBT meetings</b></p> <p><b>Diagnostic student performance data-fall, winter, spring</b></p> <p><b>R-TFI Spring Summary</b></p>	<p><b>Quarterly (Oct. 2022 - May 2024)</b></p>	<p><b>Monthly Sept. 2023-May 2024</b></p>

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

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

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

Student Performance Data Collection:

**Data-based decision making and effective problem solving require timely and reliable assessments matched with our instructional focus. We utilize screenings, data-based instructional planning, progress monitoring and diagnostic assessments to guide our decision making at each grade-level.**

**All students in grades Kindergarten through 5 will have fall, winter, and spring assessments administered through Acadience and NWEA/MAP diagnostic tools. The diagnostic information collected will determine the need for further diagnostics. The intervention or enrichment program placement for each student will be determined based on this screening and diagnostic assessment data.**

**Progress monitoring for targeted interventions will occur bi-weekly for those students who have been placed in Tier 2 and 3 interventions based on diagnostic data from universal screeners. Progress monitoring tools will be selected by the MDT based on the chosen targeted intervention. Systematic evaluations of research-based targeted interventions will take place by district and building teams following a documented procedure. Students who demonstrate skill level attainment for successful reading through progress monitoring will move to other interventions based on diagnostics and the specific student's needs. Each TBT, along with guidance from MDT, will evaluate each student's progress towards attaining grade level proficiency in phonemic awareness, phonics, fluency, vocabulary and comprehension.**

**All student performance data will be reported during weekly TBT meetings. The information shared at each TBT meeting will be summarized by the literacy coach and shared with the NLLT at each quarterly meeting. The NLLT will use the data collected to evaluate the fidelity of implementation of the School-Wide Reading Plan and make plan adjustments as necessary.**

**Data Collection of Factors other than student performance data:**

**Northridge Local Schools will administer and analyze the MIBLSI R-TFI each spring to collect additional data regarding the degree of implementation of the School-wide Reading Plan. The information collected from the NLLT's R-TFI will guide discussion in the yearly evaluation of our Local Literacy Plan.**

**The Panorama Family Involvement survey will be administered to a sample population of parents, guardians and caregivers annually. Data from this survey will be reviewed by BLT and the Family Engagement Subcommittee for data-based planning.**

**Three times per year the BLT and DIT will review all learner performance data partnered with the data collected from other factors impacting low literacy performance. The Reading Achievement Plan will**

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



be evaluated and revised based on the compilation of data. Progress towards our overall student performance goal will be communicated with all K – 5 staff as well as District Implementation Team(DIT).

## 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).*

#### **1. Teach students to decode words, analyze word parts, and write and recognize words.**

**Teach students to decode words, analyze word parts, and write and recognize words.**

Utilizing the Institute of Education Sciences' Educator's Practice Guide, Foundational Skills to Support Reading for Understanding in Kindergarten Through Grade 3, we determined the guides recommendation, "teach students to decode words, analyze word parts, and write and recognize words" will address our students' low performance in literacy by targeting their demonstrated deficiency in phonics. Two specific evidence-based practices have been chosen to support teachers in implementing this evidence-based practice. All literacy and language K – 5 teachers will participate in a two-year professional development training through Language Essentials for Teachers of Reading and Spelling (LETRS). LETRS is a course of study that addresses the structures of English language, the cognitive processes of learning to read, and the teaching practices proven to be most effective in preventing and remediating reading difficulties. LETRS provides in-depth instruction in the systems of language, the psychology of reading development, and instructional practices best supported by research and operates independently of any curriculum or intervention program. LETRS will support our teachers' acquisition of the foundational knowledge and skills necessary to teach reading to all learners regardless of any future changes in literacy standards, district curriculum decisions or changes in our local literacy plan. We will partner training in LETRS with the implementation of a multi-sensory approach to teaching phonics, Orton-Gillingham. Based on The Simple View of Reading partnered with our analysis of our learner performance data we selected a targeted and specific evidence-based intervention to improve our students' knowledge and application of phonics.

Teach students to decode words, analyze word parts, and write and recognize words is an evidence-based practice that has been evaluated through the What Works Clearinghouse (WWC). Based on the WWC group design standards, the practice was assigned a strong level of evidence. Overall, the body of evidence consistently indicated that the practice had positive effects on word reading and encoding outcomes for diverse students. The presence of large, multisite samples partnered with the positive impact and indication of a strong level of evidence through the WWC allows this evidence-based practice to be identified as ESSA tier 1.

