March 4, 2024

Dear Superintendent Hill:

Thank you for submitting the Springfield 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:

- This plan was developed by a large range of stakeholders and will be/is communicated broadly, including posting on the district website.
- The professional development portion of the plan is very strong and demonstrates a commitment to supporting evidence-based instructional practices and a focus on equity.
- The action plan map is clearly aligned to the district goals, both for student outcomes and adult implementation.

This plan will benefit from:

- The plan might benefit from further consideration for partnering with families of students who are English learners.
- The plan could benefit from including additional progress monitoring checkpoints (not just quarterly) for students who score not on track, and/or consider other/additional global indicators for measuring success on student outcomes.

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

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

877 | 644 6338
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Sincerely,

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

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Department of
Education &
Workforce

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 and Workforce 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: Springfield City School District

DISTRICT IRN: 044818

DISTRICT ADDRESS: 1500 West Jefferson St. Springfield, Ohio 45506

PLAN COMPLETION DATE: December 2023

LEAD WRITERS: Penny Dixon

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 and Workforce 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 Workforce 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.

Springfield Literacy Vision/Mission

Springfield is one community: inclusive, compelled, future ready, where caring and committed adults foster a consistent, collaborative learning culture and where each student is engaged, encouraged and empowered to achieve their full potential.

Literacy Agreements		
Delivery	Engagement	Learning
Seek to Understand: Every lesson will be designed to incorporate reading processes and comprehension criteria to impart genuine significance to the act of reading. Put First Things First: The predominant portion of each lesson will involve engaging with complex texts through reading, writing, or speaking. Begin With the End in Mind: Every lesson will culminate in an end	Rich Texts: The teaching units will primarily revolve around complex texts that hold both qualitative and quantitative significance that encompass a wide array of topics, giving students a deep understanding of different experiences, cultures, and historical eras. Diverse Genres: To expand students' knowledge effectively, modules will utilize various types of literature and media all centered on the same subjects and themes	Peer Discussion: Students will engage in conversations and respond to one another's thoughts, aiming to enhance and clarify their comprehension. Recognizing the Impact of Expression: Students will grasp the influential role that words and images can play in shaping lives. Fostering a Love for Reading: Students will cultivate the practice of reading for pleasure and enjoyment.

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

task aligned with the required standard.	to help learners gain a comprehensive perspective. Text Dependent, Open-ended Questions: The questions presented to students are not straightforward. Instead, they encourage critical thinking and analysis, pushing students to explore answers through in-depth examination of texts, media, interviews, or personal observations. This approach fosters a deeper understanding of the subject matter.	Articulating Learning Objectives: Students will be capable of articulating the reasons behind their learning efforts and objectives. Ongoing Assessment and Adaptation: Instructors will consistently assess students' understanding during the lesson and adjust their teaching strategies accordingly to cater to individual student comprehension.

To achieve this mission, SCSD is committed to:

- Using the Simple View of Reading, (Gough & Turner, 1986) and Scarborough's Reading Rope (Scarborough, H. S. (2001) to drive literacy instruction with our adopted resources (Heggerty, Fundations, UFLI and Wit & Wisdom) to support our literacy plan;
- Ensuring all learners are supported throughout the literacy development continuum and providing specific interventions for struggling readers;
- Working purposely to provide effective literacy professional development to practitioners; and
- Improving parent and family engagement to increase literacy achievement for all.

Our endeavors will result in: The implementation of a demanding educational program that necessitates inquisitiveness, critical thinking abilities, interdisciplinary connections, inventiveness, equity, empathy, cooperation, and understanding to help readers make meaning of the world.

In order to fulfill this vision and mission, Springfield is committed to providing consistency in literacy practices, assessments, and curricular resources that are aligned with prevailing research on the science of reading.

We believe there may be no greater purpose for an education system than to provide all of its diverse learners with effective evidence-based instruction in order to build language and literacy knowledge and skills so they can enjoy full lives of learning and success.

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

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

Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.

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

Please see the Department's *Culturally Responsive Practice program page.*

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

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

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

Name	Title/Role	Location	Email
Crystal Aker	Coordinator of Research, Assessment, and Data	Springfield City School District	akercm@scsdoh.org
Penny Dixon	Curriculum and Instruction Coordinator for Literacy	Springfield City School District	dixonpl@scsdoh.org
Elizabeth Frueh	Reading Specialist	Springfield City School District	fruehea@scsdoh.org
Emily Graham	Elementary Instructional Coach	Springfield City School District	grahamea@scsdoh.org
Emily Hartshorn	Secondary Instructional Coach	Springfield City School District	hartshornea@scsdoh.org
Rachel HIll	Coordinator of Student Services	Springfield City School District	hillre@scsdoh.org
Melanie Horvath	SST Consultant	Region 10 State Support Team	melanie.horvath@mcesc.org
Craig Myers	Executive Director of Instructional Innovation	Springfield City School District	myersce@scsdoh.org
Catherine Peyroux	EL Curriculum, Assessment, and Student Success Coordinator	Springfield City School District	peyrouxcr@scsdoh.org

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

Name	Title/Role	Location	Email
Kevin Schalnat	Curriculum and Instruction Coordinator for Math	Springfield City School District	schalnatkm@scsdoh.org
Melissa Turner	Primary (Pre-K) Instructional Coach	Springfield City School District	turnerms@scsdoh.org

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

Development

The development of the Reading Achievement Plan (RAP) came from guidance from literacy experts and research from the Institute of Education Sciences (IES). The plan is based on the "Simple View of Reading," "Five Components of Reading for Conventional and Adolescent Literacy," "Ohio's Plan to Raise Literacy Achievement," and "Ohio's Dyslexia Guidebook." The local literacy team consulted our district assessment plan and analyzed student performance data from several sources and utilized those findings coupled with other factors leading to low literacy performance. We identified key factors that were contributing to low literacy performance -- below benchmark performance in phonics and phonemic awareness, a struggle to leverage family and community partnerships, lack of teacher retention in order to sustain and maintain Tier 1 instructional growth, and the lack of collecting appropriate implementation data on instructional practices for foundational literacy in order to make timely data informed decisions.

Monitoring

Monitoring of the Reading Achievement Plan will occur by examining student performance data using multiple assessment tools as a result of literacy instruction aligned with the plan as well as adult implementation. The achievement plan will be monitored by regular district leadership team meetings, individual school building leadership team meetings, teacher based team meetings (PLCs), as well as regular meetings of the district literacy team. The adult implementation of the literacy plan will also be regularly monitored via classroom walk throughs, teacher observations, and targeted conversations between teachers and building instructional leaders. The DLT, along with stakeholders, will recommend modifications of the plan as necessary. Throughout the school year, teams will participate in the R-TFI, a tool used by building leadership teams to assess the fidelity of implementation of their schoolwide literacy improvement efforts. It helps teams identify practices that are already in place, practices that need to be improved, and practices that need to be implemented in the future, to further evaluate progress towards goal attainment.

Communication

Communicating the plan to stakeholders is crucial to effective implementation and monitoring. The Reading Achievement Plan will be shared with district staff responsible for implementing the components of the plan, the District Leadership Team, individual Building Leadership (Lighthouse) Teams, individual building Teacher Based Teams, the school board, and families in the community. Our Plan will be housed in a on our website and in our Google Drive for real time access for stakeholders as well as to allow for real time edits to be made as necessary based on iterative feedback loops.

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

Training on the elements within the Reading Achievement Plan will take place with principals, instructional coaches, reading specialists and teachers during BLTs and TBTs. Communicating the plan to parents and other community members will be done through the district's website. Title I Parent Involvement events will also provide summaries of the plan and progress towards the goals.

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.

After reviewing and analyzing the learner performance data and other factors contributing to low literacy performance, including stakeholder feedback, SCSD determined that we will focus our efforts on the following key areas:

1). Consistent teaching of foundational literacy skills using evidence-based practices with implementation support with a larger focus on Tier 1.

2). Professional development that meets the continuing learning needs of teachers and administrators.

3). Using our instructional coaches as strategy partners in utilizing the Impact Cycle to raise literacy achievement for all students. This will assist with implementation of evidence-aligned resources.

4.) Engaging our families and community as partners in literacy instruction.

Through the efforts of the District Leadership Team in partnership with Building Leadership teams, teacher based teams and the Local Literacy Team, this plan utilizes learner performance data that aligns with the district's One Plan for literacy improvement. The goal stated in the district One Plan follows: *Third Grade Acadience and OSTs of All Students will be measured, with an overall plan improvement of 10.00 percent over the last year's OSTs and Acadience and i-Ready.* In addition to the One Plan, SCSD's DLT goal, in alignment with the district's One Goal, is to increase literacy achievement for *all* students on all standardized assessments by 10% over previous year's levels. All individual building goals are aligned to this larger one in order to build continuity across all schools.

The Reading Achievement Plan (RAP) is a crucial component of the broader continuous improvement and equity initiatives within a district or community school. In working to ensure alignment with other improvement and equity efforts, SCSD integrated the following elements into the RAP:

> District MTSS Framework:
> - SCSD Is currently working to revise the district's Multi-Tiered System of Supports (MTSS) framework to ensure alignment with the Reading Achievement Plan. MTSS is designed to provide systematic, data-driven interventions to support students at various levels of need. As the district's MTSS framework is being updated, the RAP was designed to complement and enhance the new framework, ensuring a cohesive and coordinated approach to improving reading achievement.
> Targeted Support for At-Risk Populations:

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- The RAP specifically addresses the needs of at-risk populations, such as students facing socio-economic challenges, English language learners, and students with disabilities. Tailored strategies and interventions are outlined within the plan to ensure equitable access and support for all students, especially those facing additional hurdles to reading achievement.

Professional Development for Equity:
- The RAP incorporates professional development opportunities for educators focused on the Science of Reading and equity in education. This includes training on culturally responsive teaching practices, recognizing and addressing implicit bias, and implementing strategies to create an inclusive and supportive learning environment for all students.

Family and Community Engagement:
- The RAP emphasizes the importance of engaging families and the community in supporting students' reading achievement. Strategies for effective communication with parents, providing resources for at-home support, and involving the community in literacy initiatives is outlined. This collaborative approach helps create a holistic support system for students.

Resource Allocation:
- The RAP clearly articulates how resources, both human and material, will be allocated to support the reading initiatives. This may include funding for additional instructional materials, staffing for specialized interventions, and technology resources. Transparent resource allocation ensures that the plan is not only well-conceived but also adequately resourced for successful implementation.

Collaboration Across Departments:
- The RAP promotes collaboration across various departments within the district, such as curriculum development, special education, and student services. Ensuring that the efforts to improve reading achievement are coordinated and collaborative enhances the efficiency and effectiveness of the overall plan.

By weaving these elements into the SCSD Reading Achievement Plan, the district created a comprehensive and integrated strategy approach that not only addresses the specific needs of reading achievement but also contributes to the broader goals of continuous improvement and equity in education. Regular review and updates to the plan will be conducted to ensure its continued relevance and effectiveness in meeting the evolving needs of the student population.

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

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

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

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

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- *benchmark assessments, as applicable.*

The SCSD Reading Achievement Plan (RAP) is needed for the district and the community for a number of reasons. The primary driver for the district's RAP is based upon currently available data, particularly among all subgroup student populations, more than half of SCSD students in kindergarten are not Kindergarten ready. In addition, nearly half of SCSD students in third grade are not considered on-track academically, demonstrating a need for enhanced interventions at the student-level as well as for ongoing, intensive and job-embedded teacher supports and professional development in grades K-3. The following data sources were utilized to review and analyze student performance indicators in language and literacy within the targeted K-3 grade-levels, particularly among subgroup populations:

- *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*

Please see the link here and additional information for the data sources considered in developing our Reading Achievement Plan.

