March 22, 2024

Dear Superintendent Englehart:

Thank you for submitting the Painesville City 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:
- District included State Support Team personnel in the plan's development
- The plan's student performance goals are SMART
- Adult implementation goals are included and SMART
- Strategies are specific to foundational skills

This plan will benefit from:
- The plan would benefit from including a narrative analysis of student performance data
- The plan did not use the Action Plan map provided by the Department

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

[signature]

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

877 | 644 6338
For people who are deaf or hard of
hearing, please call Relay Ohio first at 711.

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Melissa Weber-Mayrer, Ph.D.
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Education &
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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:

Painesville City Local Schools

DISTRICT IRN: 010261

DISTRICT ADDRESS:

58 Jefferson Street

Painesville, Ohio 44077

PLAN COMPLETION DATE:

May 2026

LEAD WRITERS:

Wendy S Camper, Director of Teaching and Learning

Nicole Byers, Curriculum Specialist

Sarah Bonner, Curriculum Specialist

Byron Hopkins, Principal - Harvey High School

Janis Svoboda, Principal - Heritage Middle School

Ed Yeomans, Principal – Elm Street Elementary

Silvia Kruger, Principal – Chestnut Elementary

Annette Harris, Principal – Maple Elementary

Jennifer Kuhn – Regional Early Literacy Specialist State Support Team Region 4

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 to include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
JOSH ENGELHART	SUPERINTENDENT	PAINESVILLE CITY LOCAL SCHOOLS	JOSH.ENGLEHART@PCLS.NET
MIKE CHOKSHI	ASSISTANT SUPERINTENDENT	PAINESVILLE CITY LOCAL SCHOOLS	MICHAEL.CHOKSHI@PCLS.NET

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

Name	Title/Role	Location	Email
WENDY CAMPER	DIRECTOR OF TEACHING AND LEARNING	PAINESVILLE CITY LOCAL SCHOOLS	WENDY.CAMPER@PCLS.NET
CHRIS YOUNG	DIRECTOR OF STUDENT SERVICES AND RED RAIDER PRESCHOOL	PAINESVILLE CITY LOCAL SCHOOLS	CHRISTINE.YOUNG@PCLS.NET
HEIDI FYFFE-YOCUM	DIRECTOR OF STATE AND FEDERAL PROGRAMS	PAINESVILLE CITY LOCAL SCHOOLS	HEIDI.FYFFE@PCLS.NET
RUTH HAINES	DIRECTOR OF ENGLISH LANGUAGE DEVELOPMENT and Head Start of Lake County Board	PAINESVILLE CITY LOCAL SCHOOLS	RUTH.HAINES@PCLS.NET
NICOLE BYERS	CURRICULUM SPECIALIST/COACH	PAINESVILLE CITY LOCAL SCHOOLS	NICOLE.BYERS@PCLS.NET
SARAH BONNER	CURRICULUM SPECIALIST/COACH	PAINESVILLE CITY LOCAL SCHOOLS	SARAH.BONNER@PCLS.NET
Jennifer Kuhn	REGIONAL EARLY LITERACY SPECIALIST	STATE SUPPORT TEAM REGION 4	JKUHN@SST4.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 PCLS Reading Achievement Plan was created by a District Leadership Committee. This team assembled a variety of student performance data in relation to literacy performance. These data were taken from both local and standardized measures. The team reviewed current structures of literacy instruction against these data. This review highlighted potential instructional gaps and opportunities, which would guide the team in selecting programmatic areas for fortification and supplementation. The team then researched best practices within these areas, and utilized their collective expertise to select elements to be implemented in the plan.

As will be described in the next sections, the PCLS Reading Achievement Plan is closely aligned with and integrated into the district's OIP improvement plan. The OIP structure is the vehicle through which action steps are communicated and implementation is monitored. PCLS believes strongly that it is much less effective to operate under a number of separate plans, so otherwise distinct plans are combined under the umbrella of the OIP. Thus, the goals of the RAP become very much a part of the OIP. Instructional staff has had awareness of the OIP for some time now, and understands that it is the driver of our work and that it is fluid to be able to be amended as our needs change and evolve. As a part of the OIP, progress and next steps for LLP are communicated in on-going fashion through BLT and DLT minutes and the monitoring of associated student performance and adult implementation data.

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

Several action steps from the RAP fall under the first objective of the plan, to *provide a comprehensive instructional program which meets the needs of all students - to achieve a district performance index score of 78 or greater.* These include:

- ALL BUILDINGS WILL SCORE AT LEAST **80%** ON THE TIER I SECTION OF THE **RTFI** SURVEY
- Implement the Tier I components of the PCLS Reading Achievement Plan in all grade K- 12 classrooms (Daily Reading, Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Discourse, Writing)

Additionally, multiple data points are included in the plan for review at BLT and DLT to monitor implementation and impact. These are scheduled on a defined timeline with interim goals, and include:

