



March 4, 2024

Dear Superintendent Wise:

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

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

**Strengths of the Reading Achievement Plan:**

- The plan was developed by a strong team, representing a diverse range of stakeholders across the district.
- The plan considers specific action steps for specific buildings.
- The plan outlines the important work of the district literacy coaches, who can be instrumental in supporting change for students and teachers.

**This plan will benefit from:**

- The plan could benefit from considering how to include adult implementation goals as part of the larger student achievement goals.
- The plan could benefit from detailing how and which aspects of the professional development plan can be job-embedded and further support change in instructional practices.
- The plan could benefit from including incremental milestones/more progress monitoring in case changes need to be made throughout the year.

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

On behalf of the Department of Education and Workforce and Director Dackin, thank you for

all your efforts to increase literacy achievement for your students.

Sincerely,



Melissa Weber-Mayrer, Ph.D.

Chief of Literacy

Section for Literacy Achievement and Reading Success

# READING ACHIEVEMENT PLAN

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education 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: South-Western City School District**

**DISTRICT IRN: 044800**

**DISTRICT ADDRESS: South-Western City School District  
3805 Marlane Dr.  
Grove City, Ohio 43123**

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

**LEAD WRITERS: Dan Girard, Executive Director of Elementary Education; Margaret Towery, Coordinator English Language Arts, Social Studies, Library Services; Ed Kennedy, Coordinator English Language Learners; Jackie Wissman, District Literacy Coach/Trainer; Leslie McBane, Reading Teacher Leader; Nicole Tyo, Director Special Education; Kelleye Schroeder, English Language Learners Instructional Coach**

## CONTENTS

Ohio’s LANGUAGE AND literacy vision.....	3
culturally responsive practice* .....	3
Section 1: District Leadership Team Membership, Stakeholders, Development Process and Plan for Monitoring Implementation* .....	3
Section 1, Part A: Leadership Team Membership and stakeholders*.....	3
Section 1, Part B: Developing, monitoring and communicating the reading achievement plan .....	7
Section 2: Alignment Between the Reading Achievement Plan and Overall Improvement AND EQUITY Efforts* .....	9
Section 3: Why a Reading Achievement Plan is Needed in our District or Community School* .....	13
SECTION 4 PART A: relevant learner PERFORMANCE DATA* .....	13
SECTION 3 PART B: Internal and External FACTORS CONTRIBUTING TO underachievement in READING* .....	14
section 3 part c: root cause analysis .....	15
<b>Student-Specific Factors / Demographic Data:</b> .....	15
Section 4: Measurable learner Performance Goals And Adult implementation goals* .....	17
Section 5: ActionPLAN MAP(s)FoR Action steps* .....	18
Section 6: PROCESS for Monitoring Progress AND IMPLementation of the plan’s strategies.* .....	21
Section 7: Expectations and Supports for learners and Schools* .....	23
SECTION 7 PART A: STRATEGIES TO SUPPORT learners* .....	23
SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (strategies to support adult implementation)* .....	24
SECTION 7 PART C: Staffing and PROFESSIONAL DEVELOPMENT PLAN* .....	25
Appendices.....	29

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

## OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the [ReadOhio initiative](#), an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The Governor also [released a video](#) to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education developed the [ReadOhio toolkit](#) to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the [Shifting to the Science of Reading: A Discussion Guide for School and District Teams](#), professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

## CULTURALLY RESPONSIVE PRACTICE\*

*“Culturally Responsive Practice” means an approach that recognizes and encompasses students’ and educators’ lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.*

The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed.

Please see the Department's [Culturally Responsive Practice program page](#).

## SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, STAKEHOLDERS, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION\*

### SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS\*

*Insert a list of all leadership team members, stakeholders, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.*

As prescribed in Senate Bill 216 and ORC 3301.0715(G), the South-Western City School District is making focused efforts to help each of our third graders reach proficiency on Ohio's State Test. This plan outlines some of the district's focused efforts for the 2023-24 school year to continue progress and help at least 80% of students reach proficiency.

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

## **Part A: Leadership Team Membership and Stakeholders**

### **Leadership Team Members and Stakeholders**

<b><u>Name</u></b>	<b><u>Title/Role</u></b>	<b><u>Location</u></b>	<b><u>Email</u></b>
Dr. Bill Wise	Superintendent	3805 Marlane Dr Grove City, Ohio 43123	bill.wise@swcsd.us
Dr. Jamie Lusher	Deputy Superintendent	3805 Marlane Dr Grove City, Ohio 43123	jjl1207@swcsd.us
Dr. Brian Bowser	Assistant Superintendent	3805 Marlane Dr Grove City, Ohio 43123	brian.bowser@swcsd.us
Dr. Dan Girard	Executive Director of Elementary Education	3805 Marlane Dr Grove City, Ohio 43123	daniel.girard@swcsd.us
Dr. Cheryl Spain	Executive Director of Middle Grades Education	3805 Marlane Dr Grove City, Ohio 43123	brian.bowser@swcsd.us
Heidi Stevenson	Coordinator of Data, Assessment & Accountability	3805 Marlane Dr Grove City, Ohio 43123	hls0401@swcsd.us
Margaret Towery	Coordinator English Language Arts, Social Studies, Library Services	3805 Marlane Dr Grove City, Ohio 43123	margaret.towery@swcsd.us
Ed Kennedy	Coordinator English Language Learners	3805 Marlane Dr Grove City, Ohio 43123	ed.kennedy@swcsd.us
Nicole Tyo	Director Special Education	3805 Marlane Dr	Nicole.Tyo@swcsd.us

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

		Grove City, Ohio 43123	
Natalie Grayson	Coordinator State and Federal Programs	3805 Marlane Dr Grove City, Ohio 43123	Natalie.Grayson@swcsd.us
CathyMcCoy	Special Education Coordinator - Elementary	3805 Marlane Dr Grove City, Ohio 43123	Catherine.McCoy@swcsd.us
Jackie Wissman	District Literacy Coach/Trainer	3805 Marlane Dr Grove City, Ohio 43123	Jacqueline.wissman@swcsd.us
Leslie McBane	Reading Teacher Leader	3805 Marlane Dr Grove City, Ohio 43123	leslie.mcbane@swcsd.us

**Literacy Coaches and Reading Specialists**

SCHOOL	LITERACY COACH (FTE's)	READING SUPPORT SPECIALIST (FTE's)
Alton Hall Elementary School	0.5 FTE	1.5 FTE
Bolton Crossing Elementary School	0.5 FTE	2.0 FTE
Buckeye Woods Elementary School	0.5 FTE	1.0 FTE
Darby Woods Elementary School	0.5 FTE	2.5 FTE
Darbydale Elementary School	0.5 FTE	1.0 FTE
East Franklin Elementary School	1.0 FTE	1.0 FTE
Finland Elementary School	1.0 FTE	3.0 FTE

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

Harmon Elementary School	1.0 FTE	3.0 FTE
Highland Park Elementary School	0.5 FTE	1.5 FTE
Monterey Elementary School	0.5 FTE	1.5 FTE
JC Sommer Elementary School	0.5 FTE	1.5 FTE
Prairie Lincoln Elementary School	0.5 FTE	2.5 FTE
Prairie Norton Elementary School	1.0 FTE	1.7 FTE
Richard Avenue Elementary School	0.5 FTE	1.5 FTE
Stiles Elementary School	1.0 FTE	2.5 FTE
West Franklin Elementary School	1.0 FTE	2.5 FTE

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



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

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

The district leadership team's approach to developing, monitoring, and communicating the plan is multifaceted and collaborative. The leadership team (Superintendent, Deputy Superintendent, Assistant Superintendent for Curriculum, Executive Director of Elementary Schools, Coordinator English Language Arts, Social Studies, Library Services, Coordinator English Language Learners, Director Special Education, Coordinator State and Federal Programs, Special Education Coordinator - Elementary, District Literacy Coach/Trainer, Reading Teacher Leader, Coordinator of Data, Assessment & Accountability, and elementary principals) analyzed and shared the previous school year's performance data, including Ohio State Tests in English Language Arts, K-3 Literacy, iReady Reading, and Benchmark Assessments. **This data revealed a significant need for improvement in early literacy, as evidenced by 39.97% of students showing Kindergarten Readiness in 2021-22 and 32.3% in 2022-23. Third Grade ELA OST scores in 2022-23 showed that 44% of students were proficient or higher in 2023**

For monitoring the plan, the leadership team regularly collaborates with the elementary, K-4, leadership team and literacy leaders. They analyze data at key benchmark periods, no less than fall, winter, and spring, to guide instructional decisions and meet with principals and their Building Leadership Teams to discuss progress-monitoring data. Two times a year building leadership teams meet with district leadership teams to review state and building data, hear about and support revision of instructional strategies, and provide feedback on CIP goals. In addition, the leadership team shares data and effective practices from other buildings with similar goals.

South-Western City Schools has a robust Literacy Assessment Protocol that gives teachers explicit information about decoding and encoding skills as well as strengths and needs in reading and writing. Utilizing the assessment protocol for each grade level, literacy coaches work with building staff through TBTs to analyze data points, create responsive plans, and progress monitor student growth in an ongoing way. This data is then used to differentiate instruction by providing small-group and one-on-one instruction designed to help students reach grade-level expectations. The 2023-2024 Literacy Protocol reflects the feedback of a protocol committee including classroom teachers, reading specialists, literacy coaches, and administrators. It was revised to respond to current dyslexia legislation including a state required dyslexia screener as well as a district phonics pilot.

