



March 4, 2024

Dear Superintendent Dutey:

Thank you for submitting the Portsmouth City Schools Reading Achievement Plan. The Department appreciates your time and commitment in developing this comprehensive literacy plan. Ohio Governor Mike DeWine recently launched [ReadOhio](#), an exciting statewide effort to encourage improved literacy skills for all students, including the implementation of high-quality instructional materials and professional development aligned with the science of reading.

Your plan has been reviewed and is compliant with [Ohio Revised Code 3302.13](#). Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists are available to support the implementation of your plan. Please reach out to your state support team or educational service center for implementation support.

Strengths of the Reading Achievement Plan:

- Plan shows implementation considerations including adult fidelity measures.
- Plan demonstrates integrated systems (improvement plans, policies, instructional supports) to meet student needs.
- Section 6 seems to lean into equitable practices with an all-learner lens/approach.
- Comprehensive exploration/review of internal and external factors.


This plan will benefit from:

- Professional learning plan may benefit from logistical planning and goal setting – including job embedded supports such as coaching.
- Plan may benefit from more job embedded supports such as classroom modeling.
- Plan may benefit from more inclusive data set including English language learners/students with disabilities.

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

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

Sincerely,



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

READING ACHIEVEMENT PLAN

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

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

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

DISTRICT NAME: Portsmouth City School District

DISTRICT IRN: 044669

DISTRICT ADDRESS: 724 Findlay Street

Portsmouth, Ohio 45662

PLAN COMPLETION DATE: 12-14-2023

PLAN IMPLEMENTATION DATE: JANUARY 2024

LEAD WRITERS: Beth Born, PES Principal

Kathy Amburgey, Literacy Coordinator

Angela Byers-Johnson, Intervention Specialist

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 Morris	Superintendent	Portsmouth City	josh.morris@portsmouthtrojans.net
Beth Born	Principal	Portsmouth Elementary	beth.born@portsmouthtrojans.net
Johnda Connally	Special Education Coordinator	Portsmouth Elementary	johnda.connally@portsmouthtrojans.net
Angela Byers-Johnson	Intervention Specialist	Portsmouth Elementary	angela.byers-johnson@portsmouthtrojans.net
Kathy Amburgey	Literacy Coordinator	Portsmouth City	kathy.amburgey@portsmouthtrojans.net
Tami Mucha	ELA Teacher 3rd Grade	Portsmouth Elementary	tami.mucha@portsmouthtrojans.net
Leslie Wagner	1st Grade Reading Teacher	Portsmouth Elementary	leslie.wagner@portsmouthtrojans.net
Jamie Carver	Parent/community member		
Myra Shields	Board of Education President	Portsmouth City Schools Board of Education	shields.me2@gmail.com
Angie Haney	Preschool Director	Portsmouth City School District	angie.haney@portsmouthtrojans.net

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

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

Portsmouth City DLT developed a subcommittee of early literacy staff to draft the Reading Achievement Plan. The subcommittee included the Portsmouth Elementary Principal, Literacy Coach/LETRS Local Facilitator, School Psychologist, Speech/Language Pathologist and K-3 intervention specialist. The Reading Achievement Plan subcommittee members aligned the plan to the current improvement plans as well as the Decision Framework and data-evidenced needs.

Monitoring of Plan

The subcommittee established a monitoring system for collecting data related to K-6 literacy, K-6 reading achievement, attendance, and discipline. K-6 literacy and reading achievement data will be collected throughout each school year, using 3 iReady diagnostic assessments at the beginning (August/September), middle (January) and end of the year (May). The summative results from the iReady diagnostic assessments along with state testing results will be analyzed and shared at Teacher Based Team Meetings, Building Leadership Team Meetings, and District Leadership Team Meetings. The building administration and teachers will work together to analyze student data to group students and guide individual student learning paths. Individual student data will be shared with students and families in order to set learning goals and to engage families in the students' learning. Student goals will be revisited using ongoing data driven decision making. The Positive Behavioral Interventions and Supports team will be responsible for monitoring the overall discipline and attendance of K-6 students. They will use attendance reports and data from the School Wide Information System to monitor discipline and attendance monthly. Grade level teachers will continue to follow the currently established protocol of contacting families regarding attendance and behavior concerns. The Positive Behavioral Interventions and Supports team will communicate attendance and discipline data to the Teacher Based, Building Leadership, and District Leadership teams on an ongoing basis.

Data that will be presented:

- iReady Diagnostic Assessment Data
- State Report Card Data
- KRA Data
- SWIS Data

Communication of the Plan

Communication regarding plan initiatives will be shared with all Elementary School staff at the next scheduled professional development Waiver Day. Also, opportunities to communicate the plan and updates of progress regarding the plan within the district include meetings of the District Leadership Team, Building Leadership Teams, and Teacher Based Teams. Additionally, the plan will be posted on the technology server-broadening access for additional stakeholders. There will be opportunities for families to receive information on Ohio Learning Standards and home resources to support student learning. Prior to submission, the plan will be shared with the Portsmouth City School District's Board of Education.

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 alignment of our literacy plan with the other district improvement efforts is critical. The Portsmouth City School District has a long history of improvement efforts; those efforts have been integrated into the local literacy plan. A brief description of each effort and how it aligns to Ohio's plan and the district plan follows.