- AT LEAST **50%** OF STUDENTS IN GRADES K-2 WILL SCORE **"AT BENCHMARK"** OR BETTER ON THE ACADIENCE LITERACY SCREENING
- EACH GRADE LEVEL 3-8 WILL SCORE **"ON GRADE LEVEL"** ON IREADY READING DIAGNOSTIC ASSESSMENTS AT A RATE OF AT LEAST 5 PERCENTAGE POINTS GREATER THAN 2022-23
- EACH PROGRAM LEVEL **F-I (ELA I-IV,** GRADES **9-12)** WILL SCORE **"ON GRADE LEVEL"** ON GROUP READING ASSESSMENT & DIAGNOSTIC EVALUATION ASSESSMENTS AT A RATE OF AT LEAST 10 PERCENTAGE POINTS GREATER THAN 2022-23**.**
- Adult implementation of reading instruction expected practices (walkthrough)
- Adult implementation of expected instructional practices for English-Language Learners (walkthrough)

Within this structure of an integrated improvement plan, the relevant data is analyzed through the 5-step process on a regular basis at the TBT, BLT, and DLT levels. Evidence of implementation and person(s) responsible are identified for every action step.

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

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.

As described, the PCLS Reading Achievement Plan is fully integrated into the district's OIP improvement plan to ensure close alignment with overall continuous improvement efforts. The overall goal of the district improvement plan is to *provide a comprehensive instructional program which meets the needs of all students*, defined by *increasing the district performance index score of 78 or greater.*

Several action steps from the RAP fall under the first objective of the plan, to *provide the highest quality, research-based instruction at Tier 1.* These include:

- ALL BUILDINGS WILL SCORE AT LEAST **70%** ON THE TIER I SECTION OF THE **RTFI** SURVEY
- Implement the Tier I components of the PCLS Reading Achievement Plan in all grade K- 12 classrooms (Daily Reading, Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Discourse, Writing)
  - Determine semester 1 building focus
  - Develop semester 1 walkthrough instrument
  - Monitor semester 1 implementation and secure/provide supports as necessary
  - Determine semester 2 building focus
  - Develop semester 2 walkthrough instrument
  - Monitor semester 2 implementation and secure/provide supports as necessary

Additionally, multiple data points are included in the plan for review at BLT and DLT to monitor implementation and impact. These are scheduled on a defined timeline with interim goals, and include:

- AT LEAST **50%** OF STUDENTS IN GRADES K-2 WILL SCORE "AT BENCHMARK" OR BETTER ON THE ACADIENCE LITERACY SCREENING
- EACH GRADE LEVEL 3-8 WILL SCORE "ON GRADE LEVEL" ON IREADY READING DIAGNOSTIC ASSESSMENTS AT A RATE OF AT LEAST 5 PERCENTAGE POINTS GREATER THAN 2022-23
- EACH PROGRAM LEVEL F-I (ELA I-IV, GRADES 9-12) WILL SCORE "ON GRADE LEVEL" ON GROUP READING ASSESSMENT & DIAGNOSTIC EVALUATION ASSESSMENTS AT A RATE OF AT LEAST 10 PERCENTAGE POINTS GREATER THAN 2022-23.
- Adult implementation of reading instruction expected practices (walkthrough)
- Adult implementation of expected instructional practices for English-Language Learners (walkthrough)

Within this structure of an integrated improvement plan, the relevant data is analyzed through the 5-step process on a regular basis at the TBT, BLT, and DLT levels. Evidence of implementation and person(s) responsible are identified for every action step.

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

SECTION 4 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.*

KRA

Kindergarten Readiness Assessment	Not on Track	On Track
2017- 2018	65%	35%
2018-2019	62%	38%
2019-2020	63%	37%
2020-2021	63.6%* COVID	36.4%
2021-2022	85.7	14.3
2022-2023	81.1%	18.9%
2023-2024	64.2%	35.8%

Acadeince Reading Survey

2023	Tier 1 % At or beyond grade level	Tier 2 % One grade level below	Tier 3 % Two or more grade levels below
Kindergarten	22.3	28.0	49.7
Grade 1	37.3	14.7	48.7
Grade 2	29.0	8.2	62.8

Curriculum Associates iReady Reading Diagnostic Assessments

Reading Assessment						
	Tier 1 % At or beyond grade level		Tier 2 % One grade level below		Tier 3 % Two or more grade levels below	
	2022	2023	2022	2023	2022	2023
Grade 3	21	20	27	22	52	58

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

Grade 4	19	14	41	42	41	44
Grade 5	13	21	26	18	61	61
Grade 6	23	15	20	17	58	68
Grade 7	18	26	16	16	65	58
Grade 8	22	23	13	24	66	54

On-Track/Off-Track Grades 1 - 3 (Reading Diagnostic)

	First Grade	**Second Grade**	**Third Grade**
2018	On Track: 29.2% Off Track: 70.8%	On Track: 49.3% Off Track: 50.7%	On Track: 16.5% Off Track: 83.5%
2019	On Track: 49% Off Track: 51%	On Track: 34.2% Off Track: 65.8%	On Track: 33.3% Off Track: 66.7%
2020	On Track: 63.6% Off Track: 36.4%	On Track: 43.7% Off Track: 56.3%	On Track: 50.3% Off Track: 49.7%
2021	On Track: 34.2 % Off Track:65.8 %	On Track:42.3 % Off Track: 57.7 %	On Track: 31.3% Off Track: 68.9%
2022	On Track: 15.0% Off Track: 85.0%	On Track: 28.4% Off Track: 71.6%	On Track: 34.2% Off Track: 65.8%
2023	On Track: 28.2 % Off Track:71.8 %	On Track: 12.8% Off Track: 87.2%	On Track: 20.2% Off Track: 76.2%