This is a ONE YEAR protocol. Literacy tasks that are part of required dyslexia screening in first, second, and third grade will no longer be required by the state after this first year of implementation (students will be screened in kindergarten). These tasks will be revisited to determine if they are useful in guiding instruction or if they should be removed from the protocol.

The goal of the protocol is to support efficient gathering of information about student strengths and needs in order to guide ongoing instruction and differentiation.

Educators keep notes and feedback in order to support revisions for the next school year. Various assessment tools are utilized, including, but not limited to: iReady Diagnostic, Phonics Decoding Assessment, Letter Naming Fluency Assessment, Pseudoword Decoding, Reading Fluency, and Words Their Way Developmental Spelling Inventory to ensure comprehensive monitoring. Additionally, each building leadership team convenes

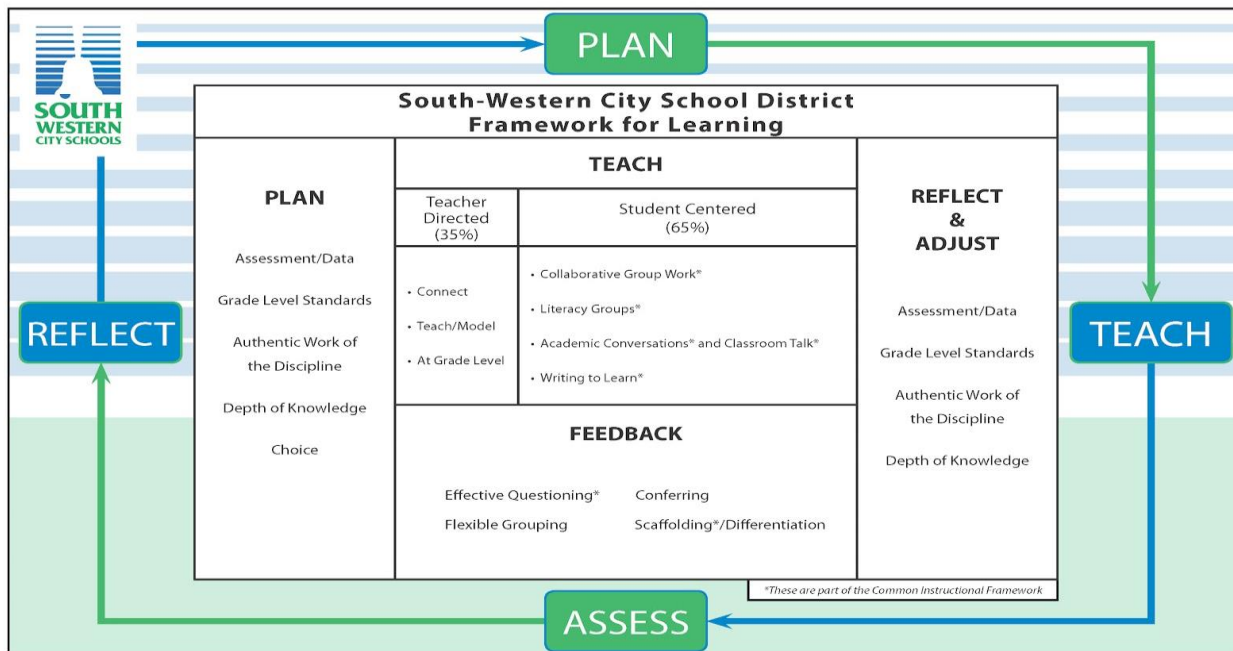
***\*Section headings marked with an asterisk are required by state law.***

bi-annually with the Executive Director of Elementary Education and Literacy and Math district leadership team to review and refine the improvement processes in regard to the building's Continuous Improvement Plan.

The communication of the plan involves multiple stakeholders and is disseminated through Administrative Council meetings, District Leadership Team meetings, Building Leadership Team meetings, Teacher-based Team meetings, and South-Western City School Board of Education meetings. To ensure transparency and accessibility, the plan will also be posted on the SWCSD website and shared with the Department of Education and Workforce, DEW, for review. This comprehensive approach ensures that the plan is not only based on detailed data analysis but is also subject to ongoing evaluation and open communication.

Because the South-Western City School Districts student population is diverse and mobile, it is necessary to have a comprehensive plan, well-communicated, and regularly revisited, in order to offer a high quality educational experience for each of our students--no matter the skill level they bring to school, the number/type of living situation changes they experience while in the district, and/or their cultural/family/economic situation. Increasingly, our teachers and specialists have common training and a shared commitment to coherence and responsiveness in the curriculum. We seek to ensure that any educational struggles are not rooted in lack of access to excellent resources and excellent instruction across grade levels and schools within South-Western City Schools. We seek to identify and intervene when students struggle, and track their progress so that the instruction offered fits individual needs. As well, we seek to offer challenging and engaging classroom experiences to those students who excel in their literacy achievement.

## District Learning Framework



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

## 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.*

In terms of the Continuous Improvement Plan, the district has set a goal to improve its performance index score from 76.368 to 84 by the end of the 2027-2028 school year. The scores from the 2021-2022 school year will serve as a baseline for tracking progress in this area.

District Goal #1 encompasses several strategies aimed at improving curriculum, instruction, and assessment, with a particular focus on professional learning.

Under Strategy 1, which also focuses on curriculum, instruction, and assessment, but with an emphasis on Systems of Support, the district is beginning the K-12 implementation of the Multi-Tiered System of Support. This step signifies a comprehensive approach to support students at various levels of their education.

Additionally, Strategy 2, which aligns with the Framework for Learning (graphic above), includes an action step to continue planning and implementing intentional professional development for key communicator groups. This includes coaching communities, BTC, department leads, etc. This strategy is crucial for enhancing the skills and knowledge of those who play a pivotal role in the educational process. Our district's Framework for Learning has the following research-based components:

- Gradual Release model
  - ODEW supports a gradual release model
  - Creates district coherence: Hattie collective teacher efficacy 1.34 effect
- Opportunities for low-stakes practice
  - Hattie: deliberate practice .79 effect
  - Hattie: spaced practice .60 effect
- Responsive teaching/small group work
  - Hattie small group learning 0.46 effect
  - Hattie feedback reinforcement and cues 1.01 effect
- Opportunities to develop executive function
  - "I do, we do, you do" provides space for modeling and practicing self-regulation
  - Hattie executive function .62 effect
- Teacher talk 35%/Student work 65% of class time
  - Hattie: micro teaching 1.01effect
  - Hattie: teacher clarity .85 effect
  - Hattie explicit teaching .63 effect

One of the key action steps under Strategy 3 involves continuously ascertaining relevant professional development needs for stakeholders and planning supports to meet these identified needs. This is an ongoing process that ensures the professional learning component stays responsive and effective. Our district offers professional learning through two robust Summer Academies, one in June, and another in August; job-

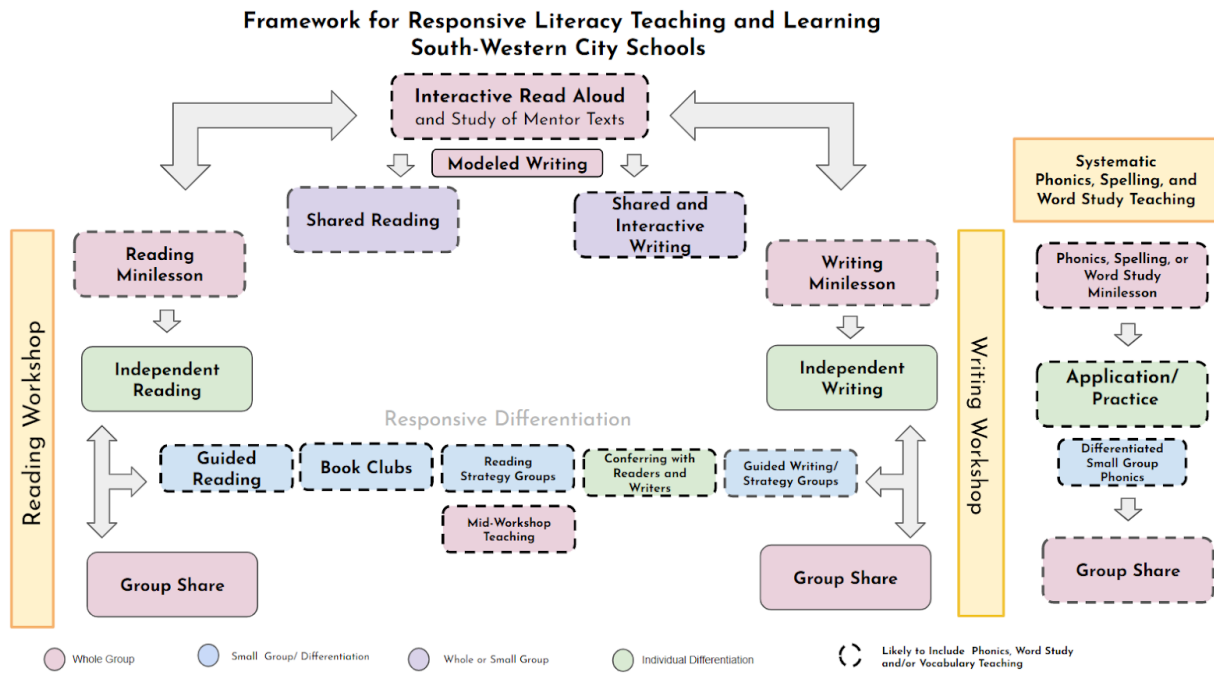
***\*Section headings marked with an asterisk are required by state law.***

embedded coaching from educators who are trained in the Science of Reading and multisensory education, and two professional learning half-days per year. In addition to the summer academies, ongoing professional learning offerings are offered throughout the year. These offerings as well as ESC offerings are shared in ongoing “Curriculum Flash,” a professional development newsletter that is sent to all SWCSD employees. In addition, coaches plan and provide professional learning opportunities after school and in response to building needs.