This evidence-based practice is specifically chosen to meet our students' demonstrated deficiency in phonics as identified in our learner performance data analysis. The Simple View of Reading clearly identifies phonics and word recognition as a key factor in developing the foundational decoding skills necessary for reading comprehension.

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

Specifically concerning children with developmental delays, disabilities, and below grade-level reading proficiency we focused on the WWC practice guide, *Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades*, for evidence-based practices with strong evidence. Our MTSS process, which encompasses the RTI framework, partnered with the WWC guides recommendation, provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening, is identified to have strong evidence. WWC only identifies evidence-based practices as *strong evidence* if they have clearly demonstrated, through multisite large scale studies, a positive impact on learner performance. Using this information from the WWC practice guide we can expect, when implemented with fidelity, our evidence-based practices will meet the needs of all learners.

All students, Tier 1 – Tier 3, will be provided appropriate phonics training through the orthographic phonics approach. Providing an identified strong evidence-based, academic intervention utilized in all three tiers of MTSS will allow significant increases in acquisition of the foundational decoding skills necessary to increase student literacy performance. All K – 3 teachers incorporating multi-faceted interventions will allow for the differentiated instructional strategies necessary to meet the varied needs of learners. Those students experiencing developmental delays, identified with disabilities, and/or performing below grade-level reading proficiency will have targeted Tier 2 or Tier 3 OG instruction focused on their identified phonics deficit.

2. Provide intensive, systematic instruction on foundational reading skills in small groups to students who score below the benchmark score on universal screening.

Utilizing the Institute of Education Sciences' *Educator's Practice Guide, Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades*, we determined the guides recommendation, "Provide intensive, systematic instruction on foundational reading skills in small groups to students who score below the benchmark score on universal screening" will address our students' low performance in literacy by targeting their demonstrated deficiencies. Two specific evidence-based practices have been chosen to support teachers in implementing this evidence-based practice, LETRS and MTSS. All literacy and language K – 5 teachers will participate in a two-year professional development training through *Language Essentials for Teachers of Reading and Spelling (LETRS)*. LETRS is a course of study that addresses the structures of English language, the cognitive processes of learning to read, and the teaching practices proven to be most effective in preventing and remediating reading difficulties. LETRS provides in-depth instruction in the systems of language, the psychology of reading development, and instructional practices best supported by research and operates independently of any curriculum or intervention program. LETRS will support our teachers acquisition of the foundational knowledge and skills necessary to teach reading to all learners regardless of any future changes in literacy standards, district curriculum decisions or changes in our Local Literacy Plan. Teachers will be implementing their knowledge and skills built through LETRS training partnered with student performance measures and the MTSS process to identify students needing intensive, systematic instruction in foundational

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

reading skills. We will focus on utilizing MTSS protocols that benefit all students but specifically and intentionally help target supports necessary for those students identified as needing tier 2 or tier 3 supports.

Provide intensive, systematic instruction on foundational reading skills in small groups to students who score below the benchmark score on universal screening is an evidence-based practice that has been evaluated through the What Works Clearinghouse (WWC). The panel judged the evidence supporting this recommendation as strong based on 11 studies that met WWC standards or that met WWC standards with reservations (Ebaugh, 2000; Gunn et al., 2000; Mathes et al., 2005; Jenkins et al., 2004; Lennon and Slesinski, 1999; Vaughn et al., 2006; Vadasy et al., 2005; Ehri, et al., 2007; Gibbs, 2001; McMaster et al., 2005; Vadasy, et al., 1997). Overall, the body of evidence consistently indicated that the practice had positive effects on word reading and encoding outcomes for diverse students. The presence of large, multisite samples partnered with the positive impact and indication of a strong level of evidence through the WWC allows this evidence-based practice to identified as ESSA tier 1.

This evidence-based practice is specifically chosen to meet our students' demonstrated deficiency in phonics, vocabulary and comprehension. These components of adolescent literacy are the foundation of the LETRS training teachers will be receiving. Partnering LETRS with an effective MTSS process and providing students tier 2 or tier 3 interventions based on literacy assessment data will increase their reading success.