The Kindergarten Readiness Assessment (KRA)

Kindergarten - Kindergarten Readiness Assessment - Revised (KRA-R)

One of the four domains of the KRA measures Language and Literacy. For students who complete each domain, their scores meet one of the three performance levels:

- **Demonstrating Readiness (270-298)** - The child demonstrates foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.
- **Approaching Readiness (258-269)** - The child demonstrates some foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.
- **Emerging Readiness (202-257)** - The child demonstrates minimal foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.

In order to be considered on-track for Ohio's Third Grade Reading Guarantee, students must earn a 263 or higher on the KRA-R Language and Literacy domain. Below is the percent of students who scored a 263 or higher:

SCSD Kindergarten Readiness Assessment - Revised

Language and Literacy Domain

Year	Percent
2020-2021	26%
2021-2022	25%
2022-2023	21%
2023-2024	17%
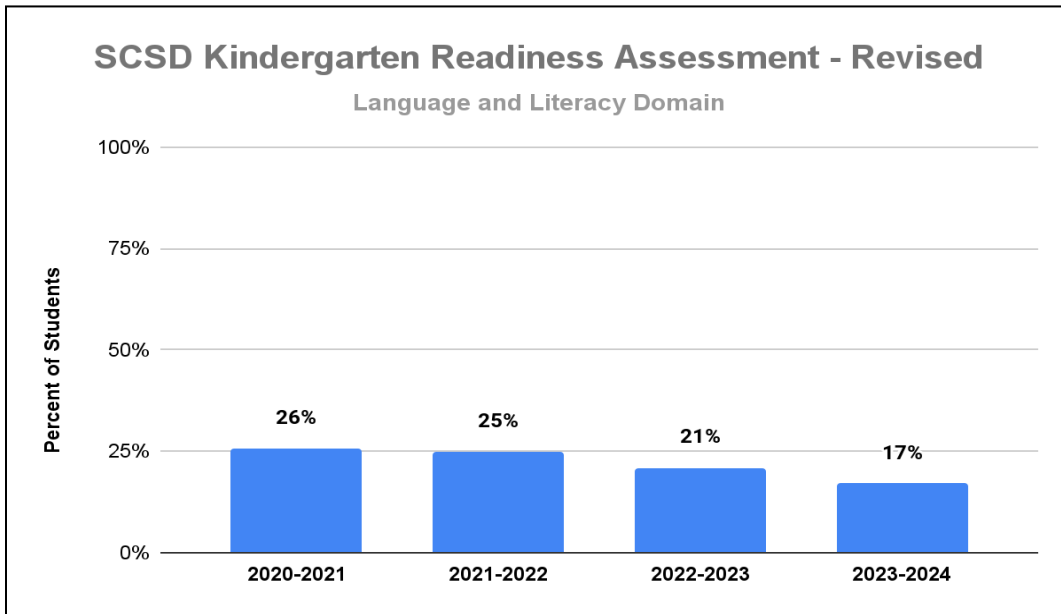
As measured by the KRA multi-year trend data for school year (SY) 2020-2021, 2021-2022, 2022-2023, and 2023-2024 phonics and phonemic awareness are identified as areas of weakness for all students in the district, including subgroups. More specifically, Kindergarten Readiness Assessment data for all SCSD Kindergartners indicates that more than half of kindergarten students are not-on track at the start of the school year and less than 20% of incoming kindergarten students demonstrate readiness. The standards that make up the components of key phonics and phonemic awareness foundational skills such as, identifying beginning sound, segmenting syllables in words, identifying rhyming words, making letter sounds and naming letters consistently stand out as the lowest scoring areas on the KRA for the past four years. These identified areas of weakness are the early childhood education key precursors to reading achievement. Based upon the multi-year KRA trend data, the following analysis has been made:

- More than 50 percent of students enrolled in kindergarten, including subgroups, in the district are considered not on-track with only 15% Demonstrating Readiness in SY 22-23 and 11.5% in SY 21-22.
- 51.2% of students demonstrated minimal foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards in SY22-23 and 54.7% in SY 21-22. Of those, 31.6% could not rhyme words, 48.9% could not read words, 45% could not identify letter names, and 65% scored 0 on letter sounds.

In order to be considered on track for Ohio's Third Grade Reading Guarantee, students must earn a 263 or higher on the KRA-R Language and Literacy Domain. Only 26% in 20-21, 25% in 21-22, 21% in 22-23 and only 17% in 23-24 have achieved this on the KRA-R.

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

Preschool - Early Learning Assessment (ELA)

Three of the ten learning progressions of the ELA measure Language and Literacy: Phonemic Awareness, Communication, and Vocabulary. Below are the subskills measured:

- **Phonemic Awareness** - Rhyming Words, Syllables/Onsets and Rimes/Phonemes, Initial/Final/Medial Sounds, and Adding/Deleting/Substituting Sounds
- **Communication** - Purposes and Situations
- **Vocabulary** - Word Relationships

Students are measured on various assessment tasks using rubrics that are then aggregated into one score for each of the progressions:

PROGRESSION LEVELS									
A	B	C	D	1	2	3		4	5
Developmental levels preceding Level 1				Approximately three years of age	Progress toward kindergarten entry			Approximately entry to kindergarten	Approximately end of kindergarten

Below is the percent of students who scored a 1 or higher in each of three learning progressions (2019-2020 was omitted due to COVID-19):

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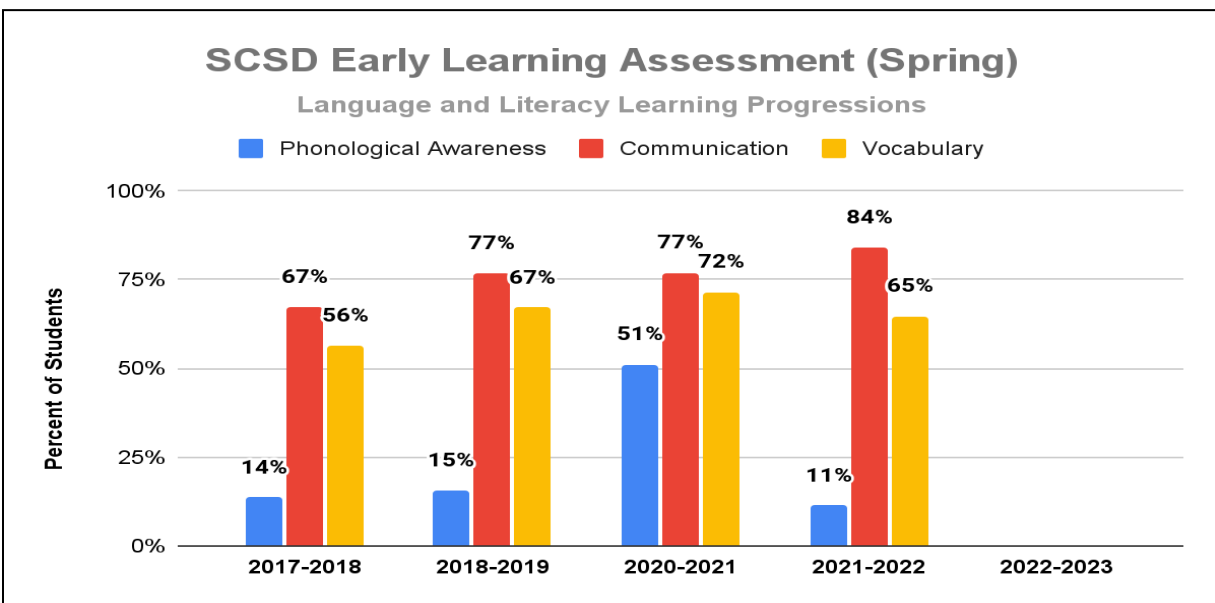
The Phonological Domain in this assessment (with the exception of 20-21 when many of our students were remote and did not take the assessment, SCSD had only 11%-15% of students scoring a 1 or higher in each of the learning progressions contributes to our low performance with PA being a key player in foundational literacy. Phonemic awareness plays a crucial role in foundational literacy, and a deficit in this skill can significantly impact a child's ability to develop strong reading and writing skills. Phonemic awareness refers to the ability to identify, manipulate, and segment individual sounds (phonemes) in spoken words. Here are some ways in which low phonological awareness affects SCSD students in foundational literacy:

Difficulty in Decoding Words:
- Phonemic awareness is essential for decoding, which is the ability to sound out words. Children with low phonemic awareness may struggle to break words into individual sounds, making it challenging to decode and read unfamiliar words.

Poor Spelling Skills:
- Understanding the individual sounds in words is crucial for spelling. A lack of phonemic awareness can lead to difficulties in accurately representing the sounds in words when spelling, resulting in spelling errors.

Limited Word Recognition:
- Phonemic awareness is closely linked to word recognition. Children who struggle with phonemic awareness may have difficulty recognizing and recalling words quickly, hindering their ability to read fluently.

Reading Comprehension Challenges:
- Phonemic awareness is a foundational skill that supports the development of other literacy skills, including reading comprehension. If a child has difficulty with the basic building blocks of language, it can impact their overall understanding of written text.

Delayed Vocabulary Development:
- Phonemic awareness is connected to the development of a child's phonological memory, which is essential for remembering and recalling words. Difficulties in phonemic awareness may result in a slower development of vocabulary.

Impact on Writing Skills:
- Writing requires the ability to segment and manipulate sounds in words. Children with low phonemic awareness may struggle with spelling, sentence structure, and expressing themselves in writing.

Risk of Reading Difficulties (Dyslexia):

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

- Low phonemic awareness is a significant risk factor for the development of reading difficulties, including dyslexia. Dyslexia is a specific learning disability that affects a person's ability to read, and it often involves difficulties with phonological processing.

Struggles with Early Literacy Tasks:
- Activities such as rhyming, blending sounds to form words, and segmenting words into sounds are fundamental early literacy tasks that rely on phonemic awareness. Children with low phonemic awareness may find these tasks challenging.

Early identification and intervention are crucial for addressing low phonemic awareness. The screening practices now utilized in SCSD since 2020 has helped us to identify students who may struggle with literacy and develop interventions that involve explicit and systematic instruction in phonemic awareness skills, including activities that focus on sound manipulation, blending, and segmentation. Teachers, parents, and literacy specialists have worked collaboratively to provide targeted support and help children develop the foundational skills necessary for successful literacy acquisition.