Overall, the District Goal demonstrates a multi-faceted approach to improving educational outcomes through strategic planning in curriculum, instruction, and assessment, combined with targeted professional development.

- SWCSD’s literacy framework is **standards-based**
- SWCSD’s framework addresses Dyslexia legislation and **Structured Literacy**
- SWCSD’s framework is supported by the **Science of Reading**
- SWCSD’s framework utilizes a gradual release of **levels of support** to move readers and writers to independence.
- SWCSD’s framework is guided by a delivery model that supports literacy learning across all content areas.

**Literacy Framework**

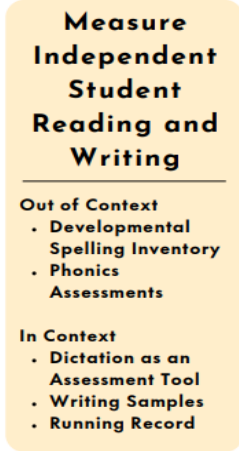
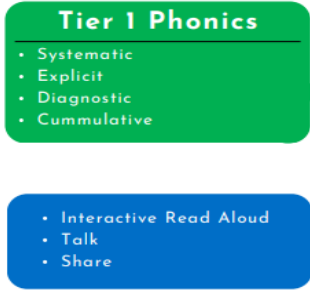
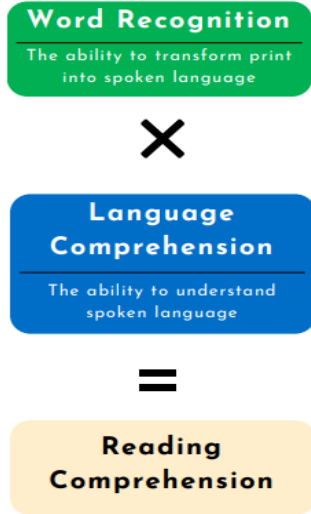


*\*Section headings marked with an asterisk are required by state law.*

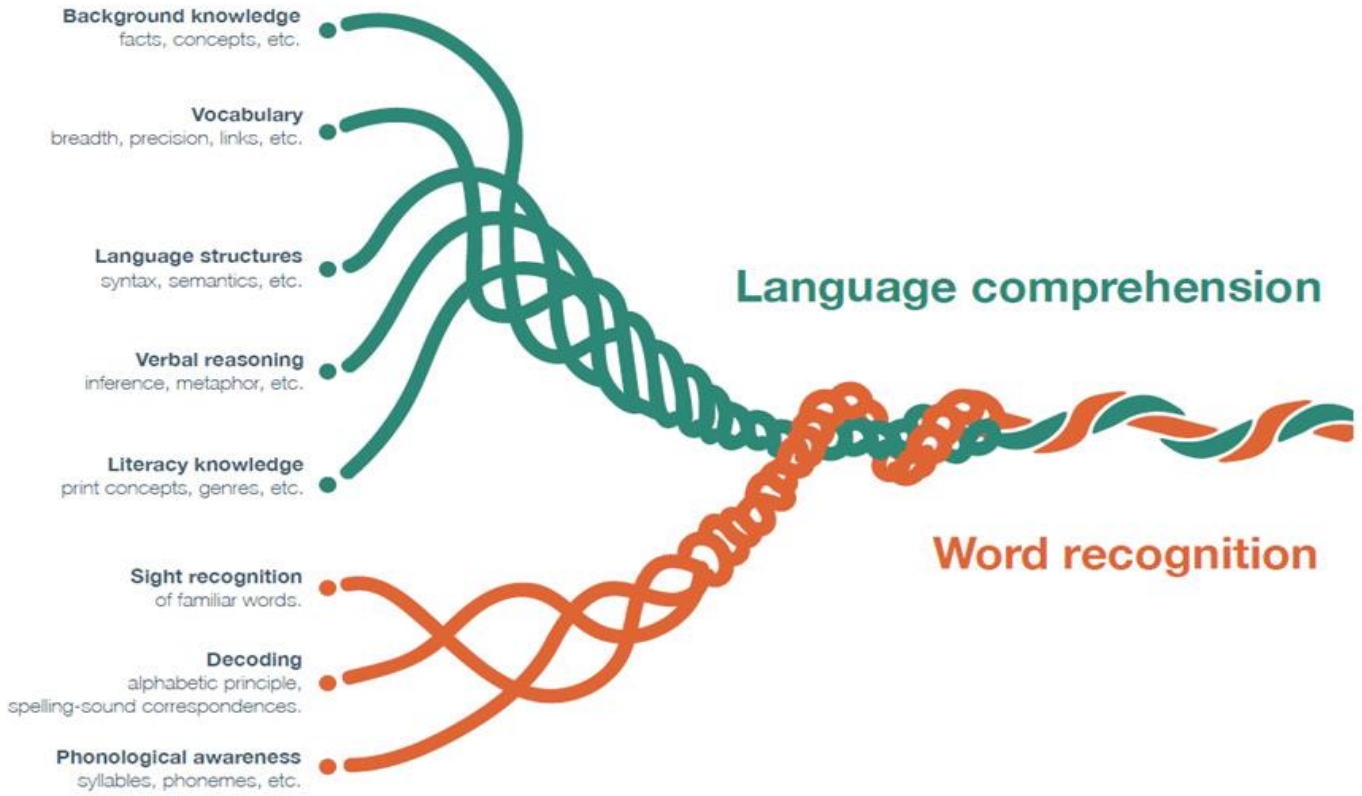
# Classroom Instruction (Tier 1)



STRUCTURED LITERACY



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



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

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

### SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA\*

Insert **disaggregated** student performance data from sources that **must include**, but are not limited to:

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

#### **The Kindergarten Readiness Assessment,**

- (2021-2022: 39.7% 617/1551)
- 2022-2023: 462/1429 32.3%

#### **Ohio's State Test for English language arts assessment for grades 3-8:**

- Grade 3: 44% proficient or higher
- Grade 4: 49% proficient or higher
- Grade 5: 55% proficient or higher
- Grade 6: 44% proficient or higher
- Grade 7: 55% proficient or higher
- Grade 8: 49% proficient or higher

#### **K-3 Reading diagnostics (include subscores by grade level),**

- K: 19% on track (332+)
- Grade 1: 14% on track (378+)
- Grade 2: 18% on track (440+)
- Grade 3: 33% on track (495+)

#### **The Ohio English Language Proficiency Assessment (OELPA)**

- Kindergarten: 3% proficient
- Grade 1: 12% proficient
- Grade 2: 16% proficient
- Grade 3: 18% proficient
- Grade 4: 14% proficient
- Grade 5: 11% proficient
- Grade 6: 6% proficient
- Grade 7: 6% proficient
- Grade 8: 6% proficient

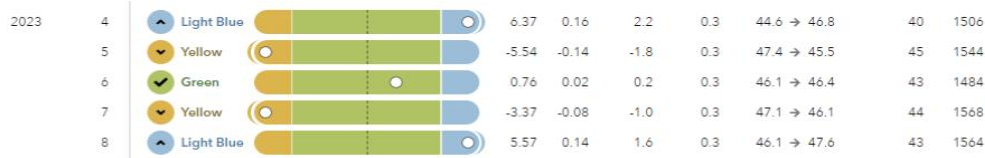
\*Section headings marked with an asterisk are required by state law.

## The Alternative Assessment for Students with Significant Cognitive Disabilities

- Grade 3: 14% proficient
- Grade 4: 0%
- Grade 5: 25% accomplished (proficient or higher)
- Grade 6: 0%
- Grade 7: 20% accomplished (proficient or higher)
- Grade 8: 8% advanced (proficient or higher)

Kindergarten through 3rd grade, combined, iReady Reading results on the District's 2023 Fall Diagnostic are shown in the table below. The percentage represents the percentage of students who are at least one grade level below expectations:

Phonemic Awareness	Phonics	High Frequency Words	Vocabulary	Comprehension Overall	Reading - Literature	Reading - Information
85%	51%	29%	71%	76%	73%	77%



Our district enjoys a relative strength in phonics on the iReady diagnostic assessment, confirming our plan to tailor instructional practices to attend to all strands of Scarborough's Rope. We see a need for focused instruction in the area of phonemic awareness, which is centered in primary grades, and is a gap that closes with more focused and explicit instruction over time.

### SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING\*

*Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.*

#### Socioeconomic Factors

- **Family Income and Resources:** In South-Western City Schools, 62% qualify for free or reduced lunch. Limited access to educational materials and life experiences in lower-income households can hinder reading development.
- **Parental Education and Involvement:** Parents with higher education levels are often more equipped to support their child's literacy development. Limited parental involvement due to work schedules or other commitments can also affect a child's reading progress.

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



### Student – Specific Factors

- Learning Disabilities
- Language Barriers
- Behavioral Issues

### Community and Cultural Influences

- Early Exposure to Pre-school experience: Lack Exposure to School.
- Community Literacy Programs: The availability and quality of community-based literacy programs can influence reading achievement.
- Cultural Attitudes towards Reading: Cultural emphasis on education and reading can shape a child's approach and dedication to reading.

K-5 student literacy achievement is a multifaceted issue that requires a comprehensive approach, addressing factors at the individual, school, family, and community levels.

## 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.*

### **Root Cause Analysis**

Conducting a root cause analysis of low reading achievement scores in K-4 students in South-Western City Schools involves examining various factors that can impact a child's reading abilities. Considering the diverse profile of the district, combined with the kindergarten readiness scores and the need for phonics instruction, clarity begins to emerge about the instructional needs for our students.

### Kindergarten Readiness

- 2022 KRA-R data shows that 33% of students entering kindergarten are prepared to start kindergarten.

---

### **STUDENT-SPECIFIC FACTORS / DEMOGRAPHIC DATA:**

% of Asian Students	2.85%
% of Pacific Islander Students	0.04%
% of Black Students	16.81%
% of American Indian/Alaskan Native Students	0.13%
% of Hispanic Students	19.17%
% of White Students	54.08%

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

% of Multiracial Students	6.92%
% of Economically Disadvantaged Students	47.59%
% of Families that Qualify for Free and/or Reduced Lunch	62%
% of English Learners	15.01%
% of Students With A Disability	18.32%
% Chronic Absenteeism	31%

FY2022 district profile report. Ohio Department of Education. (n.d.). <https://education.ohio.gov/Topics/Finance-and-Funding/School-Payment-Reports/District-Profile-Reports/FY2022-District-Profile-Report>

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

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

*Describe the measurable learner performance goals addressing learners' needs (Section 5) based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.*

### **Goals**

**Goal Statement #1:** By the end of the 2023-24 school year, The achievement gap between English Learners, Special Education, and Economically Disadvantaged students and All Students will be reduced by 1.5% or greater. The gap will be no greater than 73.8

**Goal Statement # 2:** By the end of the 2024-25 school year, students at grade three will increase state proficiency levels to meet or exceed the state's average as measured by the Ohio State Test in ELA.

### **Evidence-Based Strategy or Strategies (all K-3 Classrooms):**

- All classrooms will use the South-Western Framework for Learning, Literacy Framework, Structured Literacy (Tier I) Instruction alongside Scarborough's rope to guide instructional planning that is aligned to Ohio's Learning Standards for English Language Arts.
- The literacy focus for all grades will include learning and teaching in the following areas: word knowledge, comprehension, fluency and writing.
- Ensure that all students engage in a differentiated 90 minute instructional literacy block.
- All schools facilitate a multi-tiered system of support with a focus on individual and group instruction in literacy for each grade.
- All classrooms will integrate literacy (reading, writing, speaking, and listening) throughout content areas and promote the use of oral and written expression throughout learning and teaching.
- All K-3 classrooms will provide 'off track' students (in reading) with a minimum of 90 minutes of additional strategic, systematic instruction focused weekly.

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

## SECTION 5: ACTION PLAN MAP(S) FOR ACTION STEPS\*

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans. Include a description of the professional development activities provided for each goal.

### Goal # \_1 & 2\_\_ Action Map

Under Strategy 1, which also focuses on curriculum, instruction, and assessment, but with an emphasis on Systems of Support, the district is beginning the K-12 implementation of the Multi-Tiered System of Support. This step signifies a comprehensive approach to support students at various levels of their education.

Additionally, Strategy 2, which aligns with the Framework for Learning (graphic above), includes an action step to continue planning and implementing intentional professional development for key communicator groups. This includes coaching communities, BTC, department leads, etc. This strategy is crucial for enhancing the skills and knowledge of those who play a pivotal role in the educational process. Our district's Framework for Learning has the following research-based components:

<b>Literacy Component/Skill</b>	<b>Measure/Progress Monitoring Tools</b>	<b>Tier 2 Intervention Options</b>
Phonemic/Phonological Awareness	iReady Diagnostic	iReady progress Monitoring, From Phonics to Reading progress monitoring tools, Pioneer Valley, Heggerty resource
Phonics	Pseudoword decoding assessment; Encoding Dictation (all the assessments in the section below)	IMSE OG small group instruction Small group instruction tailored to encoding and decoding skills
Fluency	Letter Naming Fluency Pseudoword Fluency task Passage Reading Fluency task	Small group or one on one instruction: Letter naming learning to automaticity- small group and individual Decoding practice of spelling patterns Repeated readings of poems; passages, choral reading, neurological impress method of text reading Teaching through decoding grade level continuous text and dictation/writing (encoding)
Vocabulary	Explicit whole group instruction Text reading iReady progress monitoring	Whole and Small group hybrid interactive read aloud/share dreading (varying levels of support to reach independence) utilizing grade level

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

		texts as well as texts that increase in complexity over time.
Comprehension	Oral Reading Small Group Instruction	Whole and Small group hybrid interactive read aloud/share reading (varying levels of support to reach independence) utilizing grade level texts as well as texts that increase in complexity over time.
Components	Revised literacy assessment protocol implementation K-4	Acquisition of common phonics instruction resource in all classrooms K-2
Timeline	2023-24 implementation	Acquired fall 2023
Resources Required	Finalized protocol document/alignment of assessment tools	From Phonics to Reading (Sadlier), Pilot Pioneer Valley Stepping Together Reading and Phonics Launch, Units of Study in Phonics grades K-2, and/or integrated phonics curriculum as part of literacy adoption based on Ohio list of approved resources <i>(**Adoption pending DEW approved list of HQIM)</i>
Measure of Success	The revised data collected will produce faster, more efficient results for teachers with less student assessment required. Use of these results should be reflected in increased student achievement.	Wide-use of the materials should begin to impact student achievement and increase data on low vocabulary scores.
Specifics of Implementation (Professional development, training, coaching, system structures)	10-15 minutes of explicit instruction	Small group intervention for 1-5 students (Tier 2 and Tier 3) During the ELA intervention blocks 90 minutes per day/3 to 5 days per week
Lead Person(s)	Assistant Superintendent of Curriculum, Executive Director of Elementary Education, Coordinator of English Language Arts, Principals, District Literacy Coach/Trainer, Reading Teacher	Assistant Superintendent of Curriculum, Executive Director of Elementary Education, Coordinator of English Language Arts, Principals, District Literacy Coach/Trainer, Reading Teacher Leader, Instructional Coaches, Reading Support Specialist

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

	Leader, Instructional Coaches , Reading Support Specialist	
Check-In/Review	Mid-year teacher and principal survey/interviews	Ongoing data collection and teacher survey/interviews

Student Flags on iReady Screener only (K and 1st)				
	Assessments	Flag	Time/Frequency (minimum)	Person Responsible
Kindergarten	<input type="checkbox"/> Phoneme Awareness	At Risk	2-3 times a week 10 - 15 minutes	Classroom teacher, IS Reading Support
	<input type="checkbox"/> Letter Naming <input type="checkbox"/> Letter Sound Correspondence	At Some Risk	2-3 times a week 10 - 15 minutes	Classroom teacher, IS Reading Support
1st grade	<input type="checkbox"/> Phoneme Awareness	At Risk	2-3 times a week 10 - 15 minutes	Classroom teacher, IS Reading Support
	<input type="checkbox"/> Letter Naming <input type="checkbox"/> Letter Sounds Correspondence <input type="checkbox"/> Real and Non-Word Reading	At Some Risk	2-3 times a week 10 - 15 minutes	Classroom teacher, IS Reading Support

Student Flags on iReady w/Tasks only for 2nd-4th grade				
	Assessments	Flag	Time/Frequency	Person Responsible
2nd Grade	<input type="checkbox"/> Expressive nonsense words	At Risk	2-3 times a week 10 - 15 minutes	Classroom teacher, IS Reading Support
	<input type="checkbox"/> Sight & High Frequency Words <input type="checkbox"/> Oral Reading Fluency	At Some Risk	2-3 times a week 10 - 15 minutes	Classroom teacher, IS Reading Support
3rd & 4th Grade	<input type="checkbox"/> Oral Text Reading Accuracy and Rate <input type="checkbox"/> Comprehension	At Risk	2-3 times a week 10 - 15 minutes	Classroom teacher, IS Reading Support
		At Some Risk	2-3 times a week 10 - 15 minutes	Classroom teacher, IS Reading Support