Students meeting TGRG promotion requirements

2017	83.6%
2018	88%
2019	90.2%
2020	COVID
2021	94.7
2022	93%
2023	100%

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

Ohio's State ELA Test Proficiency Percentages

	2017	2018	2019	2020	2021	2022	2023
Grade 3	43.3	40.9	52.4		51.3	43.5	39
Grade 4	37.8	39.3	37.9		57.4	47.8	40
Grade 5	42.4	46.4	47.7		55.4	57.4	49
Grade 6	37.1	34.3	24.8		45.2	29.9	30
Grade 7	36.5	41.2	40.4		46.9	41.3	49
Grade 8	30.6	23.4	30		16.3	35.3	50

District OELPA Proficient or higher

2021	2022	2023
6%	10%	7%

District Alternate Assessment for Students with Significant Cognitive Disabilities Proficient or higher

2021	2022	2023
42%	23%	23%

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.

In a comprehensive district review conducted on behalf of Ohio Leadership Advisory Council, WordFarmers Associates summarized the current demographics of our unique district as follows:

> The Painesville City Local Schools is essentially a large-town system enrolling on average 3,000 students, *all of whom* are identified as "economically disadvantaged." Half the students are Hispanic, and their families have arrived steadily over the course of the past quarter century. From 2012 to 2016, the proportion of Black students increased from 1% of total enrollment to 17%, whereas the proportion of White students decreased by 4.5% of total enrollment to 23%. The proportion of Hispanic students increased by 5.5% with total enrollment at 50%. The

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

proportion of multiracial students also fell by 2% of the total 9%.

Most strikingly, 98.1% of the district's students in 2016-17 are considered economically disadvantaged. The proportion has steadily risen from about 90% in 2012-2013.

One in every four students or 25% of students face economic disadvantage *and* exhibit limited English proficiency but are without an identified disability. A staggering 12% of students face economic disadvantage *and* exhibit an identified disability, but do not exhibit limited English proficiency. The proportion of students in this group has risen over 1.5% of total enrollment across this timeframe. In addition, over 4% of students exhibit *all of three conditions*, and *just 1% exhibit none of them*. In 2012-13, nearly 9% of students exhibited none of the conditions: but the proportion has remained in the 1%-2% range since 2013-14. Altogether, 30% of students exhibit limited English proficiency, and with an Hispanic enrollment of 50% of total enrollment, one may infer that 40% of Hispanic students do exhibit English proficiency; many of these students would be bilingual.

These demographics are significantly, centrally influential to the readiness and achievement of our students. To diminish or disregard their impact would be disingenuous. As is the case with any standardized measure of student outcomes, there is a linear relationship between performance on the Ohio State Tests and socioeconomic status, such that the higher the median income of a school/district, the higher the rate of proficiency and performance index. Over half of all Painesville students are designated as being "not on track" according to the Ohio Kindergarten diagnostic, while this number is below 10% in other more affluent districts in Lake County. The linear relationship between income and achievement measures results from a myriad of causal factors. Beyond the highly impactful basic needs, "readiness to learn" factors (i.e., adequate nutrition, sleep, and physical/psychological well-being) which tend to be lacking among those in poverty, there are critically important considerations from developmental and educational psychology which makes poverty a strong tide against which to swim.

One is language exposure. Children from poverty are exposed to about half of the language of those from working-class families--and about a third of the language from professional families--by the age of four (Hart & Risley, 1995). Where the acquisition of language is achieved through extensive practice and modeling, this marked lack of exposure puts students at an extreme disadvantage in terms of literacy when compared to their more affluent peers. When one layers in the additional challenge that for many of our students, the limited language exposure that they do have is in a language other than English, this disadvantage is particularly magnified.

A related challenge is the relative lack of books and other reading materials in the home. Children from low income families have significantly less access to print at home (Neuman & Celano, 2001). A striking absence of adult modeling of reading behaviors accompanies this restricted access; the average middle-class child is exposed to 1,000 to 1,700 hours of one-on-one reading, while the average economically unstable child is exposed to about 25 hours (McQuillan, 1998). Again, the lack of exposure and practice sets economically disadvantaged children far, far behind their more affluent peers. The result is that, while children from more economically stable homes enter school already equipped with some foundational reading behaviors and skills, many of our students enter without so much as being able to hold a book correctly.

Still another significant disadvantagement directly related to poverty is a lack of background experiences, which is critical for accommodating and assimilating when confronted with opportunities for new learning. To quote Ausubel (1968), "if I had to reduce all of educational psychology to just one principle, I would say this, 'The most important single factor influencing learning is what the learner already knows'". This concept is especially poignant in the consideration of developing literacy skills. One's vocabulary is generally a proxy measure of one's background experiences (Marzano, 2004). The more experiences one has, the more elements of the world he or she has knowledge of, to which he or she can in order to attach "names". Without the experience, a vocabulary word is just an abstract construct, and the association with its referent must be made in an artificial setting (which is much less likely to create meaningful, enduring learning). Further, consider the experience of a child whose home language is not English--the things in the world for which he or she does have a word-association still has additional learning to do, as the English association is also required.