Ohio's State Test for English Language Arts Assessment for Grades 3-8

Grades 3 - Ohio State Tests (OST)

English Language Arts is measured in all grade levels of the OST. Below is the percent of grade 3 students who scored proficient or higher for the last three school years:

SCSD Ohio State Tests - English Language Arts (Spring)
Students Who Scored Proficient or Higher
2020-2021   2021-2022   2022-2023

13
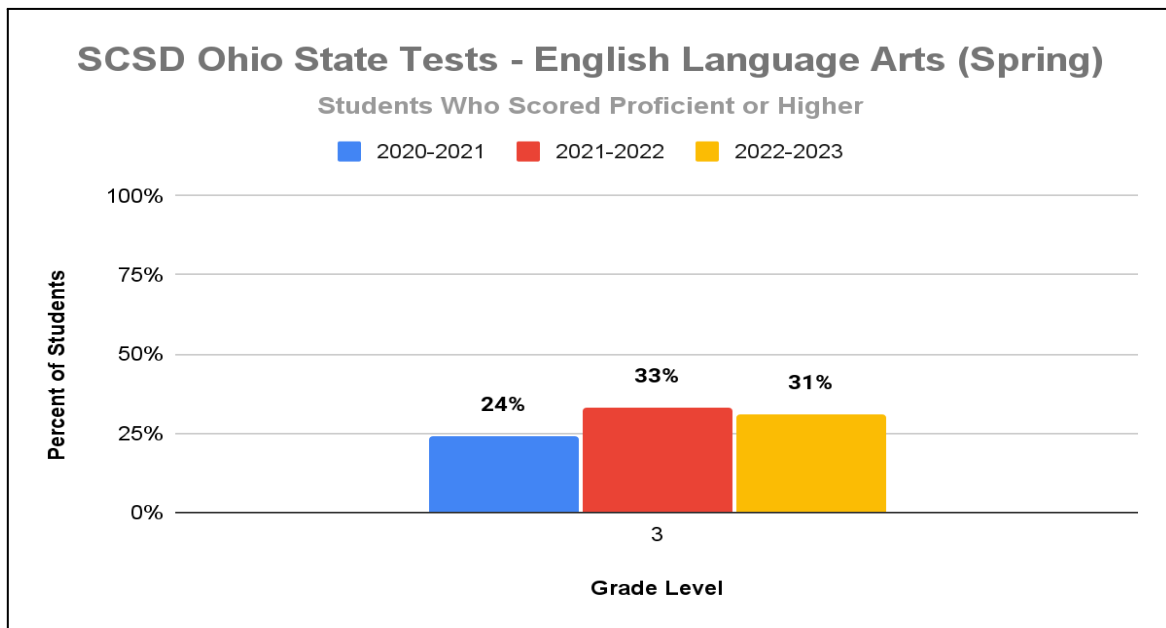
Below is the percent of grade 3 students on one of three reporting categories (Informational Text - IT, Literary Text - LT, and Writing - W) who scored near and above proficient:

	Spring 2021			Spring 2022			Spring 2023		
Grade	IT	LT	W	IT	LT	W	IT	LT	W
3	46%	44%	49%	49%	53%	50%	19%	19%	7%

Percentage of Previously Off Track Students That Moved to On Track

	Moved to On Track	Remained Off Track
Kindergarten Diagnostic to 1st Grade Diagnostic	32.7	67.3
1st Grade Diagnostic to 2nd Grade Diagnostic	28.5	71.5
2nd Grade Diagnostic to 3rd Grade Diagnostic	21.5	78.5
3rd Grade Diagnostic to 3rd Grade ELA Test	10.3	89.7
Overall	23.3	76.7

● Remained Off Track   ● Moved to On Track
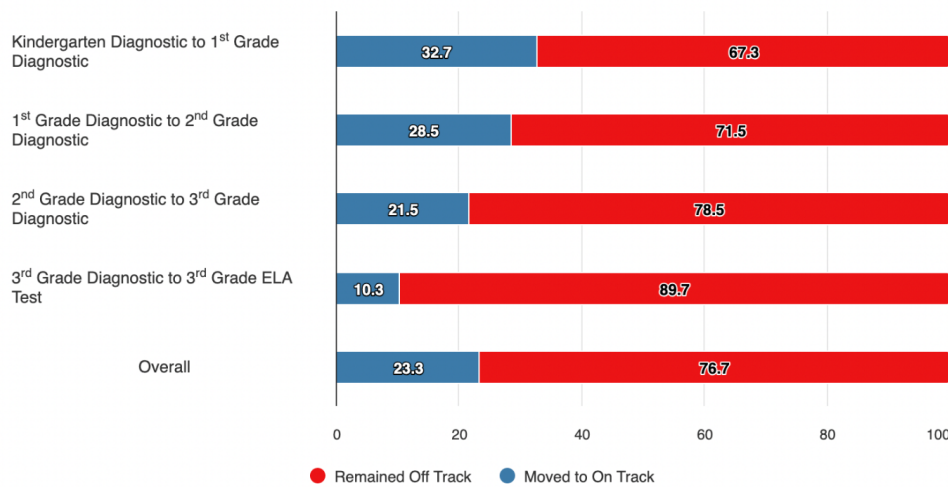
When looking more closely at OST data for the SCSD, we are making gains in many areas. We see fewer students moving to on-track as students progress in grade levels. When comparing this to our screener/diagnostic information, we see the difficulty with foundational reading skills affecting our overall comprehension that is needed to become proficient readers on the state assessment.

K-3 Reading Diagnostics

Grades K-3 - Acadience

Based on the grade level, certain reading skills are measured with this assessment:

- Phoneme Segmentation Fluency
- NWF Correct Letter Sounds

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

- NWF Whole Words Read
- ORF Words Correct
- ORF Accuracy
- Retell
- Maze

Below is the percent of students by grade level who scored at and above benchmark on the overall reading composite score and a subset of the topics above:

SCSD Acadience Reading - Kindergarten (Spring)
Percent of Students At and Above Benchmark

Legend: 2020-2021 | 2021-2022 | 2022-2023

Category	2020-2021	2021-2022	2022-2023
Reading Composite Score	41%	51%	57%
Phoneme Segmentation Fluency	51%	66%	64%
NWF Correct Letter Sounds	41%	42%	56%

SCSD Acadience Reading - Grade One (Spring)
Percent of Students At and Above Benchmark

Legend: 2020-2021 | 2021-2022 | 2022-2023

Category	2020-2021	2021-2022	2022-2023
Reading Composite Score	29%	33%	37%
NWF Correct Letter Sounds	26%	36%	37%
NWF Whole Words Read	42%	54%	55%
ORF Words Correct	25%	27%	31%
ORF Accuracy	30%	34%	38%

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

SCSD Acadience Reading - Grade Two (Spring)

Percent of Students At and Above Benchmark

■ 2020-2021   ■ 2021-2022   ■ 2022-2023

Percent of Students

	Reading Composite Score	ORF Words Correct	ORF Accuracy	Retell Quality
2020-2021	35%	25%	43%	47%
2021-2022	32%	24%	37%	39%
2022-2023	40%	36%	43%	80%

SCSD Acadience Reading - Grade Three (Spring)

Percent of Students At and Above Benchmark
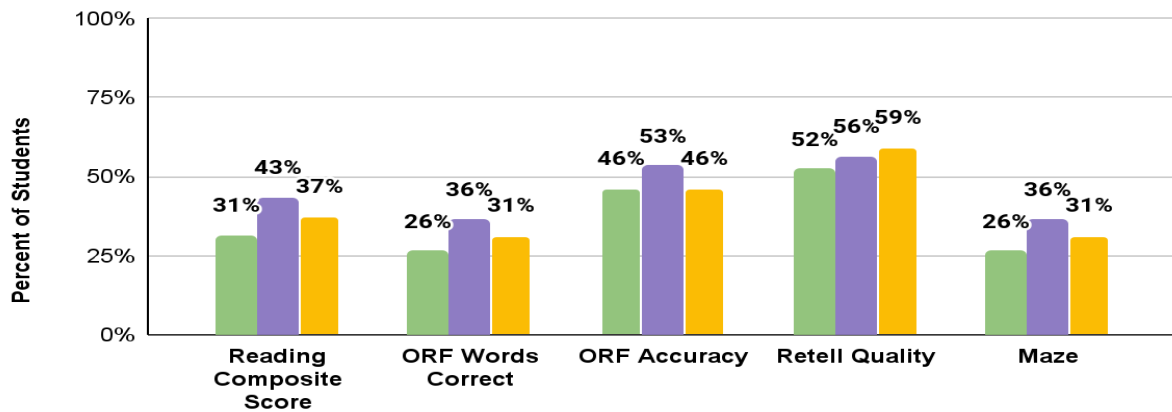
■ 2020-2021   ■ 2021-2022   ■ 2022-2023

Percent of Students

	Reading Composite Score	ORF Words Correct	ORF Accuracy	Retell Quality	Maze
2020-2021	31%	26%	46%	52%	26%
2021-2022	43%	36%	53%	56%	36%
2022-2023	37%	31%	46%	59%	31%

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

Below is the percent of students by grade level who scored at and above benchmark on the overall reading composite score and a subset of the topics for school year 2022-2023:
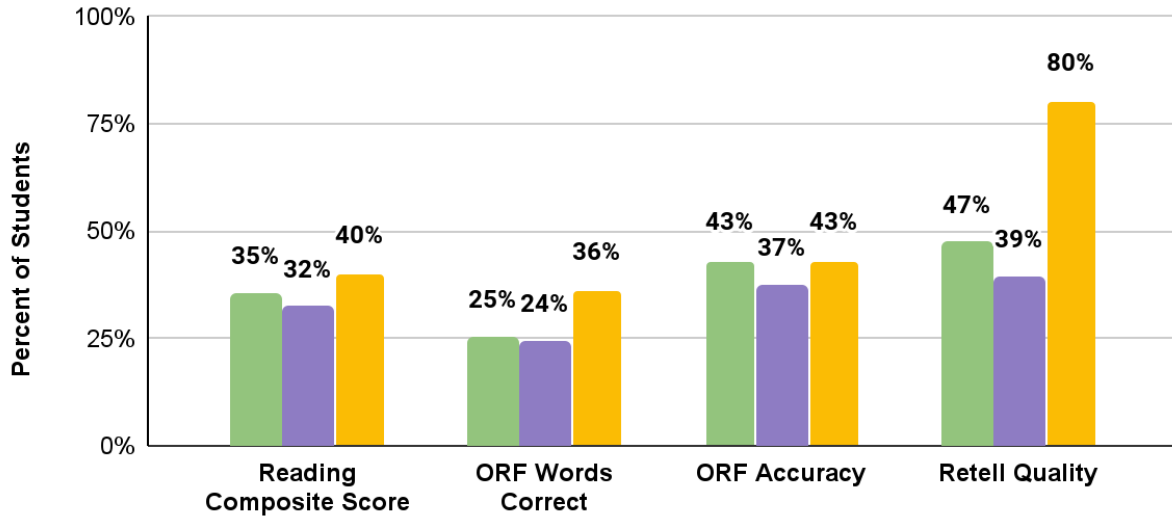
SCSD Acadience Reading - Kindergarten (2022-2023)
Percent of Students At and Above Benchmark

Legend: Beginning, Middle, End

Reading Composite Score: 23%, 35%, 56%
First Sounds Fluency: 30%, 49%
Phoneme Segmentation Fluency: 50%, 64%
NWF Correct Letter Sounds: 44%, 56%
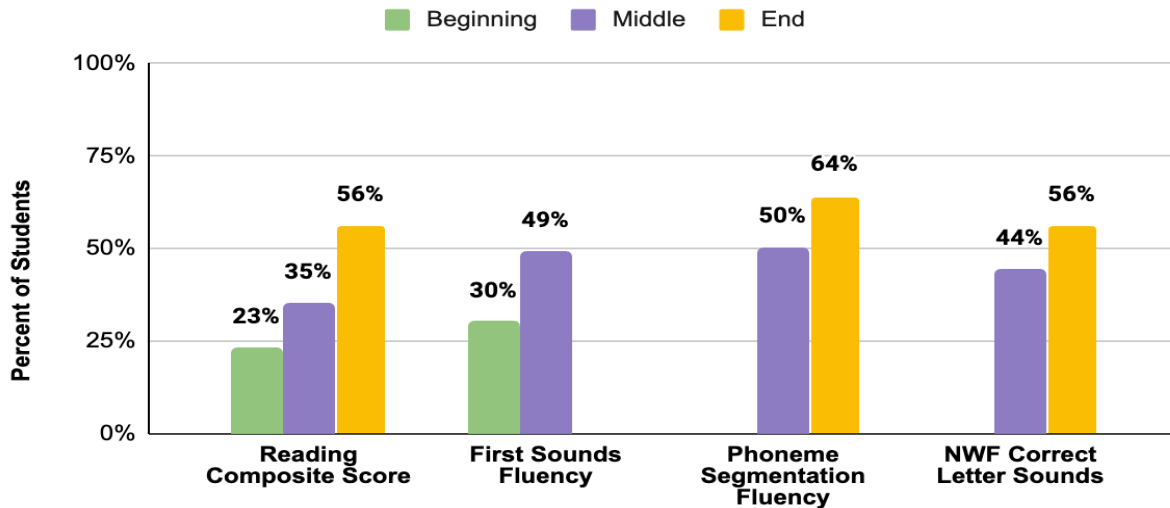
SCSD Acadience Reading - Grade One (2022-2023)
Percent of Students At and Above Benchmark