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

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

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

2023-2024 Literacy Protocol (Semester 1)					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
Quarter 1	<b>KRA-R</b> <a href="#">Assessing Letter-Sound Correspondence</a>	<b>i-Ready Diagnostic</b> <b>Phonics Decoding Assessment</b> (if no data from end of K) * <a href="#">Teacher Directions/Materials</a> * <a href="#">Individual Recording Sheet</a>	<b>i-Ready Diagnostic</b> <b>Phonics Decoding Assessment</b> * <a href="#">Teacher Directions/Materials</a> * <a href="#">Individual Recording Sheet</a>	<b>-i-Ready Diagnostic</b> <b>-Utilize OST Rubric to Score "Testing Genre" Writing about Reading</b>	<b>i-Ready Diagnostic</b> <b>-Utilize OST Rubric to Score "Testing Genre" Writing about Reading</b>
		Listen to students read an instructional leveled text based on spring data. Make note of strengths and needs. Record accuracy on <a href="#">Record of Reading Progress</a> . If more information needed to begin instruction, utilize leveled texts or Benchmark Assessment System to determine <b>instructional level</b> .			
Collect an independent narrative, informational, or opinion <b>writing sample</b> (one day of writing) to guide instruction and differentiation in one of the following ways. Utilize Writing Units of Study Checklists to support analysis (next slide). <ul style="list-style-type: none"> <li>On-Demand Writing</li> <li>A snapshot of what a student does independently in one day of writing workshop. Inform students that you want to see all that they can do as writers independently so will not be conferring or meeting with groups</li> </ul>					
Quarter 2	<b>Dyslexia Screener: i--Ready Diagnostic + Following Literacy Tasks</b> (January 22, 2024-February 2, 2024)  <b>1. Letter Naming Fluency Mixed-Case Directions</b> <ul style="list-style-type: none"> <li><a href="#">Letter Naming Fluency Mixed-Case Recording Form</a></li> </ul> <a href="#">Assessing Letter-Sound Correspondence (until mastery)</a>	<b>Dyslexia Screener: i-Ready Diagnostic + Following Literacy Tasks</b> (12/4-12/18)  <b>1. Letter Naming Fluency Mixed-Case Directions</b> <ul style="list-style-type: none"> <li><a href="#">Letter Naming Fluency Mixed-Case Recording Form</a></li> </ul> <b>2. Grade 1 Pseudoword Decoding Fluency Task Form 2 Directions</b> <ul style="list-style-type: none"> <li><a href="#">Grade 1 Pseudoword Decoding Fluency Task Form 2 (Recording Form)</a></li> </ul> <b>3. Grade 1 Passage Reading Fluency Benchmark Winter (Teacher)</b> <ul style="list-style-type: none"> <li><a href="#">Grade 1 Reading Fluency Benchmark Winter (Student Copy)</a></li> </ul> <b>Developmental Spelling Assessment: Stick Ball or Words</b>	<b>Dyslexia Screener: i-Ready Diagnostic + Following Literacy Task</b> (12/4-12/18)  <b>1. Grade 2 Passage Reading Fluency Benchmark Winter (Teacher)</b> <ul style="list-style-type: none"> <li><a href="#">Grade 2 Reading Fluency Benchmark Winter (Student Copy)</a></li> </ul> <a href="#">Words Their Way Primary Spelling Inventory</a>	<b>Dyslexia Screener: -Ready Diagnostic + Following Literacy Tasks</b> (12/4-12/18)  <b>Grade 3 Passage Reading Fluency Benchmark Winter (Teacher)</b> <ul style="list-style-type: none"> <li><a href="#">Grade 3 Passage Reading Fluency Benchmark Winter Student Copy</a></li> </ul> <a href="#">Words Their Way Primary Spelling Inventory</a>	<b>i-Ready Diagnostic -12/4-12/1</b>  <a href="#">Words Their Way Elementary Spelling Inventory</a>

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

2023-2024 Literacy Protocol (Semester 2)

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
Quarter 3	<p><b>HRSIW</b> ( in quarter 2 or 3) <i>I have a big dog at home. Today I am going to take him to school.</i></p> <p><a href="#">Assessing Letter-Sound Correspondence</a> (until mastery)</p>			<b>Restart Readiness Benchmark with Writing</b>	<b>Restart Readiness Benchmark with Writing</b>
	Utilize ongoing conferring and small group assessment data to guide differentiation. Record <b>instructional level</b> on <a href="#">Record of Reading Progress</a> .				
	<p>Collect an independent narrative, informational, or opinion writing sample (one day of writing) to guide instruction and differentiation in one of the following ways. Utilize Writing Units of Study Checklists to support analysis (next slide) with <a href="#">scoring guide</a>.</p> <ul style="list-style-type: none"> <li>On-Demand Writing</li> <li>A snapshot of what a student does independently in one day of writing workshop. Inform students that you want to see all that they can do as writers independently so will not be conferring or meeting with groups</li> </ul>				
Quarter 4	<p><b>i-Ready Diagnostic</b></p> <p><b>Phonics Decoding Assessment</b> *<a href="#">Teacher Directions/Materials</a> *<a href="#">Individual Recording Sheet</a></p> <p><a href="#">Assessing Letter-Sound Correspondence</a> (until mastery)</p>	<b>i-Ready Diagnostic</b>	<b>i-Ready Diagnostic</b>	<b>i-Ready Diagnostic</b>	<b>i-Ready Diagnostic</b>
	Listen to students read to determine an end of year instructional reading level utilizing <b>Benchmark Assessment System</b> . <a href="#">Record of Reading Progress</a> .				
	<p>Collect an end of year <b>writing sample</b> in one of the following ways. Utilize Writing Units of Study Checklists to support analysis (next slide) with <a href="#">scoring guide</a>.</p> <ul style="list-style-type: none"> <li>On-Demand Writing</li> <li>A snapshot of what a student does independently in one day of writing workshop. Inform students that you want to see all that they can do as writers independently so will not be conferring or meeting with groups</li> </ul>				

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



## SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS\*

### SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS\*

*Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs).*

*\*\*Under Ohio Revised Code 3313.608, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on- track (reading below grade level) within 60 days of receiving the reading diagnostic results.*

*\*\*Under Ohio Revised Code 3313.6028(C) Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.*

#### **K-4 Literacy Framework**

The K-4 Framework for Responsive Literacy Teaching and Learning consists of a number of elements that provide varying levels of support and multiple opportunities for reading and writing, foundational skills acquisition, repeated practice, and ongoing assessment. This includes reading and writing across the curriculum. Teachers provide explicit instruction and practice that addresses all parts of the Science of Reading by supporting students in their development of skills in decoding, encoding, vocabulary, fluency, and comprehension in a variety of genres and grade level texts.

The framework varies the level of support in order to scaffold students to independence. The reading and writing blocks begin with explicit whole group instruction and then allow for teacher supported differentiation and practice based on student needs. Interactive read alouds provide experiences with complex texts, vocabulary, and syntax and directly connect to literary and information standards. This part of the instructional framework supports the development of language comprehension. Shared reading shares the same language comprehension support as interactive read alouds, but also provides students with the opportunity to join in grade level reading with teaching and support. Shared reading allows students scaffolded practice in decoding grade level words and tier 2 and 3 vocabulary. Within the reading and writing instructional blocks, teachers also work with small groups of students based on the strategies and skills that they need.

The language block includes systematic, explicit instruction in phonological awareness, phonics decoding and encoding instruction that is immediately transferred into reading and writing. A detailed graphic on Tier 1 Structured Literacy appears above. Depending on small group needs, the explicit instruction may also support vocabulary, fluency, and comprehension in reading and ideas, craft, structure, and conventions in writing. Students are expected to use visual cues and phonics skills as essential first strategy for decoding. We seek resources that allow students to transfer what they have learned about word recognition and language comprehension to independent practice in order to attend to all strands of Scarborough's Rope. Student work is used to assess ongoing needs and plan for responsive short term and long term instruction.

This explicit teaching and practice is followed by opportunities to apply learning in reading and/or writing. Shared reading and interactive writing are practices where the transfer of phonemic awareness, phonics,

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

fluency, vocabulary and comprehension are demonstrated so that all parts of the framework come together to support students as readers and writers.

Planning for the language arts instructional block is in response to student needs and grade-level standards. Data collected as part of the assessment protocol is used to guide teaching and grouping of students for differentiation. Ongoing data analysis of phonics decoding assessments, spelling inventories, writing samples, and anecdotal notes about readers during the reading process are key to tailoring instruction. Reading and writing learning progressions help support teachers in identifying where students are and what they need next in their learning so that we can accelerate all learnings to grade level.

### **Literacy Coaches and Reading Specialists**

Literacy Coaches and Literacy specialists are key to the district's literacy achievement and are present in each of the district's 16 elementary schools. Literacy Coaches provide building, grade level, and one on one professional development and classroom coaching in response to state, district, building, and classroom data. Literacy Coaches stay updated on state mandates, including dyslexia screeners and legislation, in order to share in a timely manner with all staff. Furthermore, at regular TBT meetings, teams of classroom teachers, literacy coaches and reading specialists analyze information from district assessment protocols, state-mandated diagnostics and screeners, and student work samples. This analysis results in determining and designing small-group and one-on-one intervention delivered by classroom teachers and reading specialists. Systematic and frequent progress monitoring serves as a check on the effectiveness of the interventions and allows classroom teachers and specialists to respond in a timely fashion with the goal of students achieving grade-level expectations. Each literacy specialist's training includes *IMSE Comprehensive + (Orton Gillingham)* certification. The majority of Literacy Coaches have also received this training.

