

LOCAL LITERACY PLAN: BIRTH THROUGH GRADE 12

The Ohio Department of Education requires all nonprofit early childhood providers and LEAs **applying for the Striving Readers Comprehensive Literacy Subgrant** complete a **local literacy plan**, as dictated by the age/grade ranges the organization serves. The plan must be submitted as part of the Striving Readers application to receive funding.

- Birth-Age 5: A focus on emergent literacy based on *Ohio's Early Learning and Development Standards* (Birth to Kindergarten Entry) aligned to *Ohio's Learning Standards in English Language Arts* for Kindergarten-grade 12.
- K-12: A focus on achievement and alignment to *Ohio's Learning Standards for English Language Arts* grades K-12.

EARLY CHILDHOOD PROVIDER/LEA: **RICHMOND HEIGHTS LOCAL SCHOOLS**

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CEO/SUPERINTENDENT: **DR. MARNISHA BROWN**

DATE: **NOVEMBER 21, 2025**

SUMMARY AND ACKNOWLEDGEMENTS

The work of developing the Reading Achievement Plan for our district required the participation of our DLT and BLT and a look in the mirror, not to mention analytical, and honest scrutiny of our Tier I and II level reading instruction. We were able to uncover a lack of implementation and inconsistency within our program with respect to developing reading skills. While we know that our instructors are highly qualified, we discovered that they were not all utilizing data in the same way, or not at all. We also learned that we were not using our instructional block for reading as effectively as we can and that we were not intentional about the emphasis on explicit instruction in phonemic and phonological awareness, coupled with Language Comprehension or what is coined the Science of Reading.

This process of analyzing data as well as examining our assessment tools caused us to rethink assessment in the primary reading classes. We know that many of our students enter kindergarten unprepared for reading success, but we were not pinpointing the areas in which students were lacking. We realized that we need to administer assessments that measure specific phonemic and phonological skills and that the data we obtain from these assessments will enable us to better design instruction to meet the needs of our students and to bring them to grade level before they reach third grade.

As a result of this plan, we will administer assessments that measure foundational skills, establish a reading intervention team in the elementary and middle school buildings, create instructional toolkits for phonemic awareness, recalibrate our work with phonics, inventory/update supplemental reading resources, increase parent engagement in the area of early literacy, and closely monitor the implementation fidelity of specific, evidence-based instructional reading strategies.

We will communicate our plan to all stakeholders including the Board of Education, Superintendent, parents, teachers, principals, and parents via the website. At that time, we will also provide high quality, continuous professional development and support to our PreK-3 teachers. We are confident that our plan will provide us with consistent guidance as we improve our reading instruction for our students.

While creating our Reading Achievement Plan we utilized several references: What Works Clearinghouse, Ohio Department of Education and Workforce - Ohio's Plan to Raise Literacy Achievement, and our district CCIP/One Needs/One Plan. The use of specific data such as

the Reading Tiered Fidelity Inventory, our MAP data, state and local assessments were also key.

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SECTION 1: LEADERSHIP TEAM MEMBERSHIP, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION**SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP**

Insert a list of all leadership team members, roles and contact information. If you are an early childhood provider, the Department encourages you to include team members from the district(s) that children in your program feed into for kindergarten through grade 12. If you are a district, the Department encourages you to include team members of the early childhood providers and community that feed into your district. Additionally, your team membership should line up with the data needs outlined in Section 3 of this plan. Insert additional rows as needed.

Leadership Team Membership

Name	Title/Role	Organization	Email
Dr. Marnisha Brown	Superintendent	Richmond Heights	brown.marnisha@richmondheightsschools.org
Stephanie Eafford	Elementary Principal	Richmond Heights	eafford.stephanie@richmondheightsschools.org
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Kelly Askew-Tucker	Director Educational Services	Richmond Heights	Askew.kelly@richmondheightsschools.org
Sara Caesar-Williams	Title Teacher	Richmond Heights	caesar-williams.sara@richmondheightsschools.org
Davida Brock	E.S. Teacher	Richmond Heights	brock.davida@richmondheightsschools.org
Tiffany Kilbane	E.S. Teacher	Richmond Heights	kilbane.tiffany@richmondheightsschools.org
Nichole McWilliams	Title I Teacher	Richmond Heights	mcwilliams.nichole@richmondheightsschools.org
Jodi Hanford	E.S. Intervention Specialist	Richmond Heights	hanford.jodi@richmondheightsschools.org