Legend: Beginning, Middle, End

Reading Co...: 27%, 29%, 37%
Phoneme Se...: 34%
NWF Correc...: 34%, 37%, 37%
NWF Whole...: 30%, 44%, 55%
ORF Words...: 26%, 31%
ORF Accuracy: 25%, 38%

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SCSD Acadience Reading - Grade Two (2022-2023)

Percent of Students At and Above Benchmark

Legend: ■ Beginning ■ Middle ■ End

Category	Beginning	Middle	End
Reading Composite Score	36%	36%	39%
NWF Whole Words Read	33%		
ORF Words Correct	30%	29%	36%
ORF Accuracy	37%	36%	43%
Retell Quality		67%	80%
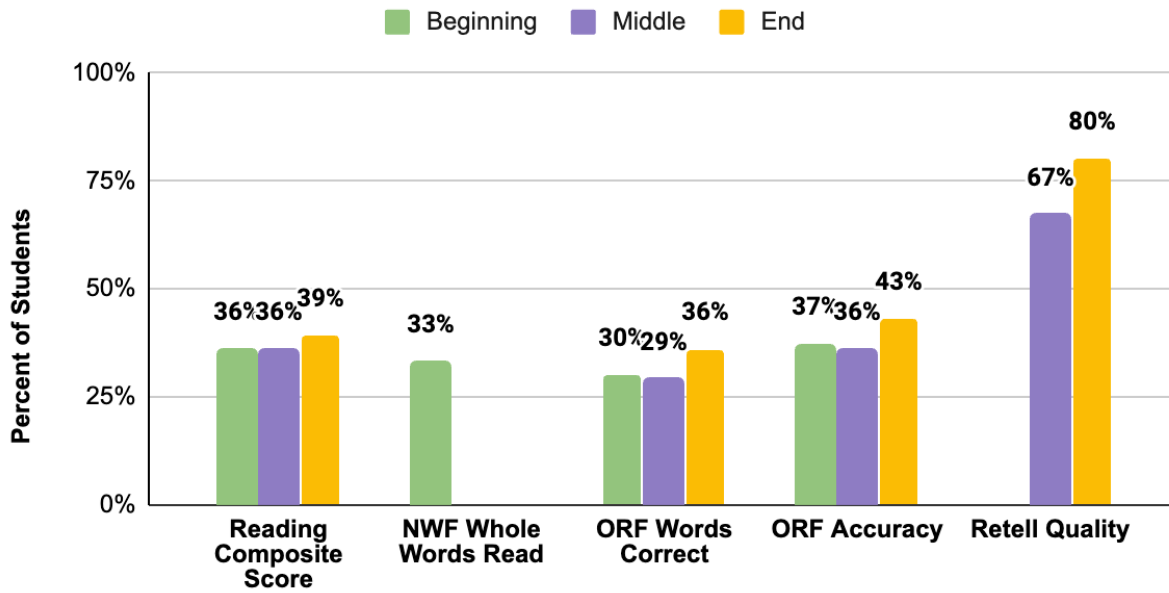
SCSD Acadience Reading - Grade Three (2022-2023)

Percent of Students At and Above Benchmark

Legend: ■ Beginning ■ Middle ■ End

Category	Beginning	Middle	End
Reading Composite Score	35%	33%	37%
ORF Words Correct	29%	29%	31%
ORF Accuracy	36%	43%	46%
Retell Quality	61%	67%	59%
Maze	30%	27%	31%
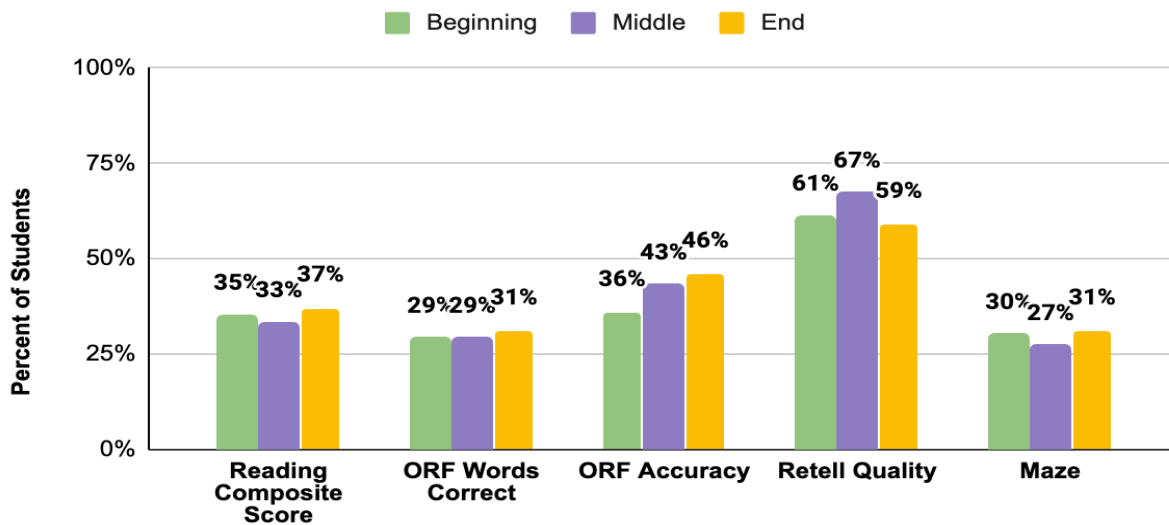
I-Ready Grade 3 (2023-2024)

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Overall Placement

- At Risk for Tier 3 — 34%
- Tier 2 — 21%
- Tier 1 — 45%

Placement By Domain

- Phonological Awareness (PA)
- Phonics (PH)
- High-Frequency Words (HFW)
- Vocabulary (VOC)
- Comprehension: Literature (LIT)
- Comprehension: Informational Text (INFO)
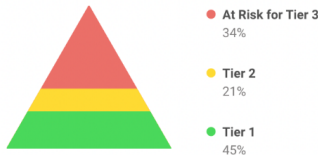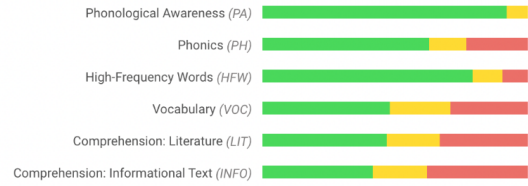
Switch Table View: Needs Analysis By Domain
Show Results By: Grade

Showing 1 of 13

3	Overall Grade-Level Placement			Needs Analysis: % Students Below Grade Level						Students Assessed/Total
	Emerging, On, or Above	Two Below	Three or More Below	PA	PH	HFW	VOC	LIT	INFO	
Grade 3	38%	32%	30%	0%	65%	27%	60%	63%	66%	509/517

All	Overall Grade-Level Placement			Needs Analysis: % Students Below Grade Level						Students Assessed/Total
	Emerging, On, or Above	Two Below	Three or More Below	PA	PH	HFW	VOC	LIT	INFO	
Yes - Economically Disadvantaged	45%	18%	38%	8%	43%	26%	52%	54%	58%	1,704/1,922
No - Economically Disadvantaged	46%	22%	32%	8%	34%	18%	52%	53%	59%	3,130/3,287

All	Overall Grade-Level Placement			Needs Analysis: % Students Below Grade Level						Students Assessed/Total
	Emerging, On, or Above	Two Below	Three or More Below	PA	PH	HFW	VOC	LIT	INFO	
Yes - English Learner	21%	26%	53%	17%	66%	48%	75%	77%	78%	626/670
No - English Learner	49%	20%	31%	7%	33%	17%	49%	50%	56%	4,208/4,539

All	Overall Grade-Level Placement			Needs Analysis: % Students Below Grade Level						Students Assessed/Total
	Emerging, On, or Above	Two Below	Three or More Below	PA	PH	HFW	VOC	LIT	INFO	
Yes - Special Education	20%	17%	62%	10%	66%	39%	77%	77%	81%	790/1,014
No - Special Education	50%	21%	28%	8%	32%	17%	48%	49%	54%	4,044/4,195

SCSD uses Acadience as our K-2 screener and i-Ready for Grade 3 students with the literacy task for oral reading fluency to fulfill the Dyslexia screening requirement. 355 students of the 514 that finished the assessment are at risk or at some risk for dyslexia according to the screener. 65% of our 3rd grade students

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are below grade level in phonics. This same cohort of students struggled in the phonics domain on Acadience as second graders. This illustrates the need to not only identify evidence-based practices/interventions to provide enhanced professional development and strategies to support the district's most at-risk students but also to refine our Tier 1 instruction so that fewer students are in need of so much additional support. As such, we are working on implementation of our evidence-based resources and the instructional practices that align with them in conjunction with our student services team, our EL department, and our BLT and TBT teams in buildings.

The Ohio English Language Proficiency Assessment (OELPA)

The OELPA has been administered in the district as a diagnostic assessment or measure of the level of English language proficiency among the district's English learner (EL) student population. Based upon current data from the OELPA in grades K-3 during SYs 2020-2021, 2021-2022 and 2022-2023, reading and writing domains are our lowest performing areas for our EL students in grades K-3. The majority of our students are reaching the "Progressive" performance level with "Emerging" growing and "Proficient" remaining low with only 2% reaching that performance level in 22-23.

Grades K-10 - Ohio English Language Proficiency Assessment (OELPA)

All four domains of the OELPA - listening, speaking, reading and writing - relate to a student's acquisition of language and literacy. For each domain, students can score one of the following performance levels:

- Level 1 – Beginning
- Level 2 – Early Intermediate
- Level 3 – Intermediate
- Level 4 – Early Advanced
- Level 5 – Advanced

Below is the percent of grades K-3 students who scored Early Advanced or Advanced in all four domains for the last three school years:

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SCSD Ohio English Language Proficiency Assessment (Grades K-3)
Students Who Scored Early Advanced or Advanced