## **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.*

K-5 student literacy achievement is a multifaceted issue that requires a comprehensive approach, addressing factors at the individual, school, family, and community levels.

- Refocus on instructional resources based on the Scarborough's Rope and the science of reading: K-6 literacy resource adoption anticipated for implementation 2024-2025
- Tailored Tier I and Tier II Interventions: Designing interventions based on individual student needs, such as specialized reading programs or one-on-one tutoring.
- Professional Development for Educators: Ensuring teachers are well-trained in effective literacy instruction methods.
- Progress Monitor with DLT, BLT's, and TBT's as outlined in the Ohio Dyslexia Guidebook.
- K-3 Diagnostic assessments and review 3x's a year.

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

- Parental and Community Involvement: Encouraging parental involvement/engagement in their child’s literacy development and leveraging community resources for support

**SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN\***

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

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

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

**Literacy Coaches and Reading Specialists**

Literacy Coaches and Literacy specialists are key to the district’s literacy achievement and are present in each of the district’s 16 elementary schools. Literacy Coaches provide building, grade level, and one on one professional development and classroom coaching in response to state, district, building, and classroom data. Literacy Coaches stay updated on state mandates, including dyslexia screeners and legislation, in order to share in a timely manner with all staff. Furthermore, at regular TBT meetings, teams of classroom teachers, literacy coaches and reading specialists analyze information from district assessment protocols, state mandated diagnostics and screeners, and student work samples. This analysis results in determining and designing small-group and one-on-one intervention delivered by classroom teachers and reading specialists. Systematic and frequent progress monitoring serves as a check on the effectiveness of the interventions and allows classroom teachers and specialists to respond in a timely fashion with the goal of students achieving grade-level expectations. Each literacy specialist’s training includes *IMSE Comprehensive + (Orton Gillingham)* certification. The majority of Literacy Coaches have also received this training.

SCHOOL	LITERACY COACH (FTE’s)	READING SUPPORT SPECIALIST (FTE’s)
Alton Hall Elementary School	0.5 FTE	1.5 FTE
Bolton Crossing Elementary School	0.5 FTE	2.0 FTE
Buckeye Woods Elementary School	0.5 FTE	1.0 FTE

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

Darby Woods Elementary School	0.5 FTE	2.5 FTE
Darbydale Elementary School	0.5 FTE	1.0 FTE
East Franklin Elementary School	1.0 FTE	1.0 FTE
Finland Elementary School	1.0 FTE	3.0 FTE
Harmon Elementary School	1.0 FTE	3.0 FTE
Highland Park Elementary School	0.5 FTE	1.5 FTE
Monterey Elementary School	0.5 FTE	1.5 FTE
JC Sommer Elementary School	0.5 FTE	1.5 FTE
Prairie Lincoln Elementary School	0.5 FTE	2.5 FTE
Prairie Norton Elementary School	1.0 FTE	1.7 FTE
Richard Avenue Elementary School	0.5 FTE	1.5 FTE
Stiles Elementary School	1.0 FTE	2.5 FTE
West Franklin Elementary School	1.0 FTE	2.5 FTE

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

## Summer 2023 Professional Development Offerings:

<b>Day 1 Handouts (Linked)</b>				
8:00-9:00	<b>Launching the Year: Shared Experiences to Build Vocabulary and Anchor Learning</b>			
9:10-10:20	<a href="#">Refining Math Workshop</a> <b>Grade K-4</b> -Caitlin Reggie	<a href="#">K-2 Content Area Vocabulary: Tiers and Transfer!</a> (Primary) -Jackie Wissman	<b>Discovering Newsela Content and Features in 5th/6th!</b> -Bobby Rubin	<a href="#">Rethinking Writing: Making Time for Genre and Open Cycles</a> (K-6) -Becca Headington
10:30-11:40	<a href="#">Low Stakes Writing about Reading to Deepen Comprehension</a> (3rd-6th) -Becca Headington & Danielle Gregor		<a href="#">Build Community, Foster Curiosity, and Explore Standards: Revisiting Interactive Read Alouds through Multiple Lenses</a> (K-6) -Jackie Wissman	
<b>Lunch (11:40-12:40)</b>				
12:40-1:50	<b>K-2nd Subtraction Strategies through Number Talks</b> -Molly Farrell	<a href="#">3rd-6th Content Area Vocabulary: Tiers and Transfer!</a> -Jackie Wissman and Julie McKee		<a href="#">Rethinking Writing: Making Time for Genre and Open Cycles</a> (Repeat) -Becca Headington
2:00-3:10	<b>Rigorous Texts for All Module Reflection</b> (Primary) -Leslie McBane <a href="#">Rigorous Text for All: Unpacking Dyslexia Module 11</a>	<b>3rd-4th Subtraction Strategies through Number Talks</b> -Molly Farrell	<a href="#">Getting started with Morphology</a> (3rd-6th) Margaret Towery	<a href="#">Engagement through Integration: Planning a Quick Cross-Content Unit to Launch the Year (K-6)</a> -Jackie Wissman and Julie McKee
3:15-4:00	<b>Ashland University Credit Reflection Session</b>			

Though sessions were planned with an audience in mind, you are invited to attend the sessions that best meet your learning goals no matter what grade level you teach.

<b>Day 2 Handouts (Linked)</b>				
8:00-8:45	<a href="#">Browse, Coffee, and Grade Level Conversations</a>			
9:00-10:10	<b>Going Deeper: Unpacking the Handwriting Module</b> (Primary) -Leslie McBane <a href="#">Going Deeper</a>	<a href="#">Tackling Conventions, Sentence Structure, and Transitions in Engaging Ways to Support Transfer to Independence</a> (3rd-6th) -Jackie Wissman	<a href="#">K-4 Science Resource Exploration and Scavenger Hunt</a> -Becca Headington and Katie Gazarek	
10:20-11:30	<a href="#">Flexibly Utilizing ALL Levels of Support to Foster Independent Writers</a> (Primary) -Jackie Wissman	<a href="#">Test Essay Tips and Tricks</a> (3rd-6th) -Carrie Wirick & Courtney McCray	<a href="#">K-4 Science Resource Exploration and Scavenger Hunt</a> (Repeat) -Becca Headington and Katie Gazarek	
<b>Lunch (11:30-12:30)</b>				
12:30-1:40	<a href="#">Engaging and Independent Standards-Based Literacy Work Jobs</a> (Primary) -Jackie Wissman	<b>Let's Explore Social Studies Weekly in 3rd and 4th!</b> -Naomi Briscoe	<a href="#">The Power of One Teaching Tool for Transference Across the Year</a> (5th-6th) -Ashley Scheiderer & Jamie Redden	<b>There's No Such Thing as Too Many Books!</b> (K-6) -Kellye Schroeder & Laura Ganim <a href="#">Book List</a> <a href="#">Slides</a>
1:50-3:00	<b>Let's Explore Social Studies Weekly in K-2!</b> -Naomi Briscoe	<a href="#">A Deep Dive into the Intersection of Informational Text Structures and Author's Purpose</a> (3rd-6th) -Jackie Wissman	<b>There's No Such Thing as Too Many Books!</b> (K-6) (Repeat) -Kellye Schroeder & Laura Ganim <a href="#">Book List</a> <a href="#">Slides</a>	
3:00-4:00	<b>Ashland University Credit Reflection Session</b>			

Though sessions were planned with an audience in mind, you are invited to attend the sessions that best meet your learning goals no matter what grade level you teach.

## August 1, 2023 Professional Development

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

Kindergarten through 2nd grade teachers participated in professional development for Pioneer Valley's "Stepping Together (K-2) and Sadlier's "Phonics to Reading" phonics instruction.

### **September/October Professional Development**

#### **IMSE Comprehensive Orton-Gillingham Training (30 hours)**

The Comprehensive Training provides participants with an in-depth understanding of IMSE's Orton-Gillingham methodology over the course of 30 hours. This course is a *more traditional OG approach* that focuses primarily on phonological awareness and phonics (along with encoding/decoding). Participants will also discuss how to teach fluency, vocabulary, and comprehension using the OG philosophy of multi-sensory, sequential, direct instruction. This approach can be incorporated into an already existing literacy program as well as stand-alone.

(<https://imse.com/training/private/4586/>)

### **January 2024 Professional Development**

Creating Grade Level Vocabulary Lists to Lift Reading Comprehension and Content Area Learning: Research shows that vocabulary and comprehension are closely connected. We know we need to grow student vocabularies, but selecting the most impactful words to teach can be challenging. In this virtual session, we will use lean on standards to create and prioritize grade level vocabulary lists to support students across content areas. Leave with your own grade level vocabulary list of words to prioritize and a few quick tips for supporting vocabulary learning.

#### Making Sophisticated and Content Vocabulary Learning Stick During and After Interactive Read Alouds:

Interactive Read Alouds expose students to rich vocabulary, but we know exposure does not always increase receptive and productive vocabulary and impact comprehension. In this session, learn ways to make vocabulary learning concrete and engage students in utilizing sophisticated and content words right away.