For more than a decade, the district has participated in the Ohio Improvement Process. Currently, established teams include: district leadership team (1), building leadership teams (3), and teacher-based teams (multiple across each building in the district). Each of the teams receives support and technical assistance from the State Support Team to address the needs of leadership development, student achievement, positive behavior supports, and strategies for students with disabilities, among other topics. Teams meet quarterly to weekly, depending upon team needs and responsibilities. These teams provide leadership and support to respective members to move the district toward meeting its overall improvement goals. The Ohio Improvement Process work in our district aligns with the Ohio's Theory of Action component of Shared Leadership. The district understands that literacy improvement will take the efforts of many key players. Support for each team is vital; some teams function better than others, but progress is happening with all teams functioning well. The professional development provided through the literacy plan will engage teams of teachers and leaders, Building Leadership Teams and Teacher Based Teams (PS-6), to build teacher capacity so they can identify the challenges and implement evidence-based strategies for the improvement in reading skills for all learners.

The Federal Title programs support the improvement efforts of the district with dollars for personnel, materials, and professional development. Title I dollars support several endeavors, including teachers to help reduce class size in grades PS-6, expanded services, computer assisted instruction, and in class help for students. In all, more than 800 students are served. Special Education dollars provide support and personnel for students with disabilities throughout the district. Various other Title programs support teachers through providing professional development that helps deepen teachers' understanding of the Science of Reading (SoR) and how children learn to read and supports teachers who implement evidence-based practices and interventions for striving readers.

Positive Behavioral Interventions and Supports have been used in the district for more than a decade in the elementary buildings. At each of the elementary buildings, monthly and quarterly celebrations for positive behavior and good attendance occur. Positive changes have taken place as a result of implementation of Positive Behavioral Interventions and Supports as evidenced in decreased office referrals and continued improved attendance. The two elementary campuses are revising the lessons, Big Ideas, and implementation strategies of Positive Behavioral Interventions and Supports and are ensuring all staff understand the program and implement the strategies with fidelity. Positive Behavioral Interventions and Supports aligns with Ohio's Theory of Action in several ways that include shared leadership, teacher capacity, and multi-tiered systems of support. As these three components merge, student achievement increases, and teachers have a voice, feeling empowered concerning student behavior and achievement.

Finally, our preschool programs, some for students with disabilities, and some for students who are behind in expected milestones as a result of poverty, lack of quality parenting, and other external factors, offer early intervention with the goal of closing the achievement gap as students enter Kindergarten. Since it is well known that students who enter behind tend to stay behind, our programs seek to provide quality programming for our youngest learners so they can enter Kindergarten ready to learn alongside their typically developing peers. Currently, each of our buildings has a 5-star Step Up to Quality rating. Step Up To Quality program standards are based on national research identifying standards which lead to improved outcomes for children.

Overall, Portsmouth City School's reading achievement is below proficient. On the K-3 Literacy Improvement Measure the past year, Portsmouth City Schools received a one star rating. On the English Language Arts assessment, Portsmouth City Schools Grade 3 students scored 34.7% proficient in 2021-2022 and 40.4% proficient in 2022-2023. Our last state report card showed that overall, 16.8% of K-3 students that were previously off track are now on track and reading at grade level. Students in grades 4-6 have also shown a trend of poor reading achievement on English Language Arts State assessments. In the past two years we have had no more than 57.6% score proficient in grades 4-6 on the English Language Arts Assessment. Portsmouth City School District has not met a reading indicator in grades 3-6 since 2013.

A focus of this plan is to increase teacher capacity through professional development on the Science of Reading utilizing explicit instruction in all 3 tiers of MTSS. Another focus for student improvement is to encourage family engagement and community collaboration.

Upon analyzing the Kindergarten Readiness Assessment data, the iReady and the State Report Card data, the following factors that contribute to low reading achievement in the district were identified during the development of the Reading Achievement Plan. The Reading Achievement Plan Team along with members from the English Language Arts Team, Building Leadership Teams, and District Leadership Team completed Tier 1 of a Reading Tiered Fidelity Inventory (RTFI, Michigan's Integrated Behavior and Learning Support Initiative Reading Tiered Fidelity Inventory Elementary-Level Edition Version 1.2 and Secondary-Level Edition Version 1.3) in order to analyze needs in the reading program. Completion of the inventory indicated areas of concern.

Our findings align with the State's Systemic Improvement Plans root cause analysis.

Learners who "start behind, stay behind"- Although learners may make progress students who begin behind in kindergarten typically stay behind throughout their school years. Some of the contributing internal and external factors as to why students are entering Kindergarten academically behind include:

- U.S Census Bureau reports in 2022 the Scioto County percentage of families in poverty has been reported at 23.9% compared to a national average of 11.5% (reported US Census statistics. During the 2022/2023 school year we served 77 students that were reported as being homeless. According to 2022/2023 Ohio Department of Education data, 99.9% of students attending Portsmouth City School District were reported as living in poverty. Portsmouth City School District houses two low income public housing units, one of 250 units and the other of 200 units, and there are another 95 "scattered sites" within Portsmouth city limits; (U.S Census Bureau).
- 22.21% of Portsmouth City students are categorized as students with disabilities compared to the state average of 15.86%; (Portsmouth City Report card, retrieved from education.ohio.gov.)
- Use of narcotics is a significant problem in Scioto County. According to a 2021 report from the Ohio Department of Health, Scioto County had the highest unintentional drug overdose death rate at 83.4 deaths per 100,000 population. The preterm birth weight for Scioto County (6%) is much higher than Ohio (1.1%), more than likely due to the number of infants born addicted to drugs. For every 1,000 live births in Scioto County, 76 are born with Neonatal Abstinence Syndrome, a condition caused by mothers who use drugs while pregnant. The local hospital, Southern Ohio Medical Center, reported that 12-13% of babies born are tested positive at birth for some type of illegal substance;
- As of October 2023 the unemployment rate for Scioto County is 4.4%, higher than the 3.9% state average unemployment rate; (U.S Census Bureau, retrieved December 2023)
- Median household income for Scioto County is \$43,266 per year. The median household income average for Ohio is \$61,938 (U.S Census Bureau, retrieved December 2023).
- Our preschool programs include 2 classrooms for students with disabilities, and 2 classrooms for students who are behind in expected milestones as a result of poverty, lack of quality parenting, and other external factors. 92% of students attending Portsmouth City Schools Preschool programs stay in the district. Even though these students make tremendous gains, 73% enter Kindergarten off track.
- Less than half of the students who enter our Kindergarten program have had any previous school experience or intervention, such as preschool.

Although we cannot control the external factors listed above, we feel Professional Development will teach our staff to better serve students with disabilities, students from poverty, and students who experience trauma will benefit a large percentage of our population. Addressing these external factors school-wide with staff will ultimately give the students the support they need to cope and focus on academic progress.

To address these needs the district has implemented a comprehension intensive improvement plan which includes these goals (with action steps specific to PS-3 literacy):

- Ensure the alignment of a district selected, research based curriculum, with high-yield instructional strategies, and formative assessments and benchmarks with the state academic content standards.
- Ensure the use of research based instructional strategies by every teacher through job embedded professional development coaching monitoring and support.
- Work through a multi-tiered support system process to track student progress, inform instruction, and plan targeted interventions that focus on the academic needs of students.
- Organize and implement systems of communication and collaboration for stakeholders.

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

Portsmouth City Schools administers the iReady as a Universal Reading Diagnostic Screener for all K-6 students, as well as, the Kindergarten Readiness Assessment to all entering kindergarten students. The iReady Diagnostic is backed by extensive validity research and consistently achieves industry-leading results when studied alongside rigorous assessments. Most recently, independent research showed iReady Diagnostic to be highly correlated with, and an accurate predictor of results for state standardized assessments such as the Ohio State Tests.

iReady data is used to determine K-3 on track and not on track students.

The **Fall 2023** diagnostic data indicated the following percentages of students that are off track, as determined by the Ohio Department of Education and Workforce guidelines for use of iReady:

Grade	Percent of Students Off Track
K	51%
1	48%
2	76%
3	79%

The **Fall 2022** diagnostic data indicated the following percentages of students that are off track, as determined by The Ohio Department of Education and Workforce Guidelines for use of iReady:

Grade	Percent of Students Off Track
K	40%
1	54%
2	86%
3	78%

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

According to the **2022** Kindergarten Readiness results, an average of 73% of students entering Kindergarten are beginning off track. Research indicates that without early intervention, these learners will continue to struggle as they progress through school. Kindergarten Readiness Data along with iReady data indicated a high need in the areas of Phonological Awareness, Phonics, and Vocabulary.

The Needs Analysis by Grade Report from iReady was used to determine the domain-specific instructional needs of students in each grade based on the diagnostic assessment. Overall reading proficiency was low in all grades K-6. Trends among grade level data indicated that the three areas of common concern are Phonological Awareness, Phonics, and Vocabulary that potentially are causing poor overall reading achievement and comprehension.

Fall 2023 diagnostic data indicated the following percentages of students who were **below proficient** in Phonological Awareness, Phonics and Vocabulary:

Grade	Phonological Awareness	Phonics	Vocabulary
K	74%	83%	66%
1	87%	89%	87%
2	55%	91%	91%
3	N/A	76%	84%
4	N/A	54%	87%
5	N/A	40%	84%
6	N/A	22%	85%

Fall 2022-2023 school year diagnostic data indicated the following percentages of students were **below level** in Phonological Awareness, Phonics and Vocabulary:

Grade	Phonological Awareness	Phonics	Vocabulary
K	69%	87%	67%
1	83%	92%	87%
2	62%	93%	95%
3	N/A	79%	85%
4	N/A	61%	82%
5	N/A	35%	86%
6	N/A	22%	80%

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

Spring 2022-2023 school year diagnostic data indicated the following percentages of students were **below level** in Phonological Awareness, Phonics and Vocabulary after a year of instruction:

Grade	Phonological Awareness	Phonics	Vocabulary
K	33%	47%	34%
1	55%	61%	66%
2	23%	76%	73%
3	N/A	47%	68%
4	N/A	34%	71%
5	N/A	20%	63%
6	N/A	18%	74%

Problem Statement 1: Upon reviewing this data, there is a high need for overall instruction in Phonological Awareness, Phonics and Vocabulary in K-2 and a need for interventions to be in place for grades 3 to address the students who are continuing to show a deficit in these areas. We know a lack of these skills can contribute to poor overall achievement in grades 3-6.