In addition to the difficulties a lack of background experience presents in vocabulary acquisition, it also presents

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considerable challenges in reading comprehension. Even if a child acquires developmentally-expected decoding skills, he or she will struggle to comprehend text when it contains references to things and ideas for which the child does not have knowledge. This means that approaching a piece of text often requires dual-layered learning--the "filling in" of assumed background experience along with the application of reading skills.

We at Painesville City Schools recognize that while, taken together, these factors produce monumental challenges to the acquisition of literacy skills, they should not relegate our children to poor literacy outcomes. They mean that our programming must be "air-tight" and highly responsive, and that, frankly, we must be significantly better at literacy instruction than most other districts across the state who benefit from their students entering school much more "reading ready". We must work urgently to fill in skill gaps and accelerate the acquisition of rudimentary skills which might otherwise be taken for granted.

In response to the lack of natural exposure and practice with which our students enter school, we must provide direct, explicit instruction in the basic building-blocks of literacy as part of our tier-one programming. Our program must emphasize phonics and phonemic awareness as a critical component in the early grades, and as tier-two intervention beyond. Explicit and data based literacy instruction of the highest quality is essential, taking time to preview text, provide necessary background instruction, and directly teaching all components of the foundational literacy standards Kindergarten upward into grades 1, 2 and 3. Assuring complete mastery of the foundational standards will feed into high quality vocabulary and knowledge based literacy content instruction. Closing skill gaps requires that many of our students receive a regular "second dose" of such instruction. Vocabulary instruction must be a constant focus, not only in ELA, but across all subject areas. We must go above and beyond to provide print-rich environments for our students to be able to continually apply and practice reading skills and acquire knowledge by providing robust classroom libraries and making strong efforts to get books into the home.

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.

Read Section 3 Part B and review the following:

PCLS is one of 27 districts in the state of Ohio listed with 100% economically disadvantaged students

  - state average 40.7%

PCLS is #1 in Ohio for the % of Hispanic students = 56.6%

-   **state average 4.8%**

PCLS is #1 in Ohio for the number of students with limited English proficiency at 25.9%

-   **state average 1.54%**

PCLS is in the 2nd percentile for in Ohio for the % of White students (#589 of 606)

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).

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Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

Goal 1: Kindergarten & Grade 1: Increase the number of students meeting or exceeding Tier 1 level of achievement on the Acadience Reading Universal Literacy Screener.

Goal 2: Kindergarten - Grade 8: Increase the number of students meeting or exceeding Tier 1 on grade level of performance from to 90% by spring of 2026 as measured by Curriculum Associates iReady diagnostic.

Goal 3: Kindergarten - Grade 8: Increase the number of students meeting or exceeding Tier 1 level of performance in the Vocabulary domain from 14% to 90% by spring 2026 as measured by Curriculum Associates iReady diagnostic.

Student learning:

- 80% of all students should be on track to meet the instructional objectives through core instruction as measured by district literacy screeners

Teaching and Leadership:

- 100% of K-5 teachers and administrators (related arts TBD at this time) will successfully complete the Structured Literacy Training Modules
- 100% of 6-12 teachers and administrators will successfully complete the Structured Literacy Training Modules

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 Action Map

	2022-23	2023-24	2024-25 and Beyond
New Learning	**K-2** ● All Ohio Literacy Modules **3-5** ● Patterns of Power for Conventions of Writing ● Building Vocabulary for vocabulary and word study **Intervention Staff K-5** ●	**K-2** ● Ohio Structured Literacy Course ● Literacy Screeners ● Literacy Diagnostic Tools ● UFLI (K) **3-5** ● Ohio Structured Literacy Course ● Disciplinary Literacy Study Group (op) ● Literacy Screeners ● Literacy Diagnostic Tools **Intervention Staff K-5** ● Disciplinary Literacy Study Group (op) ● Ohio Structured Literacy Course ● Literacy Screeners ● Sonday System Building Committees	**K-2** ● Writing Revolution ● Patterns of Power (K-2) ● Disciplinary Literacy Study Group (op) ● Differentiating Tier 1 instruction ● Comprehension Blueprint Book Study **3-5** ● Writing Revolution ● Differentiating Tier 1 instruction ● Comprehension Blueprint Book Study **Intervention Staff K-5** ● Best practices for differentiation in all structured literacy classrooms Building Committees