Listening   Reading   Speaking   Writing

2020-2021: 33%, 8%, 23%, 8%
2021-2022: 20%, 6%, 14%, 4%
2022-2023: 22%, 6%, 13%, 4%
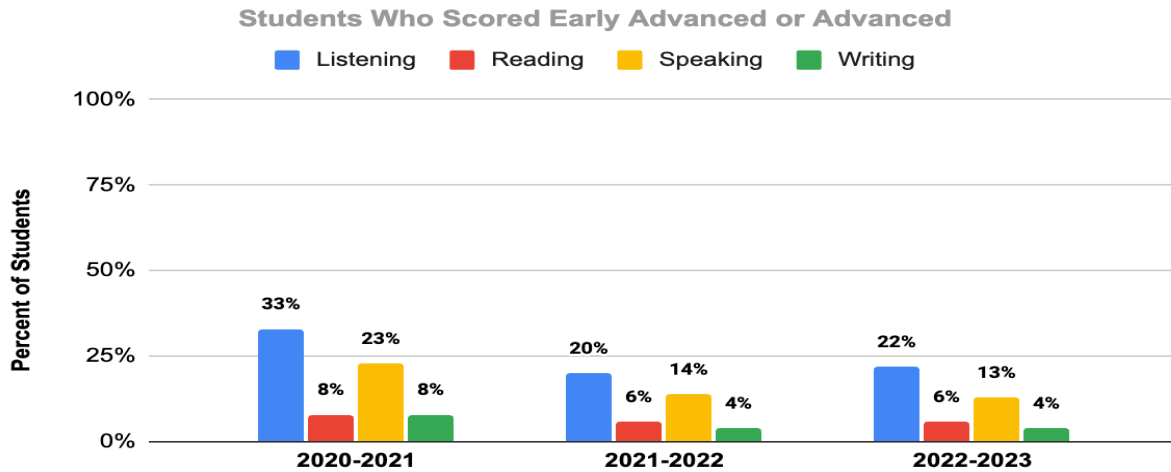
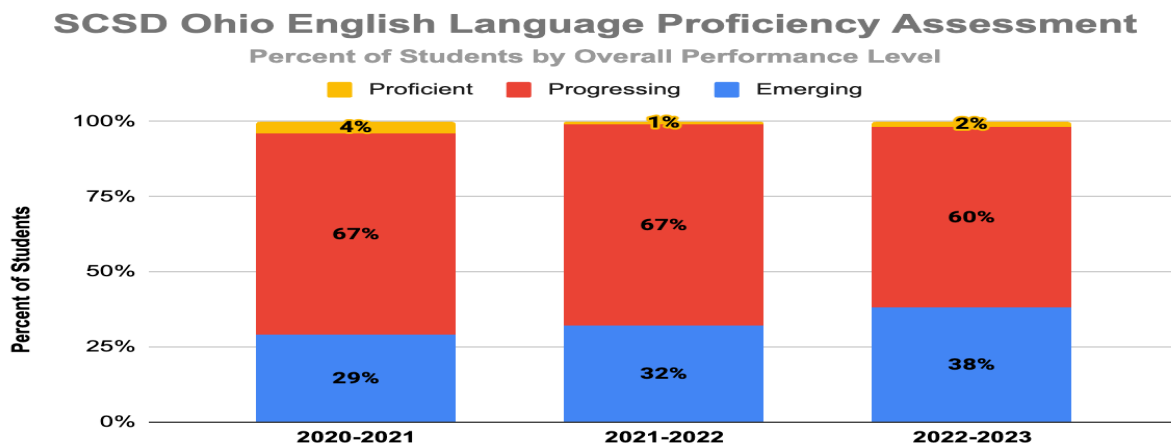Based on the performance levels above, the students is given one of the following overall performance levels:

- Proficient - a student scored any combination of level 4's and 5's on the four tests
- Progressing - a student scored a combination of levels that did not allow the student to be considered Proficient or Emerging
- Emerging - a student scored any combination of level 1's and 2's on the four tests

Below is the percent of grades K-3 students and their overall performance levels for the last three school years:

SCSD Ohio English Language Proficiency Assessment
Percent of Students by Overall Performance Level

Proficient   Progressing   Emerging

2020-2021: Proficient 4%, Progressing 67%, Emerging 29%
2021-2022: Proficient 1%, Progressing 67%, Emerging 32%
2022-2023: Proficient 2%, Progressing 60%, Emerging 38%

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

<u>The Alternative Assessment for Students with Significant Cognitive Disabilities</u>

Grades 3 - High School - Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)

English Language Arts is measured in all grade levels of the AASCD. Below is the percent of grade 3 students who scored proficient or higher for the last three school years:

SCSD AASCD - Grade 3 English Language Arts
Students Who Scored Proficient or Higher

■ 2020-2021　■ 2021-2022　■ 2022-2023

- 2020-2021: 60%
- 2021-2022: 50%
- 2022-2023: 33%

(Y-axis: Percent of Students, 0% to 100%; X-axis: Grade 3)
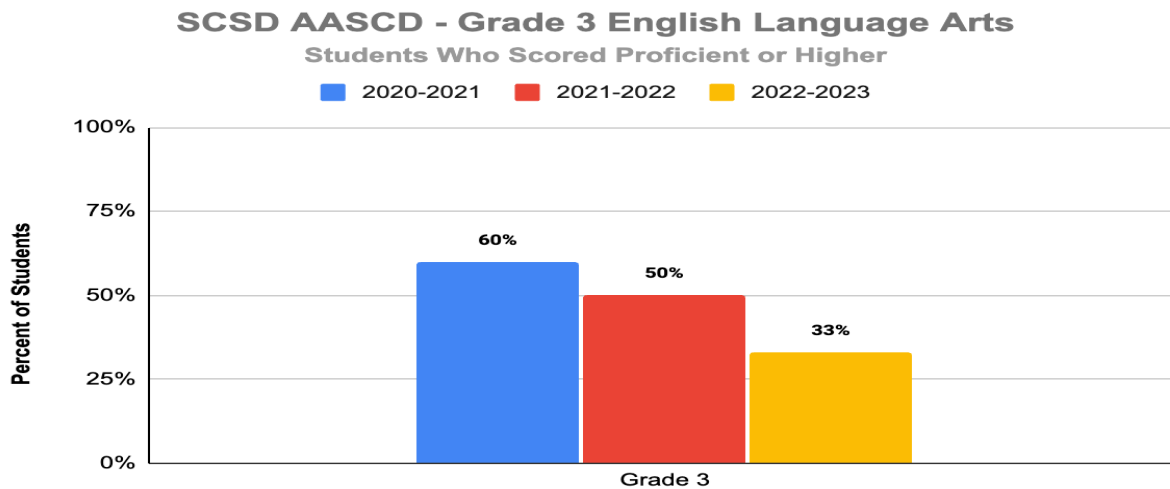
SECTION 3 PART B: Internal and External FACTORS CONTRIBUTING TO underachievement in READING*

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

At SCSD, several internal and external factors have prevented us from moving forward as quickly as necessary. In the recent past, we had inadequate and outdated reading curricular resources that did not align with research-based best practices. Springfield has only recently moved to the Science of Reading and has worked to shift to new curricular resources to include Heggerty for phonemic awareness, Fundations for phonics, and Wit and Wisdom in grades K-8 for language comprehension, vocabulary, and knowledge building. The transition from Journeys, our prior ELA curriculum, has been a mindset and pedagogical shift for teachers transitioning from balanced literacy practices to a more structured, explicit approach.

Due to the diverse makeup of our student population and the influx of non-English speaking students, teachers have struggled to address diverse learning needs in the classroom. Because of the challenges in attracting and retaining high-quality teachers in the field of literacy, especially with the transition to systematic and explicit instruction, teacher retention and quality has been an issue. This also leads to inadequate support for students

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

with special education needs and English language learners (ELLs) in the realm of reading. Cultural and linguistic diversity is a factor due to the limited resources and strategies to address the diverse backgrounds of students and insufficient support for English language learning in acquiring reading skills.

We currently (as of 11.14.23) have 871 identified ELs in the district (with 34 in the pipeline to still be screened). We have added 257 newly identified ELs since the end of last school year (and this number is growing all the time).
This is what our overall growth has looked like historically:

EL Student Growth

	Total ELs
2017-2018	270
2018-2019	297
2019-2020	315
2020-2021	339
2021-2022	444
2022-2023	614
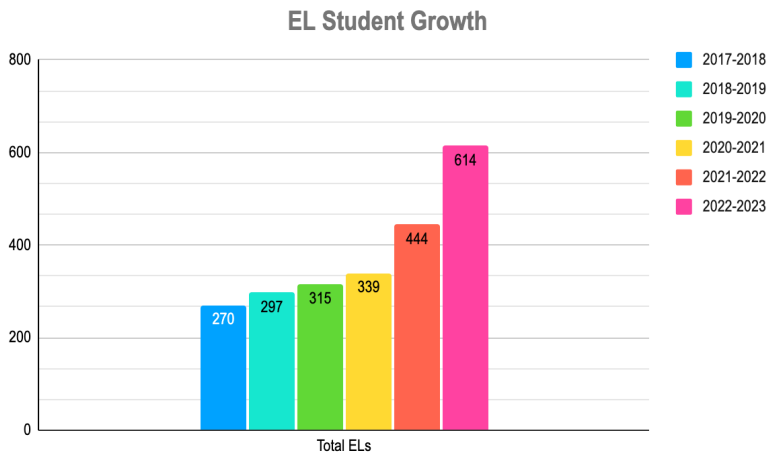
**We went from experiencing largely linear growth between the 2017-2018 & 2020-2021 SYs, to exponential growth beginning in the 2021-2022 SY.

687 of our students have been identified as "immigrant" students, which EMIS defines as:

☼ *Immigrant Status Element*

Record Field Number	FD200
Definition	Per Section 3301 (6) of the Elementary and Secondary Education Act, an immigrant student is a student who a) is age 3 through 21; b) was not born in any State; and c) has not been attending one or more schools in any one or more states for more than 3 full academic years.

67 of our EL students are dually identified (SPED & EL).
29 of our EL students are currently identified as MVAA.

Language Composition:
Currently, 1204 active students have a primary (native) language other than English.

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

Our largest native language groups are:
Spanish - 673 students
Haitian Creole - 449 students
Other, Not Listed - 48 students
Portuguese - 29 students

Currently, 1148 active students have a home language other than English.
Our largest home language groups are:
Spanish - 604 students
Haitian Creole - 422 students
Other, Not Listed - 66 students
French - 26 students
Mayan - 10 students
Portuguese - 5 students

Fulton Elementary School has one of our largest multilingual populations, with 32.02% of its students having a native language that is not English.
Clark Preschool has experienced significant growth, with 18.16% of its student population possessing a native language other than English.
(This also indicates that we can likely expect continued growth in our K-6 EL numbers in future years, as we do not formally identify ELs until Kindergarten.)

School culture and climate has also contributed to the lack of reading achievement in many of our elementary schools. To address this, the district has transitioned to the Leader In Me framework to help teachers and students develop habits that will assist goal setting and prioritize effectiveness. At home, many of our students have limited resources and access to reading materials. High levels of poverty within the community impact access to educational resources and support at home. Transience and mobility also affects our reading achievement, High rates of student transience and mobility and chronic absenteeism lead to disruptions in continuity of instruction. As of 3/27/23, our transiency rate for SY 22-23 was 24.14%, and that was only ¾ of the year. In SY 21-22, our rate of chronic absenteeism was 46% with an attendance rate of 86.8% and in SY 22-23 chronic absenteeism was 43% with an attendance rate of 87%. We face many challenges in maintaining stable learning environments for students who frequently change or miss school.

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.

Over the course of the last several years, our students in grades K-3 have struggled to perform at on-track and proficient levels on our screening assessments and on the Ohio State Test in English Language Arts. As the data shows, our performance has been inconsistent by grade level and by cohort. Through the approach that

the district literacy team has designed, to center on research and evidence-based practice to improve Tier 1 instruction as well as intervention and improve student/family connections with school, it is our hypothesis that we will see increased scores in each subgroup as well as overall scores. This will be accomplished with further professional development of our building principals and instructional coaches, who will be able to more effectively diagnose instruction to provide feedback to our teachers to continue to refine their instructional practices and build their capacity to be continually more effective with their students and through developing habits through Leader in Me. Continued utilization of the district purchased resources with integrity as well as use of expected instructional practices (e.g. explicit vocabulary routine, building background knowledge, explicit, systematic phonics and phonemic awareness) will continue to grow our teachers in their practice as well as grow our students and facilitate improved reading and writing skills which will translate to increased performance on the state assessments.