More focus is necessary, as students' progress through the grades, on reading to understand, leading the team to look at vocabulary, comprehension of literary and informational texts in grades 3-6.

Performance Data- Ohio State Test in English Language Arts Grades 3-6

Grade	2022-2023	2021-2022	2020-2021
3rd	45%	33%	22%
4th	30%	39%	29%
5th	55%	47%	43%
6th	40%	31%	25%

Problem Statement 2: Our overall achievement for all students including students in subgroups falls below state and similar district averages.

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

SECTION 3 PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT

Portsmouth City Schools includes three buildings and one administrative facility that educates the children of Southern Ohio in Scioto County. The district educates approximately 1,700 students. Upon analyzing the Kindergarten Readiness Assessment data, the iReady and the State Report Card data, the following factors that contribute to low reading achievement in the district were identified during the development of the Local Literacy Plan. The Reading Achievement Plan Team along with members from the English Language Arts Team, Building Leadership Teams, and District Leadership Team completed Tier 1 of a Reading Tiered Fidelity Inventory (RTFI, Michigan's Integrated Behavior and Learning Support Initiative Reading Tiered Fidelity Inventory Elementary-Level Edition Version 1.2 and Secondary-Level Edition Version 1.3) in order to analyze needs in the reading program. Completion of the inventory indicated areas of concern.

Our findings align with the State's Systemic Improvement Plans root cause analysis.

1. *Learners who "start behind, stay behind"*- Although learners may make progress students who begin behind in kindergarten typically stay behind throughout their school years. Some of the contributing external factors as to why students are entering Kindergarten academically behind include:
 - U.S Census Bureau reports in 2022 the Scioto County percentage of families in poverty has been reported at 23.9% compared to a national average of 11.5% (reported US Census statistics. During the 2022/2023 school year we served 77 students that were reported as being homeless. According to 2022/2023 Ohio Department of Education data, 99.9% of students attending Portsmouth City School District were reported as living in poverty. Portsmouth City School District houses two low income public housing units, one of 250 units and the other of 200 units, and there are another 95 "scattered sites" within Portsmouth city limits; (U.S Census Bureau).
 - 22.21% of Portsmouth City students are categorized as students with disabilities compared to the state average of 15.86%; (Portsmouth City Report card, retrieved from education.ohio.gov).
 - Use of narcotics is a significant problem in Scioto County. According to a 2021 report from the Ohio Department of Health, Scioto County had the highest unintentional drug overdose death rate at 83.4 deaths per 100,000 population. The preterm birth weight for Scioto County (6%) is much higher than Ohio (1.1%), more than likely due to the number of infants born addicted to drugs. For every 1,000 live births in Scioto County, 76 are born with Neonatal Abstinence Syndrome, a condition caused by mothers who use drugs while pregnant. The local hospital, Southern Ohio Medical Center, reported that 12-13% of babies born are tested positive at birth for some type of illegal substance;
 - As of October 2023 the unemployment rate for Scioto County is 4.4%, higher than the 3.9% state average unemployment rate; (U.S Census Bureau, retrieved December 2023)
 - The median household income for Scioto County is \$43,266 per year. The median household income average for Ohio is \$61,938 (U.S Census Bureau, retrieved December 2023).
 - Our preschool programs include 2 classrooms for students with disabilities, and 2 classrooms for students who are behind in expected milestones as a result of poverty, lack of quality parenting, and a host of other reasons. 92% of students attending Portsmouth City Schools Preschool programs stay in the district. Even though these students make tremendous gains, 73% entered Kindergarten off track in the Fall of 2023.
 - Less than half of the students who enter our Kindergarten program have had any previous school experience or intervention, such as preschool.

Although we cannot control the external factors listed above, we feel Professional Development will teach our staff to better serve students with disabilities, students from poverty, and students who experience trauma will benefit a large percentage of our population. Addressing these external factors school-wide with staff will ultimately give the students the support they need to cope and focus on academic progress.

2. *District infrastructure/support for teachers*- Our team found through data and root cause analysis that it has been a challenge to provide effective support to teachers to support literacy instruction. Specifically:

- a. Staff are not consistently offered annual Professional Development on universal screening tools.
 - b. Professional Development targeted toward the implementation of evidence-based strategies to include programs, practices, and activities has occurred to some degree. However, there is a renewed commitment to Professional Development and to comprehensive implementation in all five areas of reading instruction. Data-driven decision-making and the use of a multi-tier system of supports with fidelity will make a significant difference on learner outcomes.
3. *Instructional practices*- Data indicates it is evident effective instructional practices are missing or are not being implemented with fidelity.
- a. There are no written guidelines for teaching the core reading program aligned with the Science of Reading at any grade level.
 - b. Using data collected from building administrators, it was determined that small group reading instruction for grades K-6 did not occur in all classrooms with fidelity.
 - c. Instructional plans at any grade level to ensure fidelity in instruction are in the developmental stages.
 - d. iReady Diagnostic data identified Phonological Awareness, Phonics, and Vocabulary as extremely weak areas in our students overall literacy skills. Prior to the 2022/23 school year, there was not a tier one core reading program that aligned to the Science of Reading in grades K-3. Based on Scarborough's Rope, reading comprehension is a product of word recognition and language comprehension. Upon analyzing our iReady diagnostic data components of foundational reading skills within word recognition and vocabulary in the comprehension, are our major weaknesses related to literacy.