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

		● RTI - Creating/following a process that identifies and plans interventions for **all** students ● BLT - Creating and supporting a school-based literacy focus, and developing a tool to measure implementation	● RTI - Continue to follow and refine a process that identifies and plans interventions for **all** students ● BLT - Continue to support a school-based literacy focus, and use tools to measure implementation
Teachers Are…	**K-2** ● Using Heggery to for PA instruction ● Follow the Phonics in Motion Scope and Sequence **3-5** ● Implementing Magnetic Reading ● Trying Patterns of Power ● Trying Building Vocabulary **Intervention Staff K-5** ●	**K-2** ● Using Heggerty for PA instruction ● Using FlyLeaf Decodables (K-2) ● Follow the district adopted Scope and Sequence for phonics ● Reading aloud daily with an intentional focus on vocabulary-building (K-5) **3-5** ● Implementing Magnetic Reading ● Carrying out explicit grammar lessons using Patterns of Power ● Implementing Building Vocabulary ● Utilize the Write Tools to support writing within the disciplines ● Reading aloud daily with an intentional focus on vocabulary-building (K-5) Intervention Staff K-5 ● Implementing district approved interventions for all students as needed based on data	**K-2** ● Making connections between PA and phonics instruction ● Carrying out explicit grammar lessons using Patterns of Power ● Referring to the intervention flow chart while using diagnostic data and knowledge to select appropriate interventions based on student need ● Exposing students to rigorous, discipline-specific text 3-5 ● Referring to the intervention flow chart while using diagnostic data and knowledge to select appropriate interventions based on student needs ● Exposing students to rigorous, discipline-specific text Intervention Staff K-5 ● Referring to the intervention flow chart while using diagnostic data and knowledge to select appropriate interventions based on student need ● Exposing students to rigorous, discipline-specific text
Students Are…	**K-2** ● e.g., Reading every day ● Experiencing frequent read alouds to build vocabulary, comprehension, and fluency **3-5** ● e.g., Students are starting to use their knowledge of morphemes to break apart words. ● Reading every day ● Experiencing frequent read alouds to build vocabulary, comprehension, and fluency	**All Students are** ● Reading, writing, speaking, and listening every day	**All Students are** ● Writing using what they've learned about the structure of language. ● Reading, writing, speaking about, and listening to, discipline-specific content every day ● Engaging in differentiated instruction that meets their needs ● Accessing rigorous, discipline-specific text

Additional Items to Consider Adding:
- Syllable types and division rules (?)
- Writing Revolution (or Disciplinary Literacy)
- Identify resources for grade level comprehension
- The Write Tools - Teacher to teacher training?
  - (New Teachers Aug '23

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

- - Teachers new to a position who didn't have it previously
    - Other teachers as needed by assignment
- Creating and implementing schedules consistent with new learning and structured literacy (literacy team creates samples, teachers have the opportunity to personalize
- Best practices for parent engagement (leadership team)
- Comprehension Blueprint (?)
- *Crosscheck strategy 1 from the literacy plan

	2022-23	2023-24	2024-25 and Beyond*
New Learning	**ELA Teachers** ● **Content Area Teachers** ● **Intervention Staff** ●	**ELA Teachers** ● Learn "Building Vocabulary from Word Roots" (How to use it and why) (6th grade) ● Patterns of Power ● All Ohio Literacy Module - Vocabulary ● Begin ODE modules ● Providing Tiered Instruction **Content Area Teachers** ● All Ohio Literacy Module - Vocabulary ● Begin ODE modules ● Providing Tiered Instruction **Intervention Staff** ● Begin ODE modules ● All Ohio Literacy Module - Vocabulary ● All Ohio Literacy Module - Advanced Word Recognition (?) ● Providing Tiered Instruction **Building Committees** ● Creating and supporting a school-based Literacy Focus and developing a tool to measure implementation (BLT) ● Creating/following an MTSS process that identifies and plans interventions for **all** students (RTI Facilitators)	**ELA Teachers** ● Learn "Building Vocabulary from Word Roots" (How to use it and why) (7-8; 9-11) ● ODE modules ● Writing Revolution Professional Development ● Develop Literacy Instructional Framework - eg. unit planner, sample weekly schedule ● Comprehension Blueprint Book Study **Content Area Teachers** ● ODE modules ● Writing Revolution Professional Development ● Comprehension Blueprint Book Study **Intervention Staff** ● ODE modules ● Writing Revolution Professional Development ● Develop a Literacy Instructional Framework - eg. unit planner, sample weekly schedule ● Comprehension Blueprint Book Study **Building Committees** ● Continue to support school-based Literacy Focus and measure implementation (BLT) ● Continue to follow and refine an MTSS process that identifies and plans interventions for **all** students (RTI Facilitators)
Teachers Are…	**ELA Teachers** ● **Content Area Teachers** ● **Intervention Staff** ●	**ELA Teachers** ● Dabbling with Building Vocabulary from Word Roots ● Having students speaking & writing about what they read ● Incorporating explicit writing instruction into weekly routines ● Implementing a regular routine of explicit vocabulary instruction **Content Area Teachers** ● Having students speaking & writing about what they read ● Implementing a regular routine of explicit vocabulary instruction **Intervention Staff**	**ELA Teachers** ● Implementing Building Vocabulary from Word Roots ● Implementing Patterns of Power ● Beginning to use a Literacy Instructional Framework ● Utilizing routines from Writing Revolution to support writing within the disciplines to deepen content knowledge. ● Providing daily instruction in comprehension processes ● Implementing tiered instruction (WIN) **Content Area Teachers** ● Refining the routine of explicit vocabulary instruction ● Utilizing routines from Writing Revolution to support writing within the disciplines to