Katherine Rubenstein	E.S. Teacher	Richmond Heights	rubenstein.katherine@richmondheightsschools.org
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SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE LOCAL LITERACY PLAN

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

SECTION 2: ALIGNMENT BETWEEN THE LOCAL LITERACY PLAN AND OTHER IMPROVEMENT EFFORTS

Describe how the local literacy plan aligns to other local or community improvement plans focused on literacy outcomes. If the early childhood provider or LEA engages in the Ohio Improvement Process (OIP), or another improvement model comparable to OIP, the provider or LEA should describe the use of the process and team structures in this section.

The process followed for Richmond Heights Reading Achievement Plan development dovetails the same process used in developing the FY25-26 One Plan, including state and district data review/analysis, reflective review of the One Needs tool targets/priorities, and alignment with the goal/strategies/action plans. The school has established TBT grade band teams coupled with a Building Leadership Team that meets weekly and monthly, respectively. During these regularly scheduled meetings, these teams will monitor the progress of the plan by reviewing and analysing data gathered from our Formative assessments (MAP), Benchmarking (CRS) and Summative Assessments (OST) for goals established in this plan. Disciplinary data and family survey information as reported within our Student Information System will be reported, analysed and reviewed in TBT and within the BLT, to understand the connection of Campus Climate and Safety on student success. In that data, attendance is a significant data point that will be monitored and analysed for a direct correlation. The analysis of this data is discussed in BLT and DLT to adjust or confirm the interventions and actions utilized in this plan. Although the OIP process is the established protocol for monitoring the school plan, the PBIS team meets to complete a deeper dive into evidenced based and researched practices that have a positive effect on student behavior, attendance and building climate. The following areas of the School Improvement Plan include many of the identified factors contributing to low reading achievement.

Goal 1: By 2026 all students will score in the 60th percentile for Reading Proficiency. Students will increase their MAP local assessment scores in Reading at each benchmark (3 times annually) by at least 10 pts.

Strategy: Improving student achievement: The district utilizes Wilson Reading/CKLA/Fundations as Tier I and II interventions and explicit teachings. The district has adopted CKLA and Wit and Wisdom Curriculum. While deliberately focusing on the Daily 5 for reading instruction. The district will provide explicit tutoring and other focused supplemental support (Title I services) for children most at risk to not meet the reading goal during the school year. The district will provide a summer school and extended day program for identified and eligible students (those that did not progress according to the state standard and the school progression model).

Improving curriculum and instruction is a major focus of the district's turnaround work, but we recognize that social-emotional and health needs also have a significant impact on student learning. Systematically addressing non-academic barriers is a component of the district's

school improvement plan in goal two, and is embedded into professional development seminars to enhance the delivery of relevant, rigorous, and appropriate instruction found in goal 1.

Goal 2: Campus Climate and Safety: Parent participation will increase with 30% of parent participation by the end of 2026 as measured by parent survey administered two times annually in the fall and spring, and parent attendance at events as measured by sign-in sheet.

Strategy: Develop and engage school, family, and civic partners to collaborate and build support for a healthy social, emotional, and behavioral environment. The District will improve school/district climate and conditions for learning as indicated by a decrease in disciplinary actions, an increase in parent and community satisfaction on a school and community climate survey, all schools meeting or exceeding the school attendance targets, and compliance on requirements related to students with disabilities. The continued use of PBIS for the entire district will help to improve school climate and disciplinary actions.

SECTION 3: COMPREHENSIVE NEEDS ASSESSMENT

Describe why a local literacy plan is needed in your community.

SECTION 3, PART A: ANALYSIS OF LEARNER PERFORMANCE DATA

The 2024–2025 Report Card for Richmond Heights Elementary School indicates that the school is demonstrating **consistent student growth** but continues to struggle with **overall achievement**, signaling a pressing need to strengthen Tier I instructional effectiveness. With a Performance Index of **57.9%**, many students are still performing below state proficiency expectations on Ohio’s assessments. This gap between growth and proficiency suggests that current instructional practices, although yielding progress, must be further refined to ensure students are mastering grade-level standards. Strengthening the alignment of daily instruction to rigorous learning targets and maximizing the use of high-quality instructional materials are essential priorities.