Problem Statement 3: A lack of professional development, consistent instructional plans, and common teaching strategies are hindering our overall reading achievement. Currently, all the K-3 grade teachers, including Intervention Specialists, have received professional development in Language Essentials for Teachers of Reading and Spelling, Vol.1, (LETRS). We are still working to implement the Science of Reading (SoR) strategies with fidelity in all three Tiers of instructional plans.

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.

Problem: Low Reading Achievement

- **Why is there low reading achievement?**
 - Because a high percentage of students are not proficient in phonological awareness, phonics, and vocabulary, they do not have the foundational reading skill to read and comprehend text per the Simple View of Reading.
- **Why do students lack foundational phonics skills and struggle with vocabulary development?**
 - Because there is a lack of effective and consistent early foundational literacy instruction and interventions in the early grades.
- **Why is there a lack of effective early literacy instruction and interventions?**
 - Because teachers and support staff are not consistently providing small group instruction, students are not receiving consistent explicit instruction in all MTSS.
- **Why are the teachers not providing consistent intervention instruction?**
 - Because the number of students that are scored below proficient in their foundational reading skills, the classroom teacher needs additional professional development and support in the implementation of a multi-tiered system of supports (MTSS) to meet the individual needs of the students.
- **Why do the teachers lack professional development and support in MTSS?**
 - Because our focus has been on Tier 1 instruction and the focus of our professional development has been on the Science of Reading (SoR) and providing explicit instruction for core instruction.

The root cause identified through the "5 Whys" is a lack of effective MTSS instructional support at all levels due to insufficient teacher training and resources. This root cause encompasses various factors contributing to low reading achievement, highlighting the need for comprehensive improvements in literacy education at an early stage through MTSS.

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

SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS*

At Portsmouth Elementary, we recognize that to be a skilled reader, our students must be skilled in word recognition and listening comprehension. After an analysis of our i-Ready data, we will focus on all foundational reading skills with a greater emphasis on Phonological awareness, Phonics, and Vocabulary within all tiers of instruction.

At Portsmouth City School District, we recognize literacy, the ability to read, write, and communicate effectively with comprehension, as a fundamental necessity for education. The Simple View of Reading identified language comprehension and word recognition as necessary domains of literacy. Each domain consists of multiple components that contribute and are essential for developing literacy. Through the analysis of data aligned to the Simple View of Reading, the word recognition domain was identified as a priority focus at the primary level. Within this domain, the Phonological Awareness and Phonics components were identified as the two most critical needs, based on the analysis of diagnostic, formative, and summative assessments.

Portsmouth City is developing grade level instructional plans with measurable student goals, aligning to the needs of Phonological Awareness and Phonics to improve on 3rd grade performance on the Ohio State Reading Assessment.

Overarching Goal

Increase the percentage of learners meeting or exceeding third grade proficiency standards from 45% in the spring of 2022 to 60% by spring 2025, as measured by Ohio State Assessment.

Kindergarten

Increase the percentage of kindergarten learners on or above grade level for Phonemic Awareness from 67% in spring 2023 to 82% by Spring 2025, as measured by iReady Diagnostic.

Increase the percentage of Kindergarten learners on or above grade level for Phonics from 53% in spring 2023 to 68% by spring 2025, as measured by iReady Diagnostic.

First Grade

Increase the percentage of First Grade learners on or above grade level for Phonemic Awareness from 45% in spring 2023 to 60% by spring 2025, as measured by iReady Diagnostic.

Increase the percentage of First Grade learners on or above grade level for Phonics from 61% in spring 2023 to 76% by spring 2025, as measured by iReady Diagnostic.

Second Grade

Increase the percentage of Second Grade learners on or above grade level for Phonemic Awareness from 77% in spring 2023 to 92% by spring 2025, as measured by iReady Diagnostic.

Increase the percentage of Second Grade learners on or above grade level for Phonics from 24% in fall 2023 to 39% by spring 2025, as measured by iReady Diagnostic.

Third Grade

Increase the percentage of Third Grade learners on or above grade level for Phonics from 53% in spring 2023 to 68% by spring 2025, as measured by iReady Diagnostic.

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.

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 support for students who have Reading Improvement and Monitoring Plans.

Goal # __1_ Action Map

Goal Statement: Increase the percentage of learners meeting or exceeding third grade proficiency standards from 45% in the spring 2022 to 60% by spring 2025, as measured by the Ohio State Assessment.