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		• Having students speaking & writing about what they read • Implementing a regular routine of explicit vocabulary instruction	deepen content knowledge. • Implementing tiered instruction (WIN) • Focusing on comprehension of discipline specific content **Intervention Staff** • Refining the routine of explicit vocabulary instruction • Utilizing routines from Writing Revolution to support writing within the disciplines to deepen content knowledge. • Implementing tiered instruction (WIN) • Focusing on comprehension of discipline specific content
Students Are…	**ELA** • **Content Areas** • **Intervention** •	**ELA** • Reading, writing and speaking about text every day. **Content Areas** • Speaking & writing about what they read • Regularly using vocabulary specific to each discipline. **Intervention** • Engaging in tiered instruction (Focusing on their specific literacy needs)	**ELA** • Reading, writing and speaking about text every day. **Content Areas** • Reading, writing and speaking about content using discipline-specific vocabulary **Intervention** • Engaging in tiered instruction (Focusing on their specific literacy needs)

*These items will be rolled out gradually over the next several years

Additional Items to Consider:
- *Crosscheck strategy 1 from the literacy plan
- Magnetic Reading (if adopted, add to new learning)
- MyPerspectives (core lit curric. at HS…renew or replace)
- Building Vocabulary From Word Roots
- Write Tools - connect to new learning about Writing Revolution and be sure to train new teachers

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.

Implement the Tier I components of the PCLS Literacy Plan in all grade K- 12 classrooms (Daily Reading, Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Discourse, Writing)
1. Determine semester 1 building focus
2. Develop semester 1 walkthrough instrument
3. Monitor semester 1 implementation and secure/provide supports as necessary
4. Determine semester 2 building focus
5. Develop semester 2 walkthrough instrument
6. Monitor semester 2 implementation and secure/provide supports as necessary

The PCLS Reading Achievement Plan was created by a District Leadership Committee. This team assembled a variety of student performance data in relation to literacy performance. These data were taken from both local and standardized measures. The team reviewed current structures of literacy instruction against these data. This review highlighted

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potential instructional gaps and opportunities, which would guide the team in selecting programmatic areas for fortification and supplementation. The team then researched best practices within these areas, and utilized their collective expertise to select elements to be implemented in the plan.

As will be described in the next section, the PCLS Reading Achievement Plan is closely aligned with and integrated into the district's OIP improvement plan. The OIP structure is the vehicle through which action steps are communicated and implementation is monitored. PCLS believes strongly that it is much less effective to operate under a number of separate plans, so otherwise distinct plans are combined under the umbrella of the OIP. Thus, the goals of the RAP become very much a part of the OIP. Instructional staff has had awareness of the OIP for some time now, and understands that it is the driver of our work and that it is fluid to be able to be amended as our needs change and evolve. As a part of the OIP, progress and next steps for LLP are communicated in on-going fashion through BLT and DLT minutes and the monitoring of associated student performance and adult implementation data.

<u>Leadership</u>: **Principals and district leaders will support implementation of the literacy plan.**

Action Steps:
1. ***District Leaders will:***
   - ***Continuously and collaboratively develop a shared understanding of current best practices in literacy instruction***
   - ***Clarify and communicate the expectations*** *(non-negotiables) for literacy instruction by providing:*
     - *a clear overview, checklists, timeline, and a New Learning and Expectations chart*
   - ***Keep the literacy plan alive*** *(through DLT) to identify priorities, and determine how to support teachers as they implement the action steps*
   - ***Provide and protect time for professional development and reflection*** *around the new learning*
     - *Create and complete a map of meaningful professional development that includes a clear sequence and timeline (ODE modules drive the work for year 1)*
     - *Ensure that discussion and reflection are embedded following PD in every discipline*
   - ***Provide classroom/teacher resources*** *that support the implementation of new learning*
2. ***Principals will:***
   - ***Learn*** *through ongoing PD/collaboration with the other principals/district leaders at monthly meetings*
     - *Implement the Literacy Improvement Pathway through ODE*
     - *Provide support from SST, Link and/or Curriculum department*
   - ***Observe*** *classes based on non-negotiables including:*
     - *PCLS instructional framework*
     - *Literacy plan*
     - *District approved resources*
   - ***Monitor*** *implementation of district/school priorities*
     - *Through the creation and implementation of the building literacy plan (as a requirement of the OIP)*
       1. *e.g. have teams/teachers submit a self report/self reflection and note discrepancies between self reports and observations, and address them*
       2. *e.g. walkthroughs, observations, data analysis*
     - *By keeping the implementation of the literacy plan a standing agenda item on the TBT and BLT agenda; gather examples and discuss them in the BLT meetings*
   - ***Support*** *teachers as they implement practices*
     - *Establish priorities and provide support for those priorities*

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- ■ *Provide opportunities for meaningful, planned discussion as a continuation following PD (grade level/building)*
- ■ *Provide opportunities for teacher learning/collaboration including opportunities to observe colleagues*
  - ○ ***Celebrate***
    - ■ *Include time and routines to celebrate implementation, learning and growth*