Early literacy results present the **most urgent area of need**, particularly given that only **18.8%** of K–3 students met the state’s literacy improvement metrics and just **45.8%** of third graders achieved reading proficiency. While the 100% promotion rate reflects strong student support systems, it also highlights the need for intensified, evidence-based literacy interventions to accelerate reading proficiency. The data underscores the necessity of reinforcing Science of Reading–aligned instructional practices, ensuring fidelity to programs such as Foundations, Heggerty, and CKLA, and building stronger intervention systems within the school’s MTSS framework.

A third significant area of need is **gap closing**, where the school met only **26.9%** of its Annual Performance Goals. This indicates persistent disparities across subgroups, including students with disabilities, economically disadvantaged students, and other historically underserved populations. To address these gaps, the school must strengthen its data-driven intervention processes, deepen culturally responsive teaching practices, and implement targeted supports that specifically address the barriers impacting subgroup performance. This work must be anchored in frequent monitoring and responsive action cycles that examine subgroup trends and adjust instruction accordingly.

Finally, while the Progress component shows that students are learning at expected rates, the school needs to develop comprehensive strategies to **convert growth into proficiency**. This requires strengthening Tier I instructional quality, providing ongoing professional development to teachers, and leveraging collaborative structures such as TBTs and BLTs to monitor student learning in real time. Family engagement around literacy must also increase, ensuring that learning continues beyond the classroom. Collectively, these needs point to the importance of a cohesive, systemwide approach that integrates instruction, intervention, equity, and early literacy to raise overall student achievement and ensure every student is on track for long-term academic success.

SECTION 3, PART B: ANALYSIS OF FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN LITERACY

Insert an analysis of additional factors believed to contribute to underachievement in literacy in the community served.

1. Enrollment numbers are in constant fluctuation: Enrollment numbers for K-3 have remained consistent over the 2023-24, 24-25 school years. Richmond Heights Mobility Rate remains consistent hovering at 18% . Student mobility is a pervasive educational challenge in many schools/districts throughout the United States. Further, high mobility is a risk factor for school failure and requires mindful intervention considerations (Archambault, Diamond, Brown, Cavanaugh, Coffey, Foures-Aalbu, Richardson, and Zygouris-Coe, 2010). Mobility impacts the student learning experience in conjunction with the resulting impact on the district/school/teacher capacity to fully serve the student. Many factors contribute to high mobility rates, including family relocation, suspension, school-choice, academic and social climate. Research supports that frequent school changes, especially in the primary grades, are related to lower achievement levels.

2. No preschool experiences: Most of the students enrolling in Kindergarten with Richmond Heights, have had little to-no previous preschool experience. Literacy is the center of education and presently is considered the framework/platform for individuals to develop knowledge and understanding and participate meaningfully in matters of life through oral, written, and digital mechanisms. Early exposure to diverse literacy knowledge and experiences specifically when children are interested in what they are learning, facilitates active engagement and meaningful purpose (Flewitt, 2013).

3. Low socio-economic status: Richmond Heights student enrollment population consists of a 78.5% poverty rate for the 2023-2024 school year and in the 2024-25 school year we qualified for CEP. Many have experienced little exposure to previous learning experiences that facilitate meaningful communication through concept development, drawing, and phonological awareness. While preschool experiences are on the rise for typical children in the United States, there are notable gaps in enrollment between children classified as economically disadvantaged and those who are not (Magnuson, Meyers, Rugm, and Waldfoge, 2004). Recent research supports that overall school readiness improves when students, particularly those who are economically disadvantaged, have had preschool experience, parental support and involvement with learning, and child health insurance (Reardon and Portilla, 2016).