#### Utilizing Grade Level Texts to Move the Whole Group Towards Grade Level Reading (2nd-4th): Join this virtual

session to learn about Hybrid Interactive Read Aloud/Shared Reading of grade level texts to engage all students, no matter their reading level, in grade level word solving, vocabulary, comprehension, and fluency. In this flexible use of our literacy framework, you can meet many needs in the whole group setting which will allow small group work to be more targeted and responsive.

Teaching Content Specific Vocabulary: This session will share an engaging process using text sets and word banks to teach content specific vocabulary. You will have the opportunity to do a bit of planning for some upcoming teaching so come with a content standard or two in mind.

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

## APPENDICES

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

### 2023-24 CIP Action Steps by Individual Elementary School Buildings

	Action Steps for Goal 1/Strategy 1 (Systems of Support)	Action Steps for Goal 1/Strategy 2 (FFL)	Action Steps for Goal 1/Strategy 3 (Professional Learning)
<b>Elementary</b>			
AHES	<ol style="list-style-type: none"> <li>1. MTSS meetings 2 times per month</li> <li>2. Conference/collaborate with classroom teachers to develop goals and increase student progress</li> <li>3. Communicate with parents regarding the process and progress towards goals</li> </ol>	<p>Grade level teams work in TBT to focus on areas of concern. Coaches provide PD based on those areas</p> <p>Coaches attend PD based on new curriculum resources available and share with staff members</p> <p>11 Teachers participating in PD related to phonics pilot programs</p>	<p>Optional PD after school based on building-wide needs</p> <p>Surveys to staff members following professional development opportunities to determine future need</p>
BCES	<ol style="list-style-type: none"> <li>1. Update referral system for MTSS through a new MTSS website that will be utilized every 5th week in TBT meetings.</li> <li>2. The School Psychologist and MTSS team will update staff with MTSS procedures throughout the school year via TBTs, staff meetings, and PD days, including identifying levels of behavior and tiered responses to behavior.</li> <li>3. Develop and model intervention strategies for classroom teachers and support staff to use in order to intervene with Tier 2 and 3 students. Create a resource on the school's MTSS website that will house folders with tier 1, 2 and 3 responses and interventions to behavior for teachers to access.</li> <li>4. Progress monitoring for students identified through the MTSS Process.</li> </ol>	<p>Plan professional development in partnership with coaches and SSC in order to meet grade level standards.</p> <p>Staff members who attend professional development sessions outside the district will provide professional development at the building level in order to share teaching strategies.</p> <p>All staff will participate in a Book study on strategies for a trauma-informed classroom.</p> <p>Coaches will provide monthly literacy and/or math professional learning at staff meetings.</p>	<ol style="list-style-type: none"> <li>1. Professional development in supplemental phonological awareness and phonics resources, along with coaching and support from trained colleagues and the literacy coach. Professional development in supplemental math instructional strategies (specifically geometry), along with coaching support from the math coach.</li> <li>2. Create a survey to collect topics of interest from staff for SSC to utilize in future PD planning for the school year.</li> <li>3. Use the SWCSD Framework for Learning to self assess and monitor as both grade level teams and at the individual level.</li> <li>4. Math and literacy coaches gather feedback from staff to plan and guide coaching cycles and PD opportunities.</li> </ol>

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

<p>BWES</p>	<p>1. One day per month is an MTSS meeting with parents to discuss multi level supports and plans for student interventions</p> <p>2. Updated referral forms and intervention documentation sheets will be available to staff to refer students for extra support outside the classroom</p> <p>3. Our student support liaison will work with staff, students and families to build a bridge of support for our MTSS students.</p> <p>4. Our coaches work with our support staff to provide guided interventions for groups of students (the groups are fluid based on needs)</p>	<p>1. Weekly TBT meetings provide grade level information about needs and progress with goal setting</p> <p>2. Coaches and principal meet monthly to determine next level(s) of support and reflection</p> <p>3. One grade level meeting per month for teams to discuss interventions and outcomes.</p>	<p>1. Feedback from TBT meetings to plan each grade level's needs for PD</p> <p>2. Monthly SSC/ TBT/ coaches meetings to plan and assess current data</p> <p>3. Have used parking lot and suggestions from staff to prioritize grade level/ building needs</p>
<p>DWES</p>	<p>1. Actively use universal screening data to identify students in need of additional intervention and enrichment</p> <p>2. Actively monitor progress of students through weekly TBTs and use core MTSS team to provide additional support for teachers and students in Tier <math>\frac{2}{3}</math></p> <p>3. Build a bank of research supported interventions and enrichment resources for teachers and support staff to implement with students</p> <p>4. Once Tier 2 or Tier 3 interventions have been implemented with other support staff, meet with those staff members bi-weekly to discuss progress (i.e. Reading Recovery, LLI, etc.)</p>	<p>1. Participate in HQIM pilot with the ESC of Central Ohio and Instructional Partners to audit and reflect on the implementation of the math curriculum and build leadership capacity in mathematics.</p> <p>2. 6 sessions for each grade level to participate in Professional Inquiry Circles (PIC), with building literacy instructional coach and district literacy leaders</p> <p>3. TBT Leader and Coaches Meetings with administrator to take place at regularly scheduled intervals.</p> <p>4. Professional learning at staff meetings and TBT meetings aligned with CIP goals in math, literacy, or SEL.</p> <p>5. Topic development for staff meetings and inservice meetings done with input from the SSC</p>	<p>6 PIC (Professional Learning Circles) sessions will be a continuation of the professional development and student achievement from one session to the next, to result in a cohesive and comprehensive experience for staff, resulting in increased student achievement.</p> <p>Staff will be surveyed for interest in professional learning topics and to solicit feedback.</p> <p>Parent surveys and development of a parent and family engagement plan.</p> <p>SSC agenda space allotted for development of shared professional development plans.</p>

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



DDES	<p>Actively use universal screening data to identify students in need of additional intervention and enrichment</p> <p>The Darbydale core MTSS team will develop and share a hub of resources to support staff in implementing MTSS processes.</p> <p>Staff meetings and professional development days will be used to give staff opportunities to extend MTSS collaboration.</p> <p>MTSS integration with TBT will support the implementation of multi-tiered systems of support.</p>	<p>Building Math and Literacy Coach will use staff meetings and professional development opportunities to support staff in use of new protocols.</p> <p>Literacy Coach and reading specialist will participate in multi-sensory training and begin to plan ways to use new knowledge to support student learning outcomes.</p>	<p>SSC will solicit and use data and staff input to determine needs and plan professional development.</p>
EFES	<ol style="list-style-type: none"> <li>1. Teachers will use district wide assessments (ie. iReady) and short cycle assessments to identify leveled groups for intervention and extension of learning as part of their grade level TBTs.</li> <li>2. TBTs and evidenced based screeners will be used to identify higher quality Tier 1 instructional practices and identify students requiring more intensive interventions through Tiers 2 and 3.</li> <li>3. The Rtl / MTSS team will create a support system for teachers using a liaison model to help teachers identify students most at risk, create a goal, and track student progress toward goal with evidenced based interventions. On the other side, students needing advancement or enrichment opportunities will be identified and shared by grade level teams as needed to advance student learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Utilize district assigned professional development days to target both literacy and math differentiation through workshop model and greater student engagement.</li> <li>2. Utilize staff meeting time once a month for PBIS and Love and Logic Tier 1 training.</li> <li>3. Promote professional development for coaching staff through curriculum providers.</li> <li>4. Promote teacher peer to peer observation within the school and district within collective bargaining agreement language for improved Tier 1 instructional practices.</li> </ol>	<ol style="list-style-type: none"> <li>1. New Dyslexia requirements are being focused on in a state Dyslexia Conference. Target stakeholders such as Reading specialists and teachers from each grade band level will be offered to attend at no cost in exchange for presenting upon their return.</li> <li>2. The Math coach used iReady data and OST data to determine target areas of Mathematical Practices that will have a greater impact on student achievement and will hold PDs on the 8 practices.</li> <li>3. Both the Literacy and Math Coach have surveyed teachers to determine group and individual needs for professional development and coaching cycles.</li> </ol>