Evidence-Based Strategy or Strategies: Standards Alignment, Modeling, Formative Assessments, Targeted skill-based instruction on Phonics and Phonemic Awareness

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Portsmouth City Schools has implemented a professional development plan that will train all K-3 teachers on highly effective lesson planning and lesson delivery focused on the above evidenced based strategies	Portsmouth City will provide training to all PS-3 rd teachers on incorporating strategies to address the learning gaps in phonic/alphabetic principle and phonemic awareness.	Portsmouth City District Admin Staff will provide infrastructures (Systems) and Coaching for Building Leaders to support High Quality use of language and literacy practices
Timeline	01/2024 to 05/2025	01/2024 to 05/2025	01/2024 to 05/2025
Lead Person(s)	Principals, Teacher Leaders, Literacy Coach/LETRS Local Facilitator	Principals, Teacher Leaders, Literacy Coach/LETRS Local Facilitator	Principals, Teacher Leaders, Literacy Coach/LETRS Local Facilitator
Resources Needed	*Lesson planning/delivery/reflection document	*Ensure all classrooms have Wonders curriculum materials *Ensure all classrooms have Heggerty Phonemic Awareness materials.	*District developed walkthrough/teacher feedback template aligned with teacher lesson planning/reflection form *Data collected from Walkthroughs *I-ready Diagnostic Data
Specifics of Implementation	Literacy Coach/LETRS Local Facilitator will provide training to teachers based on a researched based and district developed, teacher lesson planning/delivery/reflection document that focuses on standard alignment,	*Building leaders will assure all teacher in K-3 are implementing, with fidelity, McGraw Hill’s Wonders and Heggerty which are effective tools to support Phonics and Phonemic Awareness	*Monthly TBT meetings to discuss data (From district walkthrough/feedback form) and progress of implementation of language and literacy practices.

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

	Action Step 1	Action Step 2	Action Step 3
	prior/future connections, real-world use, modeling, formative assessments, and using data to drive instruction.	*Regular training with Literacy Coach/LETRS Local Facilitator- housed in building *TBT time dedicated to implementation and improvement of phonics and phonemic awareness strategies	
Measure of Success	*Implementation of the above professional development to all K-3 teachers *Evidence from walkthroughs showing teachers are implementing highly effective teaching strategies.	*Evidence from TBT discusses on implementation and current use of Phonics and Phonemic Awareness strategies *Evidence of strategies Phonics and P.A. strategies being used during K-3 building administration walkthroughs. *Results from Phonemics Awareness Screener	*Monthly Coaching for building level administration provided by the Literacy Coach/LETRS Local Facilitator. . *Bi-weekly literacy and teaching and learning walkthroughs and District Administration with Building Administration.
Check-in/Review Date	May 2023 January 2025	May 2023 January 2025	May 2023 January 2025

Sub Goal Action Map

Kindergarten: Increase the percentage of kindergarten learners on or above grade level for Phonemic Awareness from 67% in spring 2023 to 82% by Spring 2025, as measured by iReady Diagnostic.

Increase the percentage of Kindergarten learners on or above grade level for Phonics from 53% in spring 2023 to 68% by spring 2025, as measured by iReady Diagnostic.

First Grade: Increase the percentage of First Grade learners on or above grade level for Phonemic Awareness from 45% in spring 2023 to 60% by spring 2025, as measured by iReady Diagnostic.

Increase the percentage of First Grade learners on or above grade level for Phonics from 61% in spring 2023 to 76% by spring 2025, as measured by iReady Diagnostic.

Second Grade: Increase the percentage of Second Grade learners on or above grade level for Phonemic Awareness from 77% in spring 2023 to 92% by spring 2025, as measured by iReady Diagnostic.

Increase the percentage of Second Grade learners on or above grade level for Phonics from 24% in fall 2023 to 39% by spring 2025, as measured by iReady Diagnostic.

Third Grade: Increase the percentage of Third Grade learners on or above grade level for Phonics from 53% in spring 2023 to 68% by spring 2025, as measured by iReady Diagnostic.

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

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	K-3 teachers, and support staff will participate in professional development for teaching phonics and phonemic awareness	K-3 teachers will participate in teacher based team meetings, analyze student data, adult implementation data, create grade level instructional plans, and implement MTSS based on student needs.	High-quality implementation of evidence-based phonics and phonemic awareness curriculum and supporting resources.
Timeline	01/2024 to 05/2025	01/2024 to 05/2025	01/2024 to 05/2025
Lead Person(s)	*Building Principal(s) *Literacy Coach/LETRS Local Facilitator	*Building Principal(s) *Literacy Coach/LETRS Local Facilitator *K-3 Teachers	*K-3 Teachers
Resources Needed	*District and building level support	*Student Performance Data *Adult implementation data *Principal Walkthrough data *I-ready Data *Progress reports data *Phonemic awareness screening data	*Wonders *Heggerty (Phonemic Awareness Curriculum)
Specifics of Implementation	Literacy Coach/LETRS Local Facilitator will offer support for professional development/training in phonics and phonemic awareness strategies.	*Identify critical needs based on data. *Research and select evidence based practices *Implementation Plan of Instruction. *Monitor, reflect and adjust	*Instructional Schedules *Lesson planning *Principal Walkthroughs
Measure of Success	*Evidence all teaching staff have been trained in Phonics and Phonemic Awareness strategies	*I-ready diagnostic data *Student interim/progress data *Progress Monitoring Data	*Principal Walkthrough Data *Student performance data

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

	Action Step 1	Action Step 2	Action Step 3
		*Principal Walkthrough data	
Check-in/Review Date	May 2023 January 2025	Ongoing	Ongoing

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.