4. Curriculum: Our current tier 1 curriculum resources are approved by the Ohio Department of Education and Workforce. The implementation of CKLA and Wit and Wisdom provided complete curricular materials. However, it lacked implementation support. This knowledge underscored the urgent need for a new approach in both direct instruction and curriculum design in grades K-3. Many students were missing key early literacy skills in areas such as print concepts, phonological awareness, and letter identification. Research has consistently stressed that a strong foundation is essential to and a predictor for long term literacy success. After analyzing our curriculum resources we found the following areas needing improvement:

- We need explicit instruction in all areas of phonological awareness taught with fidelity and are in need of missing components of phonological awareness

- Clear expectations and instructional routines
 - Phonemic awareness curriculum materials
- Job Embedded Professional Development of Curriculum implementation
- Professional development for teachers in the Science of Reading and intervention strategies
- Explicit interventions identified and practiced with fidelity

5. The literacy team utilized the Reading Tiered Fidelity Inventory (R-TFI) tool to assess the implementation of our current school-wide reading model. The R-TFI helped us identify our tier 1 reading model deficiencies in the areas of teams, implementation, resources, and evaluation. It revealed we do not have systems in place to implement, monitor, or evaluate a reading plan and technically there was no school-wide plan even in place. With this new knowledge we are committed to establishing teams to ensure implementation, development of instructional resources and evaluation of our plan to ensure our students experience academic success in literacy. The results also revealed we have some good practices in place such as a 90 minute literacy block, common planning time, and a reading improvement plan for students. There were still other areas that were in place but needed improvement such as a procedure for progress monitoring and systems in place such as a data calendar.

6. Low rate of parent involvement. Research substantively demonstrates that parent involvement in students' learning is positively related to achievement. Further, the greater the depth and intensity of involvement in their child's learning process, the greater impact on learning acquisition and achievement (Cotton and Wiklund, 1989).

- Plan for parental involvement around reading development (ex: family literacy night or Simple View of Reading parent friendly literature)
- Collection of parent feedback

7. When looking at our MAP data, many students move from on track to off track when transitioning from first grade to second and third grade. This could be caused by the two grade levels completing different MAP assessments in different formats. Kindergarten, first grade and second grade students take Early Literacy in MAP which is a combination of literacy and math. When they transition to third grade, they take the regular MAP tests which are separate tests of literacy and math. Having first grade taking the reading assessment rather than Early Literacy could help improve this data. Grades K-3 currently do not have a way to assess reading skills or to monitor progress. We use MAP but we do not have a form of progress monitoring such as DIBELS or Aimsweb.

- First grade move from taking Early Literacy to Reading assessment in MAP
- Progress monitoring tools (ex: CRS Checkpoints)

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Describe the literacy mission and/or vision of the organization. You may want to state how the literacy vision is aligned to Ohio's Vision for Literacy outlined in Ohio's Plan to Raise Literacy Achievement.

Richmond Heights Mission: Preparing individual learners to navigate an evolving global community using 21st century competencies.

Literacy Mission: All students in Richmond Heights Schools from K through Grade 3 will become well-educated citizens with a command of literacy that prepares them for the challenges of the 21st century and enables them to achieve their personal and professional goals.

Vision and Beliefs

Our vision is to ensure all students have access to high quality, evidence-based language instruction and become proficient readers to empower them to successfully navigate the world around. We will achieve this goal by implementing the following:

- High quality literacy instruction that addresses the Big 5 of Reading and the Science of Reading:
 - Phonological Awareness
 - Phonics
 - Vocabulary
 - Fluency
 - Comprehension
- High quality professional development to address educator's understanding of the components of the Simple View of Reading and develop their skills in assessing language and literacy strengths and weaknesses thus providing appropriate evidence-based instruction and/or intervention.
- Literacy rich classrooms in all content areas.
- Inclusive education that focuses on abilities rather than disabilities. Use of Integrated Comprehensive Systems for ALL learners that focuses on equity and best practices.
- Provide family engagement opportunities to support evidence-based language and literacy practices at home.
- Utilize language and literacy data to drive decision making leadership team level and building leadership team level.
- Implementation of authentic formative and summative assessments. Use the CRS for Checkpoints and Benchmark assessments
- Preparing our students for college and career readiness

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Describe the measurable performance goals addressing learners' needs (Section 3) that the local literacy plan is designed to support progress toward. The plan may have an overarching goal, as well as subgoals. See the guidance document for the definition of SMART goals.