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

FES	<p>1. Develop a clear process for MTSS that includes a team of MTSS liaisons.</p> <p>2. Create a form for tracking tiered interventions and progress for students going through the MTSS process.</p> <p>3. Increase our communication with parents during the MTSS process.</p>	<p>1. Provide professional development on best practices in literacy with focus on using data/assessments to pull small groups for strategy groups or text level groups.</p> <p>2. Provide professional development on best practice around math workshops and fact fluency</p> <p>3. Classroom embedded coaching cycles with instructional coaches and TC staff developers</p>	<p>1. Provide ongoing PD in the classroom and during staff meeting days on best practices in literacy and math.</p> <p>2. Require individual PD requests to align with our current goals, strategies, and actions steps prior to approval.</p> <p>3. Work in collaboration with the coaches to have weekly TBT meetings with a predetermined agenda to guide PD.</p>
HES	<p>Develop and communicate how the building currently address Tiers 1, 2 and 3</p> <p>Begin creating an Expert Pool and MTSS Resource Bank</p> <p>Provide ongoing foundational MTSS training (Tiers 1, 2 and 3)</p>	<p>Provide monthly PD on best practices for staff, utilizing the expertise of various professionals</p> <p>Collaborate with each others across all grade levels to improve depth of knowledge for students</p> <p>Conduct weekly TBT to analyze student data and improve classroom instruction</p>	<p>1. Provide regular MTSS on Tiers 1, 2, and 3 PD (curriculum and behavior)</p> <p>2. Provide access to ongoing PD on best practices for staff, utilizing various professionals and coaching community</p> <p>3. Provide individual PD access to align with current goals, strategies</p>
HPES	<p>1. Review MTSS and PBIS with all staff</p> <p>2. PBIS: All staff members will teach PBIS expectations in their setting at the beginning of the year and after winter break.</p> <p>3. TBTs will use running records to plan Tier 1 instruction</p>	<p>1. Embed Fact Fluency kits into math unit planning</p> <p>2. Professional development about MTSS and PBIS expectations.</p> <p>3. Teachers College training 5 times a year</p>	<p>Provide time to review and modify long and short range plans at least three times per year.</p> <p>Reflect on what was learned/discussed at Teachers College PD</p> <p>Explore and implement Fact Fluency kits</p>

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

<p>MES</p>	<p>1. Data tracking- teachers and coaches will chart student scores on iReady Diagnostics, Literacy Protocol Assessments, and assessments from TBT work. They will closely monitor progress and determine the next steps for intervention or extension.</p> <p>2. The RTI/MTSS team meets weekly to support teachers in identifying needs of children who are working significantly below grade level. The team helps teachers create targeted interventions and progress monitor student growth. The team also collaborates with parents and building specialists to determine next steps for individual students.</p> <p>3 Students who are consistently in red based on tiered instructional strategies will be referred to the MTSS committee.</p>	<p>Thematic Units that connect student learning across social studies, science, and the literacy framework. These units will provide students with choice, flexibility, and multiple opportunities to write across genres. Teams will regularly norm writing expectations in alignment with state standards, the Literacy Continuum, and Teachers College resources to identify students strengths and weaknesses, while strategically planning action steps to increase writing organization and elaboration.</p> <p>Number talks and activities that connect all domains of math (numbers and operations, algebra and algebraic thinking, measurement and data, geometry) and use the mathematical practices to continue to build students' number sense and knowledge of how numbers are used and work in a variety of ways. Teams will meet to discuss which strategies are helpful in building students' productive struggle and number steps to strategically plan for how to best support students to increase their number sense in numbers and operations.</p> <p>Workshop model in math and PiC hybrid read alouds connecting to writing as demonstrated in PIC.</p>	<p>Differentiated Staff Meetings</p> <p>Survey PTA to determine parent interests</p> <p>Review testing results and consult with SSC for Professional Development needs</p> <p>TBTs- examining student data and using professional resources (Coaches, texts, district instructional leaders) to plan the best course of action.</p> <p>Consider teachers professional goals and allocate funding to support those needs.</p>
------------	--	--	--

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

PLES	<p>1. Building-wide Tier 1 goals focused on Behavior and Executive Functioning skills that will be tracked monthly and revisited at the monthly SEL/PBIS staff meetings. PBIS staff will be leading this work to develop new goals and provide interventions to all students.</p> <p>2. Develop Tier 2 grade level interventions and common progress monitoring through TBT to address dyslexia support within the classroom.</p> <p>3. Streamline Tier 3 MTSS forms during MTSS monthly coaching meetings.</p>	<p>1. Teachers will have the opportunity to participate in Professional Inquiry Circles based on topics of interest and current student data. KG and 4th grade teachers will work as a grade level to develop topics. 1st-3rd classroom teachers and support teachers will be able to select from vertical groups on topics of reading, writing and vocabulary to focus their professional development for the school year.</p> <p>2. Teachers will have the opportunity to explore rich math tasks to deepen their understanding of mathematical content. They will be able to embed this learning into their classroom practices.</p> <p>3. During monthly SEL staff meetings, teachers will develop a singular building intervention to support students behavior and/ or executive functioning needs, which will be progress monitored.</p> <p>4. Kindergarten, 1st and a 3rd grade teacher are taking part in the data rich and instructional based phonics pilot for the district. They have monthly meetings to review progress, data and instructional practice with district leaders and curriculum designers.</p>	<p>1. SSC representatives will provide feedback directly to the Principal after staff meetings via an exit ticket that they will complete with the support of the teachers they represent.</p> <p>2. Staff will choose their Professional Inquiry Circle group and they will work closely with the presenters to design the learning based on current student data around the chosen topic.</p> <p>3. The October professional development day will be a choice menu for teachers to select topics from literacy, math, technology and SEL.</p> <p>4. Math professional development will be reflective based on the feedback collected to address deeper exploration of rich math problem solving skills.</p>
PNES	<p>One TBT per month is an RTI/MTSS agenda, Weekly TBT refines tier 1 strategies.</p> <p>Monthly SES team meetings to plan, implement and reflect on SES interventions</p> <p>Monthly RTI/MTSS team meetings to plan, review data, implement and reflect academic and behavior interventions</p>	<p>Specific TBT leader training days</p> <p>Weekly TBT provides grade level information about needs and progress</p> <p>Weekly instructional team meetings to plan and assess PD</p> <p>Monthly SSC/BLT PD planning and reflection</p>	<p>Staff Survey - May 2023, provides roadmap and feedback for SSC</p> <p>Week instructional team meetings to plan and assess PD</p> <p>Monthly SSC/BLT PD planning and reflection</p>

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

RAES	<p>Utilize grade level coaches to support identifying goals for students and creating an action plan to monitor progress towards goal based on identified area of concern</p> <p>Continue utilizing TBTs to intentionally address MTSS implementation</p> <p>OT, SLP, SST and other specialized personnel will support, teach and lead staff through PD related to strategies to support students in areas of focus</p>	<p>Plan professional development in partnership with coaches and SSC in order to meet grade level standards</p> <p>Participate in Teachers College professional development geared towards grade level bands i.e. K-2 and 3-4 with a focus on Reading, Writing, and Phonics instruction</p> <p>Have choice based PD during Professional development days and staff meetings that target specific staff groups.</p> <p>Continue work in math instruction identified from the HQIM pilot with the ESC of Central Ohio and Instructional Partners last year - focus on feedback to students as well as ensuring students are engaging in activities aligned to grade level standards during math workshop.</p>	<p>1. Utilize feedback gathered via SSC to plan PD topics for district PD days and staff meetings</p> <p>2. Use the SWCSD Framework for Learning to self assess and monitor as both grade level teams and at the individual level.</p> <p>3. Math and literacy coaches gather feedback from staff to plan and guide coaching cycles and PD opportunities led by outside provides ( for example: Teachers College, Kim Sutton)</p>
JCSES	<p>Staff will use data to identify students in need of support</p> <p>All staff members will use the referral process for planning and providing support to students.</p> <p>Staff members will meet with liaisons and/or support staff to implement a goal and track student progress</p>	<p>Teachers will implement a workshop model in reading or math as part of the 35/65 model.</p> <p>Teachers will use data to differentiate instruction.</p>	<p>TBTs will identify trends to determine needs for professional development</p> <p>Survey staff for professional development interests and needs</p> <p>SEL pd will be a focus this school year through staff meetings and TBTs</p>
SES	<p>1. Reform the MTSS Team</p> <p>2. Create a shared vision for the implementation of MTSS structures throughout the school</p> <p>3. Finalize a MTSS framework and handbook for future years use.</p>	<p>1. Discuss PD at the SSC meetings to assess needs and priorities for the school year</p> <p>2. Principal and coaches meet to facilitate the planning process of PD during PD days and TBT</p> <p>3. Monitor PD in the building and review effectiveness through observation</p>	<p>1. Survey staff through the SSC for areas of need</p> <p>2. Analyze the data to find ways to support those areas of need</p> <p>3. Complete the PD making use of PD funds available to SWEA staff members</p>

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

WFES	<p>1. Provide staff with opportunities to discuss building MTSS process/system</p> <p>2. Provide staff with opportunities to partner with specialists to support students with SEL support-Second Step liaison, student support liaisons, social worker, CIS site coordinator</p> <p>3. Provide staff with opportunities to learn more about roles of Student Care Team, and how to utilize those members to support students, families, and staff</p>	<p>1. Monthly extended TBT's for each grade level (with emphasis on Step 3 of Ohio Improvement Process)</p> <p>2. 6 sessions for each grade level to participate in professional development (PIC), with building literacy instructional coach and district literacy leaders</p> <p>3. Integrated and intentional professional development through coordination of PD days, staff meetings, and TBT's</p>	<p>1. 6 professional development sessions will be a continuation of the professional development and student achievement from one session to the next, to result in a cohesive and comprehensive experience for staff, resulting in increased student achievement</p> <p>2. Monthly staff meetings, PD days, TBT's will be planned and integrated to support student achievement and the Ohio Improvement Process, and agendas will be determined in partnership between teachers and instructional coaches</p> <p>3. MTSS and student care team will continually reflect on support delivery systems (through monthly meetings), allocation of time/resources, and systems to support/partner with staff; all on behalf of students</p>
------	--	---	--

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