Specifically concerning children with developmental delays, disabilities, and below grade-level reading proficiency we focused on the WWC practice guide, *Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades*, for evidence-based practices with strong evidence. Our MTSS process, which encompasses the RTI framework, partnered with the WWC guides recommendation, provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening, is identified to have strong evidence. WWC only identifies evidence-based practices as *strong evidence* if they have clearly demonstrated, through multisite large scale studies, a positive impact on learner performance. Using this information from the WWC practice guide we can expect, when implemented with fidelity, our evidence-based practices will meet the needs of *all* learners.

3. Build the capacity of both families and school staff to share responsibility and work together as equal partners in improving school and student outcomes.

Family engagement is increasingly recognized as a critical link in advancing school reform efforts that support student achievement and school improvement. In our work to analyze factors contributing to low literacy performance beyond learner performance data we identified a lack of a strong family school partnership as a contributing factor. Intentionally focusing on building a strong partnership with parents, guardians and caregivers in supporting students language and literacy learning needs will increase student performance on local

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

literacy diagnostics and state assessments. We have taken what we learned from our partnership with WestEd and our virtual learning during COVID-19 to develop virtual Family Engagement sessions focused on research based literacy strategies that parents can do at home. Teachers will gain the confidence and skills necessary to engage families as true partners in the education and academic success of their children. Our district will be able to efficiently leverage parents, guardians and caregivers as partners to improve literacy performance. All students, including those identified with disabilities and developmental delays will significantly benefit as families become more knowledgeable and skillful in supporting literacy needs.

We've used two literature reviews to gain the necessary support to identify APTT as Tier 2 according to ESSA's evidence-based criteria. Nellie Mae Education Foundation's literature review *How Family, School, and Community Engagement Can Improve Student Achievement and Influence School Reform* (February 2017) (<http://www.sedl.org/connections/resources/evidence.pdf>) and Southwest Educational Development Laboratory's (SEDL) *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement* (2002) (<http://www.sedl.org/connections/resources/evidence.pdf> ). Both reports reviewed studies that met their respective criteria. The Nellie Mae reviewed studies included populations from all K – 12 grade levels, general populations, special education populations and minority populations. The methodologies included quantitative multi-level regression models. Studies also included both descriptive and experimental designs. SEDL included studies that had early childhood through high school; all regions of the country; diverse populations (income, race/ethnicity, educational level, and occupation); a variety of methods, both quantitative and qualitative; and different sources of data (survey research, evaluations, case studies, experimental and quasi-experimental studies, and research reviews). Both studies had very similar conclusions, *these studies found a positive and convincing relationship between family involvement and benefits for students, including improved academic achievement*. Utilizing the information from these two extensive and critical reviews of research and the conclusion that parent and family engagement results in improved academic achievement we've established that this evidence-based practice meets the ESSA Tier 2 criteria. The practice could be Tier 1, however, we were unable to separate the thirty-five studies to establish results that were solely based on experimental studies.

Evidence from both reports on *building the capacity of both families and school staff to share responsibility and work together as equal partners in improving school and student outcomes*, utilized research that specifically included special education populations and concluded that there was positive and convincing evidence that it will improve academic achievement. We can conclude that leveraging these partnerships will benefit all learners in grades K – 5.

**\*\*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.

## 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.

Approximately 5-15% of effective innovations across all disciplines meet the usable criteria to promote and sustain change. We want to do whatever it takes to be effective and to scale up the use across all educational settings. The National Implementation Research Network defines supports necessary for using, scaling, and sustaining educational improvements. Each of the 3 components need to be valued in order for our changes to be sustained. The Northridge District Implementation Team must consider each component to ensure that supports for these evidence based practices are in place.

-Usable innovations

-Implementation teams

-Implementation stages

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

## Usable Innovations

To be an effective innovation, the practices should be proven to be “usable”: teachable, learnable, doable, and readily assessed in practice. A set of defined practices must be in place to produce desired results. Our LLP embodies teachable innovations that are well-designed and lead by skillful presenters. The DIT and lead contact will ensure that the trainers and instructional coach are knowledgeable about the initiatives we are implementing with the LLP. To determine that the innovation is learnable, we will be sure to gather exit tickets and surveys after professional development and trainings from teachers to monitor increase in knowledge. To ensure that our plan is doable, we need to use fidelity assessments to be sure that evidence based practices teachers have learned are being implemented appropriately and effectively.