All students in the Richmond Heights Local School District will show improved achievement outcomes through the delivery of relevant, rigorous, appropriate instruction that utilizes differentiation strategies daily in literacy. Data from the MAP assessment shows an average 45% of the first and second grade students were not on track for reading and an average of 45% of third graders were not on track during the time period.

With an awareness of the current third grade reading achievement statistics, the RAP has been designed to support progress goals mentioned later in this section by focusing on three components that will impact achievement: 1. Differentiated instructional strategies used for core instruction and intervention will lead to an increase in academic achievement 2. Job Embedded Professional Development for Curriculum Implementation 3. Progress Monitoring using the aligned CRS benchmark and checkpoint assessments.

Implementing and monitoring these three areas deeply will impact grade level achievement and be evidenced by reaching the following goals:

All students in the Richmond Heights Local School District will show improved achievement outcomes through the delivery of appropriate instruction that utilizes differentiation strategies in literacy and researched based intervention strategies. The District has determined that we will know that the components of the action map are successful when we decrease the gap from our current level of proficiency to the state standard by at least 50% each year until the state standard is reached. Progress toward the goals mentioned below will be monitored by benchmark assessments, diagnostic assessments and RIMPS. The levels of proficiency are differentiated by grade level below as well as the percentage needed to obtain the goal.

Overall Literacy Goal: The team has set a minimum goal of increasing our Improving Early Literacy component indicator by one to two STARS annually until five STARS are achieved. For the 2024-25 school year we received 2.5 stars.

Kindergarten: 40th percentile rank and above on the MAP Early Literacy screening is considered on-track. In kindergarten 52% of the 50 students are considered on-track, while 48% are considered off-track. The goal for the end of the 2025-26 school year will be 80% of all students to be on-track.

1st Grade: 40th percentile rank and above on the MAP Early Literacy screening is considered on-track. In first grade 69% of the 53 students are on-track, while 30% are off track. The goal for the end of the 2025-26 school year is for 85% of the students to be on track. Starting at the

beginning of the 2026-2027 school year, we plan to benchmark and complete a new goal with data collected from our 1st grade students taking MAP reading tests.

2nd Grade: 40th percentile rank and above on the MAP Reading screening is considered on-track. In second grade 42% of the 57 students are on-track, while 57% are off-track. The goal for the end of the 2025-26 school year is 70% on-track.

3rd Grade: 40th percentile rank and above on the MAP Reading screening is considered on-track. Grade 3--current level on track 54% of the 53 students, while 45% are off-track. The goal for the 2025-26 school year is 80% on track.

SECTION 6: ACTION PLAN MAP(s)

Each action plan map describes how implementation of the local literacy plan will take place for each specific literacy goal that the plan is designed to address. Each plan must include at least one specific literacy goal. Add as many action map goals as necessary.

Goal #1 Action Plan Map

Goal Statement: Third Grade Guarantee: Increase the percentage of students meeting or exceeding Third grade proficiency by 10-15% each year as measured by the Ohio State Test.

Evidence-Based Practice: Implement explicit instruction in phonics PK-3 with fidelity

	Action Step 1	Action Step 2	Action Step 3
Components	Ensure all staff PK-3 are trained in Foundations. Trained in Wit and Wisdom Curriculum	BLT will monitor Foundations walk through data (currently provided by literacy coach)	Literacy coach will develop capacity of Title 1 tutor to conduct walk-throughs and provide internal Foundations supports.
1. Timeline	2025-2026 school year	Spring 2026	Spring 2026
2. Lead Person(s)	BLT	BLT	Literacy coach/BLT
3. Resources Needed	Wilson Foundations Substitute cost outside consultant cost for PD	Completed walkthrough forms	Completed walkthrough forms