Our data evidences that what we were doing in the past hasn't been supporting our students in learning what was necessary to be successful learners and perform well on the state assessments. With the changes we have made in selection of evidence-based resources and practices, we are beginning to see improvements, however.   By taking the time to examine our data and research evidence-based best practices to implement with our teachers to build their capacity to provide improved instructional practices as well as assessments, we will continue to see improved student performance for all children in the Springfield City School District.

Factors that have contributed to the underachievement in literacy has been in part due to the fact that systematic and explicit literacy instruction has been lacking and is now relatively new to the district. System-wide history has not shown consistent efforts towards evidence-based teaching and learning practices, including a lack of professional development for instructors on evidence-based literacy practices. Since 2020-2021, however, the District has invested steadily in LETRS training beginning with instructional coaches and broadening its reach to all staff. Beginning school year 2022-2023, and prior to the beginning of the 2023-2024 school year, the state's Dyslexia Support Laws required all K-1 teachers and those Intervention specialists who support K-1 students to complete professional development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students who are at risk. By the beginning of the 2024-2025 school year, all 2-3 teachers will be trained. All intervention specialists will be provided professional development by the beginning of the 2025-2026 school year. We are merely on the cusp of this important work, and because the district experiences a significant mobility and transiency rate, consistency in instructional practices through research-based professional development programs and instructional materials are crucial.

Instructional support for educators includes the move toward evidence-based best practices and an implementation of researched based curriculum resources including Acadience, Fundations, Heggerty, UFLI, i-Ready, and Wit and Wisdom. The District has made significant curricular resource purchases to support the teaching and learning of the content standards as well as a large investment in the professional development of its teachers with a partnership with IMSE for Orton-Gillingham Comprehensive, Intermediate, and Phonological Awareness training as well as with Sopris West for LETRS. The district experiences a high teacher turnover rate, so gaining traction on instructional practices remains difficult. In 2022-2023, we trained

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

three of our own coaches to be LETRS facilitators to help make sustaining a training system possible while adding another trained coach instructional coach in SY 23-24.

In accordance with root cause findings from Ohio's Plan to Raise Literacy Achievement, the District echoes some of the same root causes for literacy underperformance in their students. Students do not consistently enter the District as kindergarteners who are on track or on grade level. Students may make a year's worth of growth, but are still behind. The lack of consistent use of evidence-based literacy instructional practices, materials, and interventions exacerbated this issue. The over identification of students for special education services in school age students is also a contributing factor in literacy underperformance. This identification frequently contributes to decreased rigor and expectations for students. The district has worked on developing consistency in expectations for literacy instruction at the first tier of instruction and has begun to implement research-based intervention programs at the tier two level. SY 23-24 brings a revision to our district MTSS program with specific intervention system expectations (see Appendix E). This aligns with Ohio's identified root causes for literacy underperformance that states: 1. Learners who "start behind, stay behind." Although learners may make progress in school, for example, make a year's worth of growth in one school year, students who begin kindergarten academically behind generally remain behind. 2. District infrastructure/support for educators: Districts are challenged in providing effective support to educators to support literacy instruction. 3. Instructional practices: Districts either were not using effective instructional practices or not implementing them with fidelity.

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.

Overall Goal Statement: Increase the percentage of Springfield City Schools learners meeting or exceeding grade proficiency standards by at least 10% by spring 2024, as measured by Acadience in K-2 and The Ohio State Test in grade 3.

Sub goal statements:

Grade K: Increase the percentage of kindergarten students achieving at or above grade level for phonemic awareness from 22% to 32% by winter as measured by Acadience First Sound Fluency.

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

Grade 1: Increase the percentage of first grade students meeting or exceeding targets for phonics and word recognition skills from 37% to 47% by Spring as measured by Acadience Reading NSW Fluency Whole Words Read.

Grade 2: Increase the percentage of second grade students meeting or exceeding targets for advanced phonics and word attack skills from 23% to 33% by spring as measured by Acadience Oral Reading Fluency Words Correct.

Grade 3: Increase the percentage of third grade students who score at or above grade level expectations in phonics on i-Ready diagnostic assessment from 35% to 75% by spring.

Adult Implementation Goal:

100% Teachers will effectively utilize the resources and practices 90% of the time as evidenced by classroom implementation checklist data and usage reports.

100% of all K-3 teachers will be trained in the Science of Reading and evidence-based practices prior to the 2024-2025 school year.

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

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

Goal #1 Action Map

Goal Statement: Increase the percentage of Springfield City Schools learners meeting or exceeding grade proficiency standards by at least 10% by spring 2024, as measured by Acadience in K-2 and The Ohio State Test in grade 3.

Evidence-Based Strategy or Strategies:

	Action Step 1	**Action Step 2**	**Action Step 3**
Implementation Component	High quality use of evidence based curriculum materials	Professional Development	Data analysis at the classroom, building, and district level
Timeline	2023-2025 School Year	2023-2025 School Year	2023-2025 School Year

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

	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	TLPD Department/DLT	TLPD Department/DLT	TLPD Department/DLT
Resources Needed	Programs that address all literacy components Reading Plan Team Implementation checklist development	High quality vendor training/trainers PD calendar	Data from approved providers
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Train teachers to use reading program Implement program Implement Tiers 1-3 within series	Conduct needs assessment Analyze needs assessment Develop Plan that address literacy needs of district Work with coaches monthly	TBTs will use reading data to review implementation of best practices BLT will review reading data DLT will review reading data to adjust needs of students at the district level
Measure of Success	student growth in all areas of literacy	Application and implementation of best practices	Meeting Minutes
Description of Funding	General/Title Funds	General/Title Funds	General/Title Funds
Check-in/Review Date	Review 3x per year (Fall, Winter, Spring)	monthly after PD sessions	Monthly

Goal # 2 Action Map

Goal Statement: Increase the percentage of kindergarten students achieving at or above grade level for phonemic awareness from 22% to 32% by winter as measured by Acadience First Sound Fluency.

Evidence-Based Strategy or Strategies:

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

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	High quality use of research-based curriculum materials	Professional Development	Data analysis at the classroom, building, and district level
Timeline	2023-2025 School Year	2023-2025 School Year	2023-2025 School Year
Lead Person(s)	TLPD Team/DLT/BLT	TLPD Team/DLT/BLT	TBT/DLT
Resources Needed	High quality curriculum copies for each classroom	Reading Specialists Train the trainer PD Calendar of PD Scheduled PD Instructional Coaches	Progress Monitoring and Data Collection Tools
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional development and coaching PLC schedule	All K-3 teachers to receive training in Acadience and i-Ready	Teachers will utilize progress monitoring tool through i-Ready and Acadience
Measure of Success	Teachers will implement the curriculum with fidelity	Sign in sheets Feedback from PD	TBT meetings Progress Monitoring Logs Grade level data analysis
Description of Funding	General/Title Funds	General/Title Funds	General/Title Funds
Check-in/Review Date	Fall, winter, spring	Fall, winter, spring	Fall, winter, spring

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

Goal # 3 Action Map

Goal Statement: Increase the percentage of first grade students meeting or exceeding targets for phonics and word recognition skills from 37% to 47% by Spring as measured by Acadience Reading NSW Fluency Whole Words Read.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	High quality use of research-based curriculum materials	Professional Development	Data analysis at the classroom, building, and district level
Timeline	2023-2025 School Year	2023-2025 School Year	2023-2025 School Year
Lead Person(s)	TLPD Team/DLT/BLT	TLPD Team/DLT/BLT	TBT/DLT
Resources Needed	High quality curriculum copies for each classroom	Reading Specialists Train the trainer PD Calendar of PD Scheduled PD Instructional Coaches	Progress Monitoring and Data Collection Tools
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional development and coaching PLC schedule	All K-3 teachers to receive training in Acadience and i-Ready	Teachers will utilize progress monitoring tool through i-Ready and Acadience
Measure of Success	Teachers will implement the curriculum with fidelity	Sign in sheets Feedback from PD	TBT meetings Progress Monitoring Logs Grade level data analysis

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

	Action Step 1	Action Step 2	Action Step 3
Description of Funding	General/Title Funds	General/Title Funds	General/Title Funds
Check-in/Review Date	Review 3x per year (Fall, Winter, Spring)	monthly after PD sessions	Monthly

Goal # 4 Action Map

Goal Statement: Increase the percentage of second grade students meeting or exceeding targets for advanced phonics and word attack skills from 23% to 33% by spring as measured by Acadience Oral Reading Fluency Words Correct.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	High quality use of research-based curriculum materials	Professional Development	Data analysis at the classroom, building, and district level
Timeline	2023-2025 School Year	2023-2025 School Year	2023-2025 School Year
Lead Person(s)	TLPD Team/DLT/BLT	TLPD Team/DLT/BLT	TBT/DLT
Resources Needed	High quality curriculum copies for each classroom	Reading Specialists Train the trainer PD Calendar of PD Scheduled PD Instructional Coaches	Progress Monitoring and Data Collection Tools

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

	Action Step 1	Action Step 2	Action Step 3
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional development and coaching PLC schedule	All K-3 teachers to receive training in Acadience and i-Ready	Teachers will utilize progress monitoring tool through i-Ready and Acadience
Measure of Success	Teachers will implement the curriculum with fidelity	Sign in sheets Feedback from PD	TBT meetings Progress Monitoring Logs Grade level data analysis
Description of Funding	General/Title Funds	General/Title Funds	General/Title Funds
Check-in/Review Date	Review 3x per year (Fall, Winter, Spring)	monthly after PD sessions	Monthly

Goal # 5 Action Map

Goal Statement: Increase the percentage of third grade students who score at or above grade level expectations in phonics on i-Ready diagnostic assessment from 35% to 75% by spring.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	High quality use of research-based curriculum materials	Professional Development	Data analysis at the classroom, building, and district level
Timeline	2023-2025 School Year	2023-2025 School Year	2023-2025 School Year
Lead Person(s)	TLPD Team/DLT/BLT	TLPD Team/DLT/BLT	TBT/DLT

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

	Action Step 1	Action Step 2	Action Step 3
Resources Needed	High quality curriculum copies for each classroom	Reading Specialists Train the trainer PD Calendar of PD Scheduled PD Instructional Coaches	Progress Monitoring and Data Collection Tools
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional development and coaching PLC schedule	All K-3 teachers to receive training in Acadience and i-Ready	Teachers will utilize progress monitoring tool through i-Ready and Acadience
Measure of Success	Teachers will implement the curriculum with fidelity	Sign in sheets Feedback from PD	TBT meetings Progress Monitoring Logs Grade level data analysis
Description of Funding	General/Title Funds	General/Title Funds	General/Title Funds
Check-in/Review Date	Review 3x per year (Fall, Winter, Spring)	monthly after PD sessions	Monthly

Goal # 6 Action Map

Goal Statement: 100% Teachers will effectively utilize the resources and practices 90% of the time as evidenced by classroom implementation checklist data and usage reports.