## Implementation Teams

Groups of highly skilled team members in the concepts that underlie the Active Implementation Frameworks will be a part of the implementation teams. Our various teams across the district will learn about successful team functions and how to effectively run BLT meetings within their buildings. The LLP lays out a well-defined plan that the NLLT, BLT, and DIT will be held accountable for. Supports across the district will be coordinated the priorities and structures.

## Implementation Stages

The NIRN defines four stages in the implementation process. The exploration stage is where you create readiness for change. This is done behind the scenes. The NLLT has been reporting about the data analysis for this LLP throughout the planning process. The data has been reported to DIT, BLT, and TBTs. The second stage is installation. This is part of the process when stakeholders gather the human and financial resources to support the changes.

### 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.*

**Goal: Overall Student Performance Goal:** Northridge Local Schools will increase the percentage of students in each subgroup scoring proficient or above in reading by 5% yearly on the district subgroup report card component (Gap Closing Performance Index) and/or meet proficient levels on state or district assessments.

### **Evidence-Based Practice or Intervention:**

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

Teach students to decode words, analyze word parts, and write and recognize words.

(Check all that apply for each activity.)

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
<p><b>LETRS provides educators with an in-depth understanding of the science behind teaching literacy, and gives them the background and depth of knowledge to teach language and literacy skills to every student.</b></p> <p>There are 8 learning units embedded in the training. All K-5 staff have been trained. 2023-2024 Provide LETRS training for newly hired K-5 teachers.</p>	<p><b>June 2018 – June 2024</b></p>	<p><b>X</b></p>	<p><b>X</b></p>	<p><b>X</b></p>	<p><b>X</b></p>	<p><b>X</b></p>	<p><b>X</b></p>
Resources Required	Outcomes/Evaluation						
<p>LETRS Blended Learning Training Materials</p>	<p>Outcome: Participants in the LETRS training will increase their understanding of the science behind teaching literacy and increase their background and depth of knowledge to teach language and literacy skills to every student.</p> <p>Evaluation: Participants in the training will self-assess their level of knowledge of the essential components required for students to learn to read successfully. After attending the training sessions, the staff will again assess their level of knowledge. Modules 1- 4 and Modules 5 – 8.</p>						
<p>Literacy Coach</p>	<p>Outcome: Instructional framework and evidence-based interventions will be implemented with fidelity.</p> <p>Participants will receive the necessary instructional support for full implementation.</p>						

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



Evaluation:  
 TBT agenda's, learning walks will be reviewed for effectiveness of the literacy coach's support of evidence-based instructional support.

**Goal:** Northridge Local Schools will increase the percentage of students in each subgroup scoring proficient or above in reading by 5% yearly on the district subgroup report card component (Gap Closing Performance Index) and/or meet proficient levels on state or district assessments.

**Evidence-Based Practice or Intervention:**  
 Provide intensive, systematic instruction on foundational reading skills in small groups to students who score below the benchmark score on universal screening.

(Check all that apply for each activity.)

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
<p>LETRS provides educators with an in-depth understanding of the science behind teaching literacy, and gives them the background and depth of knowledge to teach language and literacy skills to every student.</p> <p>2023-2024 Provide LETRS training for newly hired K-5 teachers.</p>	June 2018 – June 2024	X	X	X	X	X	X

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

Resources Required	Outcomes/Evaluation
LETRS Blended Learning Training Materials	<p>Outcome: Participants in the LETRS training will increase their understanding of the science behind teaching literacy and increase their background and depth of knowledge to teach language and literacy skills to every student.</p> <p>Evaluation: Participants in the training will self-assess their level of knowledge of the essential components required for students to learn to read successfully. After attending the training sessions, the staff will again assess their level of knowledge. Modules 1- 4 and Modules 5 – 8.</p>
Literacy Coach	<p>Outcome: Instructional framework and evidence-based interventions will be implemented with fidelity. Participants will receive the necessary instructional support for full implementation.</p> <p>Evaluation: TBT agenda's, learning walks will be reviewed for effectiveness of the literacy coach's support of evidence-based instructional support.</p>

(Check all that apply for each activity.)							
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
Amplify Curriculum Training and Coaching	June 2022	x	x	x	x	x	x
Resources Required	Outcomes/Evaluation						
Training/Coaching through Amplify	<p>Outcome: K-5 reading teachers will increase their fidelity of implementation of the CKLA Amplify curriculum, as measured by the Amplify implementation matrix walk through data.</p>						

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

**Goal:** Northridge Local Schools will increase the percentage of students in each subgroup scoring proficient or above in reading by 5% yearly on the district subgroup report card component (Gap Closing Performance Index) and/or meet proficient levels on state or district assessments.