3. ***Teacher Leaders in each building will:***
   - ○ ***Learn*** *new practices and district resources*
   - ○ ***Support*** *teachers as they learn new practice*

   Monitor *student outcomes for decision-making*

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.*

Tier 1 Instruction: **Implement structured literacy instruction in all K-5 ELA classrooms that will create thoughtful, skilled, independent readers.**

Action Steps:
1. **Daily Reading -**
   - *Every day students read a variety of texts of different types and for different purposes (ex: to practice phonics skills within connected text, to apply comprehension skills, to learn about the world, to find answers to their questions, to enjoy)*
2. ***Phonemic Awareness** -*
   - *K-2: Implement daily phonemic awareness routine for 10-15 min. as a precursor to the daily phonics lesson (using the district approved Heggerty curriculum)*
   - *Embed explicit phonemic awareness routines into phonics lessons*
3. ***Phonics** -*
   - *K-2: Implement explicit, systematic instruction in letter-sound relationships, including reading decodable texts*
   - *K-2: Implement daily phonics routines following the district scope and sequence (using Phonics in Motion)*
     - *Include all elements: KMPs, Reading and Writing Monster, Poetry, Language Calendar, Vowel House (1-2)*
     - *Begin to introduce syllable types (1-2)*
   - *3-5: Implement explicit, systematic daily instruction for advanced phonics, including in multisyllabic words and syllable types using district curriculum (Building Vocabulary From Word Roots/Rewards?)*
4. ***Fluency** -*
   - *Implement brief, regular fluency routines in K-5 classes with an age-appropriate focus:*
     - *K-mid 1: Fluency of Sound and word reading*
     - *Mid 1-3: Fluency of word reading and connected text (decodables/Flyleaf)*
     - *4-5: Fluency within connected text*
5. ***Vocabulary** -*
   - *K-5: Implement read alouds with an intentional focus on vocabulary-building*

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- ○ *2: Use scope and sequence of PIM to teach prefixes and suffixes*
- ○ *3-5: Teach the meaning of new words through explicit and sequential vocabulary instruction (using Magnetic Reading)*
- ○ *3-5: Implement explicit instruction in morphology using Building Vocabulary from Word Roots*

6. *Comprehension -*
   - ○ *K-5: Implement read alouds with an intentional focus on building background knowledge for understanding the text and the content*
   - ○ *Provide daily instruction in language comprehension processes*
     - ■ *background knowledge, vocabulary knowledge, language structures, verbal reasoning, and literacy knowledge*
   - ○ *Provide students daily opportunities to read books from various genres*
   - ○ *K-1: Ask students questions and provide opportunity for students to share thoughts about stories that are read aloud*
   - ○ *2-5: Provide students the opportunity to listen, read, write about and discuss texts*
   - ○ *Use Grade level texts to scaffold support within both fiction and nonfiction*
     - ■ *K-2: provide systematic instruction that moves students from foundational skills to reading fluency*
     - ■ *3-5: provide systematic instruction with rich, engaging texts with a focus on creating fluent grade-level reading (Magnetic Reading)*

7. *Writing -*
   - ○ *K-2: Model writing through the language calendar and other writing routines*
     - ■ *Use PIM handwriting stories to teach letter formation*
   - ○ *3-5: Model writing through constructing meaningful texts together while explicitly discussing the details of the writing process and the genre of the text. (Write Tools)*
   - ○ *K-5: Provide instruction on the conventions of writing, using Patterns of Wonder (K) and Patterns of Power (1-5)*
   - ○ *K-5: Provide instruction on the craft of writing, including sentence, paragraph and text structure using The Write Tools framework.*
   - ○ *K-5: Use writing as a tool to deepen learning, to share knowledge and to express ideas.*
   - ○ *3-5: Provide keyboarding and word processing instruction (embedded within writing instruction)*

8. *Discourse -*
   - ○ *K-5: Engage in oral discussions around a theme or topic incorporated through read alouds to help develop vocabulary, critical thinking skills and students reading comprehension.*
   - ○ *K-5: Build oral language through activities that encourage talking, listening, responding and elaborating*

Disciplinary Literacy: Implement literacy practices that develop and deepen content area knowledge during science, social studies, math and related arts lessons.

Action Steps:
1. *Thinking within science,* social studies, math and related arts lessons
   - ○ *Model thinking processes required for each discipline (e.g., When scientists think, they…)*
   - ○ *Provide opportunities for students to apply disciplinary thinking when reading, writing, and speaking in a discipline*
2. *Reading within science,* social studies, math and related arts lessons

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- ○ *Build students' background knowledge daily through:*
    - ■ *reading informational texts in a variety of disciplines*
    - ■ *reading multiple texts on the same topic*
  - ○ *Build students' vocabulary across the disciplines through reading fictional stories, science, social studies and math texts*
  - ○ *Build students' awareness of text structure and text features, based on different types of texts*
  - ○ *Teach students how to organize and summarize what they learn from reading, using graphic organizers where appropriate*
3. *Writing within science,* social studies, math and related arts lessons
  - ○ *Provide students with regular instruction in how to capture and extend their learning across the disciplines through writing (as appropriate for the content area)*
  - ○ *Provide daily opportunities for writing about discipline-specific texts and topics*
    - ■ *e.g. quick writes, observation notes, exit slip, learning logs, etc.*
4. *Speaking within science,* social studies, math and related arts lessons
  - ○ *Support the continued development of discipline-specific vocabulary and knowledge through rich, daily experiences with language*

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:

Leadership: Principals and district leaders will support implementation of the literacy plan.