Evidence-Based Strategy or Strategies:

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

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	High quality use of research-based curriculum materials	Professional Development	Data analysis at the classroom, building, and district level
Timeline	2023-2025 School Year	2023-2025 School Year	2023-2025 School Year
Lead Person(s)	TLPD/Administrators/Coaches	TLPD Team/Administrators/Coaches	TBT/DLT
Resources Needed	Implementation Checklists from vendor Walkthrough form created by administrators, coaches, teachers, based on vendor checklists	Instructional Coaches PD Calendar Implementation Checklists	Walkthrough/checklist data
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional development and coaching--vendor checklist training leading to creation of district implementation checklist DLT review TBT review	Vendor implementation training/coach and TLPD PD in DLT Coaches meet with teachers to develop look fors in classrooms Administrators receive training on look fors	Data derived from checklist
Measure of Success	Teachers will implement the curriculum with fidelity Checklist Data Usage Reports	Sign in Sheets PD Feedback	TBT meeting minutes Improvement of Implementation Progress Monitoring Logs Grade level data analysis
Description of Funding	General/Title Funds	General/Title Funds	General/Title Funds

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

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	quarterly	quarterly	Monthly at coaches meetings

Goal # 7 Action Map

Goal Statement: 100% of all K-3 teachers will be trained in the Science of Reading and evidence-based practices prior to the 2024-2025 school year.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Offer PD to all teachers through ODE LMS, LETRS, IMSE	Professional Development	Data Analysis
Timeline	2023-2025 School Year	2023-2025 School Year	2023-2025 School Year
Lead Person(s)	TLPD Team/DLT/BLT	TLPD Team/DLT/BLT	TLPD
Resources Needed	LETRS Licenses/Texts/Facilitators LMS Access IMSE courses	Communications about requirements Directions for how to access Frontline (MLP) catalog Calendar of PD	PD completion Dashboards Facilitators ACE
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Offered throughout year for stipends--virtual and in-person	Offered throughout year for stipends--virtual and in person	Frequent checks for completion

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

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	Teachers will implement the curriculum with fidelity	Sign in sheets Feedback from PD	TBT meetings Progress Monitoring Logs Grade level data analysis
Description of Funding	General/Title Funds	General/Title Funds	General/Title Funds
Check-in/Review Date	Review quarterly	Monthly	Monthly

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

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

Goals will be monitored by:
Principal in conjunction with TBT, BLT, DLT, LLPT (local literacy plan team). Goals will be monitored annually to determine needs in order to make changes to our plan as needed.

Student Performance Data Collection:

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

Progress monitoring for targeted interventions will occur weekly for those students who have been placed on Tier 3 interventions based on diagnostic data from universal screeners (Acadience and i-Ready), Ohio State Assessments, i-Ready diagnostic data and formative assessments all discussed through the RTI process during TBT meetings. Progress monitoring tools will be selected by the TBT based on the chosen targeted intervention.

Progress monitoring for targeted interventions will occur biweekly for those students who have been placed on Tier 2 interventions based on diagnostic data from universal screeners, Ohio State Assessments, i-Ready diagnostic data and formative assessments all discussed through the RTI process during TBT meetings. Progress monitoring tools will be selected by the TBT based on the chosen targeted intervention.

All students in grades K-2 will be assessed three times per year using Acadience and all students in grades 3-8 will be assessed through iReady screening and diagnostic tools. The information collected during each assessment window will determine the original placement and help teachers to evaluate the effectiveness of their system. Once matching Tier 1 instruction to student need, additional tier placement for each student will be determined through a collaborative problem solving process. Students who demonstrate skill level attainment for successful reading through progress monitoring will move to other interventions based on quarterly diagnostics. Reading Specialists, Special Education teachers and classroom teachers will collaborate to make sure even the most struggling readers' needs will be met. Each TBT will utilize the MTSS/RTI process to evaluate each student's progress towards attaining grade level proficiency in phonemic awareness, phonics, fluency, vocabulary and comprehension. Making data-driven decisions within the MTSS framework will provide the necessary monitoring to support each learner's performance.

While continuing to receive Tier 1 instructional supports, the frequency and intensity of Tier 2 and Tier 3 interventions will increase for students not demonstrating positive growth toward meeting performance goals. In these circumstances and based on all of the available data, the RTI team may choose to identify different

interventions and/or closely monitor the duration and intensity of supports to be more prescriptive. All student diagnostic assessments will be administered by classroom teachers with data collected electronically. These data will be reported during weekly TBT/PLC meetings. The information shared at each TBT/PLC meeting will be summarized by the student support facilitator and shared with the BLT at each monthly meeting. The BLT will use the data collected to evaluate the fidelity of implementation of the School-Wide Reading Plan and make plan adjustments as necessary.

Data Collection of Factors other than student performance data:

Springfield City Schools administered and analyzed the MIBLSI R-TFI (Tier 1 Only) in 2022-2023 in order to collect information for our MTSS needs assessment. After initial implementation, several themes emerged including communication, instruction and intervention systems, data-based decision making, and family and community partnerships, all addressed in the making of this plan. The R-TFI will be administered each spring to collect additional data regarding the degree of implementation of the School-wide Reading Plan. The information collected from the R-TFI will guide discussion in the yearly evaluation of our Reading Achievement Plan.

School Culture Survey data (Measurable Results Assessment) will be collected from all staff members twice during 23-24 and then each spring thereafter to evaluate our progress. Through our survey results, we will specifically target BLT and TBT agenda items that intentionally provide opportunities to create collaborative culture for the purpose of increasing our student achievement data.

Implementation fidelity (integrity) walkthrough check of curricular resources and materials will be collected via classroom observations from administrators and coaches. Through the walkthrough results, we will specifically target TBT agenda items that will address strategies to assist teachers with more effective instruction utilizing adopted curricular resources.

The Ohio Department of Education Family Involvement survey will be administered to a sample population of parents, guardians and caregivers each May. Trainings will be targeted based on data review.. On an annual basis the BLT will review all learner performance data partnered with the data collected from other factors impacting low literacy performance. The Reading Achievement Plan will be evaluated and revised based on the compilation of data. Progress towards our overall student performance goal will be communicated with all staff as well as the District Leadership Team.

Student Performance Goal	TBT	BLT	DLT

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

Increase the percentage of Springfield City Schools learners meeting or exceeding grade proficiency standards by at least 10% by spring 2024, as measured by Acadience in K-2 and The Ohio State Test in grade 3.	Teachers meet weekly to examine on-going data for the 5 step process. Will regularly examine formative assessments as well as Acadience, and iReady data points. Teachers will gather/report data from KidTalk to move to RTI as needed for students struggling with specific skills or concepts.	TBT's will submit monthly/quarterly/semester reports to the BLT on Acadience, iReady, Scope and Sequence process for identified assessments and any other required data points. They will submit data points to DLT for examination based on data calendar requests.	Per the monthly DLT agenda review data from BLT's through the 5 step process, provide feedback and revise goals as needed.

Adult Implementation Goal	TBT	BLT	DLT
90% Teachers will effectively utilize the resources and practices 90% of the time as evidenced by classroom implementation checklist data and usage reports. 100% of all K-3 teachers will be trained in the Science of Reading and evidence-based practices prior to the 2024-2025 school year.	Principals and coaches will conduct walkthroughs to formatively assess teachers utilization of resources and effective instructional practices. This data will be analyzed by the Coach and Principals at a weekly Admin Team meeting to inform individual support needs for teachers, as well as staff PD needs and to support TBT meetings. This data will also be shared at BLT meetings and staff meetings as needed.	The Admin. Team will submit monthly/quarterly reports to the BLT the required data points in a non-identifiable manner from the daily walk-throughs. They will submit data points to DLT for examination based on data calendar requests.	Per the monthly DLT agenda review data from BLT's through the 5 step process, provide feedback and revise goals as needed.

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

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.

One of the strategies we will be focusing on will be restructuring our MTSS system within the district. We have been utilizing screening data for multiple years now, but mostly using the data to identify students at risk. We are now looking at how our screening data is showing us our systems are at risk. We will begin to start looking, at the district level, how our screening data is communicating to us the health and effectiveness of our reading instruction at the Tier 1 level. The research tells us that if Tier 1 instruction is effective then around 80% of our students should not need additional supports. We hope to, in addition to growing our students' grade level proficiency, reduce the number of students who need additional supports to around 20%. At the building level, teachers will evaluate screening data to determine what students already know and what they need to do next while considering their instruction to make sure it is a match for what the student needs. If not, then teachers will meet as a team to determine what should be taking place during Tier 1 instruction based upon the needs of the students referring back to curricular resources, scope and sequence, and pacing. We want to begin to build capacity in the Tier 1 classroom to correct instruction prior to sending students to other tiers of support. Scores on a screener should not determine Tier placement without first adjusting Tier 1 instruction. If we continue to overload our tiered interventions, we will not make progress. This means, teachers in SCSD classrooms will need to think differently about the way they are moving forward through curriculum. This means teachers will need to conduct small group differentiated instruction during Tier 1. They will need to consider the following questions:

1. What am I teaching and how am I teaching it?
2. Is what I am teaching currently lined up with what students need?
3. How am I teaching in terms of materials and routines?
4. What do I know about teaching those skills? What resources can I consult?
5. How am I grouping students?
6. What am I teaching whole group and what am I teaching small group and why?

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

7. How am I supporting differentiation for all students?
8. Who can support my classroom during small group instruction?
9. How is the data determining the type of teaching I am providing?

We are building a system that is designed to match the needs of our students. We must think about doing business differently than we have in the past. SCSD's MTSS system will support small group instruction during Tier 1 when data calls for it, and then a double dose at Tiers 2 and 3 so that students have an opportunity to catch up and are not left with the negative social and emotional outcomes of not learning how to read.

We will continue to build on the strategies we have been focusing on since 2020 to include the following:

IES Practice Guide Recommendations:

■ K-3 Foundational Skills

1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

2. Develop awareness of the segments of sounds in speech and how they link to letters.

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

4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

■ K-3 Improving Reading Comprehension

1. Teach students how to use reading comprehension strategies.

2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.

3. Guide students through focused, high-quality discussion on the meaning of text.

4. Select texts purposefully to support comprehension development.

5. Establish an engaging and motivating context in which to teach reading comprehension.

○ **Evidence Based Practices and Interventions**
  ■ Explicit and systematic phonics instruction (Fundations/UFLI)
  ■ Explicit and systematic phonemic awareness instruction (UFLI/Heggerty)
  ■ Evidence Based Interventions to Support Literacy (UFLI and Fundations)

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

■ Exposure to Complex Text through interactive read-alouds.

- *Describe how the proposed evidence-based practices and interventions support specific learner needs, as identified in Section 3.*
    - Students receive additional support through evidence-based reading interventions. The District follows the following guidelines for determining students who are in need of this additional support and developed [literacy assessment decision]() points accordingly:
        - [SCSD Intervention Protocols and Decision Rules]()
            1. Students will be screened using the Acadience (K-2) iReady (3-8) assessment.
            2. Following the screening process, students below and well below benchmark of performance will be identified for additional reading small group differentiated instruction and other supports.

- *Describe how the evidence-based practices and interventions support children with developmental delays, disabilities, English learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans).*

    - K-3 students who are identified as "off track" based on Acadience/iReady are placed on a RIMP and individualized support and interventions are provided to them by highly trained reading specialists in addition to the content and intervention they receive in the regular classroom. These interventions include phonics instruction and phonemic awareness instruction as well as language comprehension, if needed. Students who are identified as having a disability and specific skills deficits in reading receive specially designed instruction focused on phonemic awareness and phonics in addition to core content and Tier 1/Tier 2 (T1/T2) interventions. Interventions provided are based on Individual Education Plans and focus on individualized student needs. Students who are assessed using the extended standards participate in regular progress monitoring and specialized instruction in both inclusive and small group settings with an intensive focus on phonemic awareness, phonics, and exposure to grade level content. Students who are English Language Learners are provided explicit teaching of phonemic awareness and phonics skills. They participate in regular progress monitoring and opportunities to practice both in and outside of the classroom.
    - Each identified instructional strategy supports students of all levels and provides access for students with disabilities and students who are English Language Learners. The District Literacy Team has selected strategies to address each of the Big 5 areas of literacy and strategies that will allow for differentiation to meet the needs of all students.