Portsmouth City Schools plan to improve literacy achievement is based on the idea that ALL learners are able to actively participate and engage in instruction and assessment, regardless of abilities and with high expectations for achievement for ALL students. Because of the critical deficit in Word Recognition, the overarching goal and grade level subgoals were established to address the phonological awareness and phonics gaps. We feel these goals are attainable through relentless effort, targeted instruction, professional support, stakeholder partnerships, progress monitoring, and effective feedback at every level.

We will track student and grade level growth using I-ready diagnostic and progress monitoring tools.

Progress Monitoring decisions are determined by the Teacher-Based-Teams based upon the results of Beginning and Mid-Year diagnostic testing, and quarterly iReady growth checks. The building principal and Positive Behavioral Intervention and Support Team will oversee all progress, data, adult implementation and alignment of goals in development of the Early Warning Intervention Monitoring System. If students are not progressing towards the performance goals after interventions and grouping within the classroom, the students will be referred to the Intervention Assistance Team who can offer support/suggestions and/or refer students to Tier 2 or Tier 3 interventions.

Overarching Goal will be monitored during Teacher Based Team meetings, Building Leadership meetings, and District Leadership meetings. Data used to monitor this goal will be from the iReady diagnostic, iReady Growth Monitoring, classroom formative assessments, and 3rd grade state test results. This data will be reviewed by all K-3 Teacher Based Team members, District Leadership Team members, and Building Leadership Team members as well as vertical department team members. Based on the results of the data, instruction will be adjusted to meet the needs of all students.

Grade Level Goals will be monitored during Teacher Based Team meetings, and vertical department meetings. Instructional time, instructional plans, and professional development will all take place prior to and during the 2023/2024 and 2024/2025 school years and be revisited at least annually. Students will be assessed using the Universal Screener tool iReady. Progress monitoring will take place using iReady Diagnostic, iReady Growth Monitoring, and classroom formative assessments.

Adult Implementation: On all goals listed above the Building Leadership Team, Literacy Coach/LETRS Local Facilitator and building principal will monitor adult implementation of the evidence-based practices and interventions through generated reports from iReady that address implementation, walk-thru data, and rubrics to determine level of implementation in classrooms. The building administrators will work with the Literacy Coach/LETRS Local Facilitator and teachers to ensure implementation and fidelity within classrooms.

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

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).

Portsmouth Elementary will implement and embed evidence-based phonological awareness, phonics, and vocabulary strategies into K-3 grade level instructional plans, districts improvement plans, Reading Improvement and Monitoring Plans, and Dyslexia Law interventions.

The principal and literacy coach will conduct classroom walkthroughs to monitor the implementation of explicit phonics instruction, phonological awareness awareness, and Vocabulary Instructional strategies for fidelity in all MTSS. The walkthrough data will be reported to the DLT, BLT, and TBTs for the stakeholders to make instructional changes as needed. Based upon the data and recommendations from the stakeholders, the Literacy Coach/LETRS Local Facilitator will make necessary professional development plans and provide teacher support as needed. The effectiveness of the instruction will also be closely monitored by analyzing beginning, middle, and end of the year iReady diagnostic data.

Following recommendations from The Institute of Education Sciences: Portsmouth City's Professional Development, Instructional Plans, and RIMPS will include the following evidence-based strategies implemented through a multi-tiered system of support to address specific student literacy needs and improve instruction: These evidences-based strategies may include programs, practices, and/or activities.

1. We will explicitly teach all 3 tiers of Vocabulary within the McGraw Hill's Wonders and other content area curriculums with supports as needed. We are providing training, support, and monitoring of the teaching of Vocabulary skills through a variety of evidenced based strategies. These evidenced based strategies include: visual cues, teacher-led discussions, engage students in conversations that support language development, and use of formative assessments to monitor and drive instruction.
2. We will explicitly teach Phonological Awareness strategies for the students to be able to orally manipulate the sound structures of our language. We will continue to use the Heggerty Curriculum and the McGraw Hill's Wonders Curriculum but with increased fidelity. The teachers may use manipulatives as needed to meet the needs of individual students.
3. We will explicitly teach Phonics, the alphabetic principle. Through direct, explicit, systematic instruction using McGraw Hill's Wonders, the students will learn to decode and encode words using phoneme/grapheme mapping, syllable patterns and morphemes. They will read words in isolation and within a connected text of sentences, passages and decodable readers.

****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.*

PCSD has implemented explicit daily phonics and phonemic awareness strategies and instruction into grades K-3 district wide. As part of our principal and literacy coaching walkthroughs we will monitor the implementation of teaching and learning strategies, and the implementation of explicit phonics and phonemic awareness strategies. The walkthrough data will be reported to the district and building leadership teams. The DLT, BLT's and Literacy Coach/LETRS Local Facilitator will make necessary adjustments and provide teacher support as the data suggests. The effectiveness of strategies will also be closely monitored by analyzing beginning, middle, and end of year iReady diagnostic data. With the implementation of the district Ohio Improvement Plan, will ensure increased implementation, discussion, adjustment, and monitoring of all implemented strategies.