Action Steps:
1. *District Leaders will:*
  - ○ **Continuously and collaboratively develop a shared understanding of current best practices in literacy instruction**
  - ○ **Clarify and communicate the expectations** (non-negotiables) for literacy instruction by providing:
    - ■ *a clear overview, checklists, timeline, and a New Learning and Expectations chart*
  - ○ **Keep the literacy plan alive** (through DLT) to identify priorities, and determine how to support teachers as they implement the action steps
  - ○ **Provide and protect time for professional development and reflection** around the new learning
    - ■ *Create and complete a map of meaningful professional development that includes a clear sequence and timeline (ODE modules drive the work for year 1)*
    - ■ *Ensure that discussion and reflection are embedded following PD in every discipline*
  - ○ **Provide classroom/teacher resources** that support the implementation of new learning
2. *Principals will:*
  - ○ **Learn** through ongoing PD/collaboration with the other principals/district leaders at monthly meetings
    - ■ *Implement the Literacy Improvement Pathway through ODE*
    - ■ *Provide support from SST, Link and/or Curriculum department*

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- - - **Observe** classes based on non-negotiables including:
    - **PCLS instructional framework**
    - *Literacy plan*
    - *District approved resources*
  - **Monitor** implementation of district/school priorities
    - *Through the creation and implementation of the building literacy plan (as a requirement of the OIP)*
      1. *e.g. have teams/teachers submit a self report/self reflection and note discrepancies between self reports and observations, and address them*
      2. *e.g. walkthroughs, observations, data analysis*
    - *By keeping the implementation of the literacy plan a standing agenda item on the TBT and BLT agenda; gather examples and discuss them in the BLT meetings*
  - **Support** teachers as they implement practices
    - *Establish priorities and provide support for those priorities*
    - *Provide opportunities for meaningful, planned discussion as a continuation following PD (grade level/building)*
    - *Provide opportunities for teacher learning/collaboration including opportunities to observe colleagues*
  - **Celebrate**
    - *Include time and routines to celebrate implementation, learning and growth*
3. **Teacher Leaders in each building will:**
   - **Learn** new practices and district resources
   - **Support** teachers as they learn new practice
   - **Monitor** student outcomes for decision-making

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Refer to the definition of professional development in the guidance document. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.

**Under Ohio law (House Bill 33 of the 135th General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.

**Ohio's Dyslexia Support Laws require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.

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	2022-23	2023-24	2024-25
New Learn-ing	**Elementary** Introduction to Science of Reading ● All Ohio Modules/ODE literacy modules **Secondary** Introduction to Explicit Vocabulary Instruction ● All Ohio Modules	**Elementary** Deepen Understanding and implementation of the Science of Reading ● focus areas: PA, Phonics **Secondary** Deepen Understanding of Explicit Vocabulary Instruction ● Teachers work together to create a schoolwide approach to vocab instruction	**Elementary** Continue to deepen understanding, implementation and reflection of Structured Literacy. ● Focus areas: oral language, advanced phonics **Secondary** Grade Levels build cohesiveness with the words that are taught ● Decide which words to teach - words that provide students with the most significant opportunity to engage with grade-level content
Teachers Are...	**Elementary teachers are...** **"Getting their feet wet" with Science of Reading** ● Beginning to implement some of their new learning ● Using Heggerty lessons daily **Secondary teachers are...** **"Getting their feet wet" with Direct Vocabulary Instruction** ● Beginning to implement vocabulary instruction that involves engaging students, deliberate practice, and repeated exposures	**Elementary teachers are...** ● Using Heggerty lessons daily and connecting PA into Phonics lessons **Secondary teachers are...** ● Implementing vocabulary instruction that involves engaging students, deliberate practice, and repeated exposures	**Elementary teachers are...** ● Consistently implementing whole group and differentiated PA instruction **Secondary teachers are...** ● Consistently implementing a school wide approach to teaching vocabulary that includes an instructional routine (Archer and Hughes) and words that provide students with the most significant opportunity to engage with grade-level content
Students Are...	**Elementary Students are..** ● Participating in whole class PA instruction for	**Elementary Students are..** ● Participating in whole class PA instruction and starting small group	**Elementary Students are..** ● Participating in whole class PA instruction (K-2), and small

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	about 10-12 minutes daily (K-2)	instruction with targeted PA activities as needed (K-2)	group PA instruction as needed based on data (K-5)
	Secondary Students are… ● Engaged in vocabulary learning in all content areas	**Secondary Students are…** ● Engaged in vocabulary instruction that involves deliberate practice and repeated exposures	**Secondary Students …** ● Know and use vocabulary associated with grade level content that has been carefully chosen and taught by grade level teams

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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.**