	Setup and information for literacy night		
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	All staff will have Foundations materials, Wit and Wisdom and CKLA Teachers receive ongoing Level 2 Foundations training A literacy night will be scheduled to explain the plan to families and complete breakout sessions related to Foundations, Heggerty and Third Grade Reading Guarantee.	Using and practicing with walk through form (Building Leadership Team meeting) Literacy block and what should be included in the 90 minute literacy block (40 minutes for Foundations and Heggerty) Add review and feedback of Foundations walk through data to the BLT agenda monthly	Using literacy coach to train our Title 1 teacher. (Comparing schedules and selecting dates for the training to happen) Title 1 teacher supporting our staff with Foundations. (A schedule will be developed for the Title 1 teacher to complete walkthroughs)
5. Measure of Success	Ensuring all teachers have received the training. All teachers preK-3 trained in all grade levels needed (teachers that loop) RTFI	Fidelity of implementation on walk throughs increases while using walkthrough form. RTFI	Schedule and walkthrough forms Form with feedback for teachers
6. Check-In/ Review Date	Monthly BLT	Monthly BLT	Monthly BLT

Goal #2 Action Plan Map

Goal Statement: Increase our Improving Early Literacy Readers component indicator from 2 Stars to 4 Stars on the 2026-27 Ohio State Report Card with an increase of one letter grade each year until we earn 5 Stars.

Evidence-Based Practice: Implement explicit instruction in phonemic awareness PK-3 with fidelity

	Action Step 1	Action Step 2	Action Step 3
Components	Adopt and provide PD on the Heggerty curriculum for phonemic awareness	Implement Heggerty as part of Tier 1 literacy block PK-3	Monitor the implementation of Heggerty via walkthroughs
7. Timeline	Fall 2025	2025-26 school year	2025-26 school year
8. Lead Person(s)	Reading Team/Principals/Director Educational Services	Reading Team/Principals/Director Educational Services	Reading Team/Principals/Director Educational Services
9. Resources Needed	Heggerty materials Teachers PD Time/Costs SST facilitator to provide PD	Heggerty materials Literacy block scheduling Setup and information for literacy night	Heggerty materials Walkthrough checklist
10. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Professional Development on the implementation of the Heggerty curriculum in Tier 1 for all teachers in PK-3	Literacy block and what should be included in the 90 minute literacy block (40 minutes for Foundations and Heggerty) Framework from Heggerty training A literacy night will be scheduled to explain the plan to families and complete breakout sessions related to Foundations, Heggerty	Create walkthrough checklist or check with SST facilitator Use the CRS checkpoint assessments

and Third Grade Reading
Guarantee.

11. Measure of Success	Exit slip and/or certificates of attendance RTFI	Walkthroughs to monitor implementation of Heggerty Benchmark data RTFI	Walkthroughs to monitor implementation of Heggerty Benchmark data
12. Check-In/ Review Date	PD will be scheduled for Spring 2026 and review/check-in will happen in the Fall of 2026	TBT/BLT monthly meetings	BLT monthly meetings

Goal #2(con't) Action Plan Map

Goal Statement: Increase our Improving Early Literacy component indicator from 2 Stars to 4 Stars on the 2026-27 Ohio State Report Card with an increase of one star each year until we earn 5 stars.

Evidence-Based Practice: Implement a progress monitoring/benchmark assessment tool

	Action Step 4	Action Step 5	Action Step 6
Components	Train to use the CRS Checkpoint system	Provide PD	Implement selected tool for benchmarking/ progress monitoring
13. Timeline	Fall 2025	Fall 2025	Spring 2026
14. Lead Person(s)	BLT/TBT/Literacy team	Principal	Literacy Lead/BLT/Principal
15. Resources Needed	contact information for the companies survey	Trainer Funds for materials	Selected progress monitoring tool Funds for materials
16. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Trainers attend PD Decision made on what progress monitoring tool will be used.	Training date	Time in literacy block for progress monitoring.
17. Measure of Success	Feedback survey from involved staff	RTFI	All staff completed the assessment
18. Check-In/ Review Date	NEOEA day we have reviewed enough materials to make a decisions regarding progress monitoring tool.	By December 2026	April 2027

SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL

Describe how progress toward each learner performance goal will be monitored, measured and reported, consistent with all applicable privacy requirements.

Richmond Heights' Literacy Plan is founded on the District's mission statement of preparing individual learners to navigate an evolving global community using 21st century competencies. To achieve this mission, progress monitoring is a critical piece in determining the effectiveness of the goals and strategies outlined in this plan.