**Evidence-Based Practice or Intervention:**

Provide intensive, systematic instruction on foundational reading skills in small groups to students who score below the benchmark score on universal screening.

(Check all that apply for each activity.)

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
Intervention Program trainings, including <a href="#">Phonics for Reading</a> , <a href="#">Rewards</a> , <a href="#">6 Minute Solution</a> , <a href="#">Heggerty</a> , LETRS systematic sequential phonics lesson	Sept. 2022-May 2024	X	X	X	X	X	X
Resources Required	Outcomes/Evaluation						
Recorded training videos  Substitute pay so teachers can complete the training	Outcome: K-5 intervention providers will increase their fidelity of implementation of their assigned intervention program, as measured by the MDT fidelity walk through data.  Students in each intervention program will show growth as measured by biweekly progress monitoring.						

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
<a href="#">Amplify Curriculum Training and Coaching</a>	June 2022	X	X	X	X	X	X

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

<b>Resources Required</b>	<b>Outcomes/Evaluation</b>
Training/Coaching through Amplify	Outcome: K-5 reading teachers will increase their fidelity of implementation of the CKLA Amplify curriculum, as measured by the Amplify implementation matrix walk through data.

## Professional Development Plan Part B

<b>Provide a brief description of how the <u>overall</u> plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.</b>
<p><b>Sustained:</b></p> <p>The six action steps that we have planned to achieve our student performance goal have multi-year, multi-platform professional development across the entire Northridge Local Schools educational cascade. Each evidence-based practice or intervention has an expert to group component that provides for an introduction to the concepts and expectations. The workshops or trainings on average exceed thirty hours of contact throughout the year. Each practice has a follow-up of peer to peer component based on the use of TBTs to allow for co-observation and participation in a professional learning community focused on achieving the Local Literacy Plan. The TBTs will have monthly meetings focused on the needs, successes and discussion of the action steps in the literacy plan (9 meetings). Additionally the literacy coach will meet with each of the K – 5 language and literacy instructors in small groups, based on a needs assessment, as well as individuals as defined by need.</p>
<p><b>Intensive:</b></p> <p>The action steps that support achieving our overall learner literacy performance goal on average have a total investment for participants’ over 30 hours when we take into account expert training workshops, literacy coach supports, TBT monthly meetings and individual training components. Two of the six action steps will provide engagement for participants that exceeds 60 hours over the two-year period of planned trainings.</p>
<p><b>Collaborative:</b></p> <p>Creating a culture of collaboration is one of district’s goals for the next two years. Collaboration is a key component in each of the six action steps identified in our Local Literacy Plan. Building leaders, administration and educators will all have planned collaboration throughout each of the learning opportunities. Providing a literacy coach at the elementary school is one of the key decisions the district made to support educator collaboration. Training across all action steps involve both small group and large group opportunities for teachers to collaborate. The monthly TBT meetings will be scheduled and facilitated collaboration opportunities to specifically utilize</p>

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

data to guide instructional decisions based on the collaborative problem solving of the professionals involved in each TBT.

We will be collaborating with two local school districts to build sustainability and capacity of all K-5 teachers in our 6 action steps.

### **Job-Embedded:**

The instructional literacy coach will be very active in working with educators to provide co-planning opportunities, co-teaching and peer observations of the new evidence-based practices. Through the work of the literacy coach, each of the evidence-based practices will be intentionally practiced and reinforced through real-time learning. The job-embedded professional development provided by the instructional literacy coach

### **Data-Driven:**

All of the components of the Local Literacy Plan are a direct result of the learner performance data analysis or the analysis of other factors that impact learner performance. All of the action steps in the Local Literacy Plan are data-driven. We utilized, state assessments, universal screeners as well as educator surveys and community surveys. We have intentionally included both quantitative and qualitative metrics to guide our action steps.

### **Instructionally-Focused:**

Four of the six action steps are instructionally focused. We intentionally developed a multi-faceted approach to achieving our overall goal of improving learner performance. We address parent engagement and school culture as two components that are critical in improving student performance however four of the six action steps are focused on improving instruction through increased knowledge and skills and aligning K – 5 literacy curriculum. Our overall professional development plan has its foundation in instructionally-focused learning opportunities.

*\*\*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.*

*\*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.*

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