1. Grade level Instructional Plans and Teacher lesson thought/delivery/reflection plans: Instructional Plans are designed in collaboration of grade level teachers that focus on identified goals and targets are being addressed. Teachers will use the district created Lesson thought/delivery/reflection form to ensure they are preparing and delivering instruction that follows high-yield instructional strategies that assure standards alignment, connection to prior and future learning, real-world application, modeling, formative assessment, and using data to inform next instructional steps. Applying the strategies in this form will assure good teaching and learning practices are followed while delivery instructions to address our present learning gaps in phonics and phonemics awareness, laying the foundation to improve our skills in vocabulary, fluency, and comprehension.

2. Classroom Observations and Principal Walk-Through/Feedback Checklists: The building principal(s) will conduct regular informal classroom observations to assure teachers are effectively implementing evidence-based teaching strategies with fidelity. Those strategies should include explicit instruction in the use of programs, practices and activities that will lead to student growth with phonics, phonemic awareness, and vocabulary. The principal will use the walkthrough checklist to increase admin-teacher collaboration, by providing verbal and written timely feedback to the teachers. The walkthrough observation checklists will be analyzed by Building Leadership and Teacher Based Teams, to make changes and/or improvements to implementation of effective classroom teaching strategies. The following notes additional internal factors to be monitored throughout the week and/or day to assure fidelity in other areas of the instructional day:

*Minimum 120 minutes of ELA time dedicated daily in instruction which includes, daily instruction using phonemic awareness (Heggerty), and exposure to rigorous grade level vocabulary, fluency, and comprehension using Wonders 2020 curriculum, and individualized, targeted, skill-based interventions for off track students.

* The use of formative assessments and the implementation of the multi-tiered systems of support (MTSS).

3. Teacher-Based and Building Level Teams: As part of a professional learning community, each teacher is a valued member of our collaborative teacher-based teams. A function of the TBT is to analyze data and to collaborate with colleagues to improve instruction, promote teacher professional growth, and to establish procedures for effective implementation of evidenced-based strategies to address student learning needs in all three tiers of instruction. The work of TBT's guide, support, and monitor the adult implementation of the identified strategies.

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

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.**

The district had previously had the absence of a structure and literacy focused professional development plans. The plan will be a two-year focus of increasing educator's knowledge, and effective implementation of research based instructional practices in the 5 Big Reading Components of Phonemic Awareness, Phonics, vocabulary, fluency, and comprehension. This plan will also focus on developing building leaders into informed literacy focused instructional leaders that support teachers in researching and implementing literacy based, effective literacy strategies.

Components of literacy based professional development:

*All K-3 teachers and instructional aids will receive training in implementing the five components of an effective reading instruction, with the emphasis in phonemic awareness, phonics, and vocabulary.

*All K-3 teachers will be trained in evidence-based strategies that will lead to instructional practices that align with the Science of Reading. which will be used to deliver a higher level and more effective literacy instruction.

*Principals will learn along-side teachers in literacy based intervention implementations in Phonics, phonemics awareness, vocabulary, fluency, and comprehension.

*All K-3 teachers will participate in the TBT processes analyzing data from the following resources: i-Ready diagnostics, screener, progress monitoring, and monthly growth checks. The teachers will also collect data from formative assessments for additional information to implement a multi-tiered system of support to meet the needs of all students.

Portsmouth Elementary is committed to improving the literacy skill of all district students. We will continue to teach the 5 areas for effective reading instruction, to include writing but with fidelity. However, based upon our data, greater emphasis will be placed on addressing the gaps in phonemic awareness, phonics, and vocabulary supported with the instructional tools from Heggerty and McGraw Hill's Wonders (2020). All staff members will receive on-going professional development and will be monitored in the implementation of evidence-based teaching strategies to align with the Science of Reading and the use of multi-tiered systems of support. All teachers will collect appropriate data to monitor the progress of each student and implement a multi-system of support as needed. Elementary will continue to implement, monitor, and adjust with this implementation and professional development focused on Phonics and P.A. Will use our beginning and end of year diagnostic data to monitor current progress, and make decisions, set goals, and determine next target focus of literary components of phonemic awareness, phonics, and vocabulary.

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

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

Citations

Michigan's Integrated Behavior and Learning Support Initiative, Reading Tiered Fidelity Inventory. N.d.

Scarborough's "Rope" Model in Handbook of early literacy Research, Volume 1, Susan B. Neuman and David K. Dickson (2001)

Gough, P.B. & Turner, W.E. (1986). Decoding, reading and disability. Remedial and Special Education, 7/10, 6-10

Portsmouth City School, 2018: retrieved from www.portsmouthtrojans.net

Portsmouth City State Report Card, 2018. Retrieved from <http://reportcard.education.ohio.gov/district/overview/044669>

Jorgensen, C.M., McSheehan, M., & Sonnenmeier, R.M. (2007). Presumed competence reflected in the educational programs of students with IDD before and after the Beyond Access professional development intervention. Journal of Intellectual and Development Disability, 32(4), 248-262.

Ohio's Plan to Raise literacy Achievement (2018). Ohio Department of Education. Retrieved from: <http://education.ohio.gov/getattachment/topics/learning-in-ohio/literacy/ohios-plan-to-raise-literacy-achievement-.pdf.aspx?lang=en-US>

U.S. Census Bureau ,department of Statistics. Retrieved December 2018. Retrieved from <https://www.census.gov/quickfacts/fact/table/sciotocountyohio,portsmouthcityohio/pst045217>