The District Leadership Team (DLT) meets monthly to evaluate progress towards district and school goals. The DLT will hold the Building Leadership Team (BLT) accountable to them for the responsibility of monitoring progress at the building level. During the meetings, the DLT will review the school's literacy goals and objectives as well as monthly updates and data from the BLT. They will also provide feedback and support to the BLT based on the progress report updates provided. The BLT will work with State Support Team 3 consultants to develop an assessment map that will outline internal and external assessments that allow time for progress monitoring. The primary grades Teacher Based Teams (TBT) will dedicate at least one cycle to discuss the implementation and monitoring of phonological awareness instructional strategies and use of progress monitoring to document individual student progress towards proficiency. As the team completes the 5-Step process, we will monitor the implementation and effect of the action steps in the plan.

The progress of the literacy plan will be reported to all stakeholders in a variety of platforms. During TBT meetings teachers will discuss assessment data from phonological awareness curriculum materials and communicate progress to the BLT. The BLT members will communicate building progress during monthly staff meetings and monthly DLT meetings. The Superintendent will share data with community members during the State of the Schools Address and newsletters.

Richmond Heights Local Schools, uses the following diagnostic assessments as well as those provided by the Ohio Department of Education and Workforce (ODEW) to measure student progress toward the attainment of academic standards and to identify students who may not attain the academic standards:

- Grade K uses the Kindergarten Readiness Assessment of Literacy KRA and MAP ELA
- Grade 3 utilizes the MAP Reading and Dyslexia Screener
- Grades K-12 uses the MAP Reading and Math.
- The MAP Assessment is administered to any transfer student within 30 days of the transfer to support the teacher in determining the student's academic level and progress.

Students are provided intervention plans based on diagnostic results.

The results of the diagnostic computer assessments are provided by MAP Early Literacy, MAP Reading, and MAP Math. Teachers score all other diagnostic/formative assessments. CRS checkpoints will be selected to assist in providing documentation and close tracking of student progress. TBT, BLT, and DLT meetings will monitor the RAP goal in relation to the OIP goals and strategies as teachers analyze MAP assessment data, adjusting or providing accommodations based on the student population. The BLT information is shared with the DLT to provide support at the district level. The reading achievement gap was identified as an area of concern based on the completion of the most recent One Needs Assessment. The district's areas of focus to remedy and close this gap is to utilize differentiated instructional strategies and provide job embedded professional development specific to each teacher's needs, and continued utilization of the Ohio Improvement Process.

Assessment	Administration Cycle	Review/Monitor Data	Communication to
MAP(Early, Math, Reading)	Diagnostic Screener- Fall, winter, spring	Teachers, TBT, BLT	DLT
KRA	Diagnostic Screener - Fall	Teachers, BLT	DLT
CRS Checkpoints	Progress Monitoring - as needed	Teachers	TBT
OST	Outcome - Yearly	Teachers, BLT	DLT

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND PROFESSIONALS

SECTION 8, PART A: EVIDENCE-BASED PRACTICES AND INTERVENTIONS TO SUPPORT LEARNERS

Richmond Heights Local Schools will implement a rigorous literacy approach within a ninety-minute block to improve language and literacy development. Response to Intervention (RTI) will be used to detect students who are struggling readers by using the multi-tiered framework: Tier 1 Daily 5 framework for instruction in classrooms will be routine (Differentiated Instruction), Foundations instruction for phonics and Heggerty instructional curriculum for phonemic awareness. Tier 2 Targeted more engaging interventions in small groups (Title I Reading Teacher and intervention block) and Tier 3 Intensive one-on-one Interventions with Title Reading Teacher. This will be accomplished through the following:

- Providing daily practice and support of the five pillars of literacy - phonemic awareness, phonics, reading fluency, vocabulary acquisition and development, reading comprehension, and early writing experiences (Blocked reading courses grades K-6, Daily 5, Wilson:Foundations)
- Embedding evidence-based interventions/strategies within the instructional design and teaching strategies for each of the literacy components (Daily 5, Heggerty (phonemic awareness), Wilson: Foundations, Blocked Reading courses grades K-6)
- Ensuring that students are engaging in authentic reading, writing and speaking activities every day with extensive focus on key early literacy predictors of reading and school success using the Daily 5 as a framework: oral language, Alphabetic Code, and print knowledge (Blocked Reading courses grades K-6, Foundations, Heggerty)
- Exposing students to writing, reading, and speaking for different purposes and audiences (Blocked Reading course grades K-6)
- Assessing progress frequently in order to meet the individual needs of each student (use of progress monitoring tool CRS Checkpoints and district benchmark assessments 3 times yearly through MAP)
- Challenging students to analyze, compare, and evaluate texts (Blocked Reading courses grades K-6)
- Integrating reading and writing across the content areas (Collaborative ELA planning/TBT)
- Spur language development through explicit vocabulary instruction followed by opportunities to read or use new words in context (Wilson:Foundations, Blocked Reading courses grades K-6)
- Integrating reading and writing experiences and practices (Collaborative ELA Planning/TBT)

SECTION 8, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

The Richmond Heights Local Schools support the identified evidence-based strategies for improving Early Literacy and commits to the implementation of a systematic method to evaluate the effectiveness of the Reading Achievement Plan components and provide support for instructional design and delivery as well as exploring curriculum supplements to foster Early Literacy skills.

The practices detailed within the Reading Achievement Plan (RAP) improve upon the strategies of previous years through the use of norm-referenced assessments, a research-based reading framework (i.e. Foundations, Heggerty, and Daily 5), systematic intervention practices, and a dedicated feedback loop aimed at improving instructional and intervention practices. Improving literacy skills in Tier 1 is a keystone to our goal to foster academic growth in reading. Monitoring of the implementation of best practices through achievement, diagnostic, and formative assessments along with Fidelity Walk-throughs will ensure that the research-based strategies of our Reading Achievement Plan will occur.

In order to ensure the integrity and effectiveness of the Reading Achievement Plan (RAP), Richmond Heights Local Schools has identified dedicated individuals at the building level, who will be the Reading Intervention Team to support the increased acquisition of early literacy skills. As part of this Reading Achievement Plan, the Reading Intervention Team (RIT) will be created to further support and coach teachers and principals. Building principals will monitor the daily implementation of the Reading Achievement Plan, Reading Intervention Team along with the DLT, will initiate the Reading Tiered Fidelity Inventory (R-TFI) annually, and teachers will complete a Needs Assessment based on their professional development needs in reading instruction.

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

Here at Richmond Heights Local School District we believe that effective professional development should meet the needs of educators by responding to the needs of students. It must also align with personal, building, district, state and national goals. All stakeholders have a responsibility to ensure that Ohio's educators continue to develop the skills and knowledge needed to enable students to perform at the highest levels of achievement.

Results Driven:

1. What are students expected to know and be able to do?
2. What must educators know and be able to do to ensure student success?
3. What professional development must be offered to enable educators to develop the knowledge and skills needed to produce the results they want for students?

Personalized learning is supported through the TBT/BLT-DLT process including targeted professional development/training in the following areas:

- effective instructional design;
- teaching and intervention strategies;
- using data to inform instruction;
- evaluation of adult behaviors;
- systematic data collection/review, at the individual student level, classroom level, teacher level, building-district level.

APPENDICES

You might include a glossary of terms, data summary, key messages, description of program elements, or any other information as needed.

Reading Achievement Plan Feedback

DISTRICT OR COMMUNITY SCHOOL NAME: Richmond Heights Local Schools

DISTRICT/ COMMUNITY SCHOOL IRN: 046599

The Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections.

Quality Component	Feedback
1. Plan is informed by a comprehensive needs assessment	• The plan does not include disaggregated student performance data from all the required sources as applicable. • Analysis includes internal and external factors, supported by data, that may influence reading achievement.
2. Plan includes measurable learner performance goals and adult implementation goals	• The plan has an overarching goal as well as subgoals. • Goals are strategic/specific, measurable, ambitious, realistic and time bound.
3. Plan provides for high-quality professional development	• The professional development plan should include the implementation of all instructional materials, reading programs, and evidence-based strategies. • The professional development plan must clearly identify the instructional staff involved in professional development.