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 7, Part A will do the following:

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

1. *Be effective;*
2. *Show progress; and*
3. *Improve upon strategies utilized during the two prior consecutive school years.*

The leadership team will provide support for building instructional leaders to monitor and support the implementation of District expectations for use of instructional strategies and materials. This will include monitoring of implementation data from the walkthrough tool, and curricular resource providers, with ongoing opportunities for professional development. Instructional leaders will continue to be trained in the content and use of the expected resources/strategies in order to best support the integrity with which these tools and strategies are utilized to drive instruction. Progress toward effective implementation of identified strategies will be monitored with the aforementioned mechanisms as well as with the development of an all encompassing literacy practices implementation checklist.

The Teaching, Learning and Professional Development (TLPD) department will work closely with the instructional coaches as well as principals to ensure internal sustainability of practices and interventions. The instructional coaches will work directly with all teachers on a daily basis to help ensure implementation of best teaching and learning practices. Recommendations from the IES practice guides and identified intervention tools/platforms will be supported largely by the instructional coaches, bringing the training to the teachers. These efforts will be further supported by coaches with teachers in teacher-based team meetings, regular classroom coaching visits, formal quarterly coaching cycles with individual teachers, and classroom visits with targeted feedback for teachers.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

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

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

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

Professional Development Plan

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

Goal:

Evidence-Based Practice or Intervention:
Provide a clarity of focus, knowledge-building on the science of reading, and collective district-wide guidance to support teachers in providing gap-closing instruction that propels students across the literacy continuum towards automaticity and skilled reading.

When you focus on people and pedagogy, you improve collective efficacy, deepen understanding, and empower effective instructional practices and decision-making.

(Check all that apply for each activity.)

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
Teachers and Principals will complete professional development aligned with ODE Dyslexia Guidebook that is evidence-based and requires instruction and training for identifying characteristics of dyslexia and understanding of the pedagogy for instructing students with dyslexia. (LETRS, ODE LMS Course, IMSE) Provides educators with an understanding behind the science of	By the beginning of the 2023- 2024 school year for all K-1 teachers; By the beginning of the 2024-2025 school year, second and third grade teachers; By the beginning of the 2025-2026 school year for 4-12 grade intervention specialists	x	x	x	x	x	x

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

teaching literacy, and gives them the background knowledge to teach language and literacy skills to every student. Cohorts of both modules and all units are offered each semester.							
Reading Specialists will complete Orton-Gillingham CERI Structured Literacy Interventionist Certification Training (Comprehensive, Phonemic Awareness, Fidelity, Practicum IMSE) These courses are hands-on, interactive and provide a complete understanding of the OG method of teaching literacy and provide the tools necessary for classroom application. All K-2 teachers, coaches, TESOL teachers, reading specialists will complete training in UFLI.	August 2023-June 2026, Reading specialists K-3. February 2024	x	x	x	x	x	x
Literacy Teachers will complete curricular Resource/Instructional PD (Acadience,	PD Days 2023-2024	x	x	x	x	x	x

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Heggerty, Fundations, Wit & Wisdom, UFLI, iReady) in order to implement resource materials with integrity and to improve RIMP outcomes for students.							
All administers teachers to complete Science of Reading professional development course	no later than June 2025 (more info to come)	x	x	x	x	x	x
Teachers will complete PD on explicit vocabulary routine, fluency, morphology, and discussion and engagement strategies.	Ongoing through Ohio Literacy Academy 2023-2025	x	x	x	x	x	x
Instructional Coaches will continue training on the Impact Cycle by Jim Knight in order to assist in building the capacity of all literacy teachers. This training provides instructional coaches a theoretical understanding of instructional coaches while providing a structured framework for coaching cycles in	August 23-June 24	x	x	x	x	x	x

order to increase student achievement.							
Administrators trained on ABRE data platform to view early warning and early literacy data for analysis and use for improvement	November 2023	x	x	x	x	x	x
Leader in Me/7 Habits--all district staff	August 2023 Kick off/coaching sessions throughout year	x	x	x	x	x	x
Culturally Responsive Teaching for Multilingual Learners Book Study	January-May 2024	x	x	x	x	x	x

Resources Required	Outcomes/Evaluation
LETRS Blended Learning Training Materials and expert facilitator through Voyager Sopris Learning	Participants in LETRS training will increase their understanding of the science behind teaching literacy and increase their background and depth of knowledge to teach language and literacy skills of every student. Participants in the training will participate in post assessments for each module as well as pre and post assessments for each volume. Participants are expected to reach 80% benchmark on each post assessment. Learner performance data will improve.
Orton-Gillingham Certified trainer and materials; access to online training platform	Participants will understand how children learn to read based on The Simple View of Reading. They will have an awareness of how to assess and teach students with dyslexia as well as students in all three Tiers of RTI. Learner performance data will improve. Students will demonstrate growth as measured through progress monitoring.
Vendor trainers for each curricular resource and access	Participants in each training will learn how to implement evidence-based, systematic tools for teaching literacy.

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

to teacher guides.	Learner performance in phonics, phonemic awareness, fluency, vocabulary, comprehension, and writing data will improve.
Access to the Virtual Coaching Institute; Access to connecthub; The Impact Cycle by Jim Knight; Instructional Playbook by Jim Knight	Participants in this training will learn how to partner with a teacher in order to set PEERS goals and progress monitor teacher performance. Participants will learn how to assist teachers in identifying the current reality of the classroom through video, how to support teachers in learning about specific strategies to meet PEERS goals, and how to improve through data feedback. Teachers' instructional performance will improve which will lead to an improvement in learner performance data.
Access to District Data Management Tool	Participants will learn how to utilize data to make instructional decisions.Principals will use data in the planning for WIGs (wildly important goals) and literacy improvement strategies.
Leader In Me	Participants will engage in a personal leadership system based on timeless principals of effectiveness in order to build a more positive school connection and culture.
Science of Reading/ODE LMS	Participants will collaborate to complete the Science of Reading professional development as required by the state in House Bill 33.
Culturally Responsive Teaching Book Study	1. Increased Cultural Awareness: Educators gain a deeper understanding of the diverse cultural backgrounds of their students. This awareness helps create a more inclusive and supportive learning environment. 2. Improved Student Engagement: Culturally responsive teaching encourages the incorporation of students' cultural backgrounds into the curriculum. This can make the content more relevant and engaging for multilingual learners, fostering a greater interest in learning. 3. Enhanced Communication Skills: Teachers may develop better communication skills with students from various linguistic backgrounds. This includes understanding different communication styles and recognizing the importance of sheltered instruction. 4. Increased Academic Achievement: When educators implement culturally responsive teaching strategies provided in the book, Mathey can better address the diverse academic needs of multilingual learners. 5. Cultural Sensitivity: Completing the activities within the book about culturally responsive teaching will foster cultural sensitivity among educators. This sensitivity extends beyond the classroom, influencing

	the way teachers interact with students, parents, and the broader community.
	6. Effective Differentiation: Understanding the cultural and linguistic diversity of students enables teachers to implement effective differentiation strategies. This ensures that instruction is tailored to meet the unique needs of each student, promoting individualized learning experiences.
	7. Promotion of Equity: Culturally responsive teaching contributes to the promotion of educational equity by addressing disparities that may exist among students from various cultural and linguistic backgrounds.

Professional Development Plan
Template Part B

Provide a brief description of how the <u>overall</u> plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.

Sustained: Taking place over an extended period; longer than one day or a one-time workshop.

All activities selected in SCSD's action plan and professional development plan are multi-year actions that will take a considerable amount of time to embed into our current instructional practices. DLTs, BLTs and TBTs have repeated meetings that focus on the action steps in the literacy plan. Additionally, and instructional coach meets with all teachers in order to assist in sustaining practices and support implementation.

Intensive: Focused on a discreet concept, practice or program.

The trainings embedded in our local literacy plan are intensive by nature. The time it takes for completion of each of the actions/professional development are considerable. The trainings ask teachers to engage in multiple hours of professional learning over time with expectations to implement and practice between sessions.

Collaborative: Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.

Creating a culture of collaboration is one of the district's priorities. Collaboration is a key component of each of the action steps defined in our local literacy plan. District leaders, building administrators, and educators will have planned collaboration throughout each of the learning experiences. Providing instructional coaches at each of our buildings is one of the key decisions the district has made to support educator collaboration across and within buildings as well. Monthly DLT and BLT meetings, in addition to weekly TBT meetings are scheduled to

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

facilitate opportunities to utilize data to guide instructional decisions and allow for collaborative problem solving of all participating in each learning opportunity.

Job-Embedded: A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.

The instructional coaches are vital members of the teaching staff. Instructional coaches provide job-embedded professional development and feedback around implementation of the evidence-based practices around curricular resources and action steps. Coaches will be assisting teachers in setting PEERS goals within an Impact Cycle to improve teacher implementation of evidence based strategies.

Data-Driven: Based upon and responsive to real-time information about the needs of participants and their students.

All of the information within SCSD's Local Literacy Plan is a result of student performance data. All action steps wherein result from taking a deep dive into our data and using that information to guide our decisions as a district. We utilized several pieces of outcome data as well as qualitative stakeholder feedback to create our action steps.

Instructionally-Focused: Related to the practices taking place in the learning environment during the teaching process.

We focused our action steps on improving instruction through increased knowledge and skills utilizing our selected evidence-based curricular resources. Our overall professional development plan is grounded in focused learning opportunities for our educators.

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

Building Leadership Teams (BLT): Collaborative teams are essential for shared leadership and effective communication. District, building and teacher-based teams share responsibility for improving student achievement as part of a system-wide improvement focus. Members of the BLT may include: the principal and school administration, Principal and school administrators; Teachers serving across specialties and grade levels, such as academic coaches, general education teachers and intervention specialists; Non Certified staff; Counseling and support service providers; Family and community members; and Central office administrator.

Comprehension: Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read. Comprehension is extracting meaning from what you have read.

Decision Rules: Decision rules outline the process for identifying students who may be in need of additional reading support. For example, if students score in a certain range on the Acadience assessment, they may be identified as a student who is in need of reading intervention.

District Leadership Team (DLT): Collaborative teams are essential for shared leadership and effective communication. District, building and teacher-based teams share responsibility for improving student achievement as part of a system-wide improvement focus. Members of the DLT may include Superintendent, Treasurer, School board representatives, School administrators, Teachers, Central office administrators, Family and community members, Union representatives, School counselors, and Community partners.

Evidence-based instructional practices: According to the Every Student Succeeds Act, the term 'evidence-based', when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that:

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on

(I) strong evidence from at least one well designed and well implemented experimental study;

(II) moderate evidence from at least one well designed and well implemented quasi-experimental study; or

(III) promising evidence from at least one well designed and well implemented correlational study with statistical controls for selection bias; or

(ii) demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Fluency: Fluency is the ability to read "like you speak." Hudson, Lane, and Pullen define fluency this way: "Reading fluency is made up of at least three key elements: accurate reading of connected text at a conversational rate with appropriate prosody or expression." Non-fluent readers suffer in at least one of these aspects of reading: they make many mistakes, they read slowly, or they don't read with appropriate expression and phrasing. Fluent readers are able to read orally with appropriate speed, accuracy, and proper expression. Fluency is the ability to read as well as we speak and to make sense of the text without having to stop and decode each word.

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

Fundations: Wilson Fundations lays the groundwork for life-long literacy. Students in grades PreK-3 receive a systematic program in critical foundational skills, emphasizing: phonics/word study, reading fluency, handwriting and spelling.

Heggerty: Heggerty Phonemic Awareness is a well-organized 35-week curriculum of daily phonemic awareness lesson plans. The lessons are designed to deliver phonemic awareness instruction in a whole group setting and takes 10-12 minutes daily. For students in need of extra support, portions of the lesson could be used in a small group and serve as a "second dose" of phonemic awareness instruction.

Institute of Education Sciences (IES) Practice Guide: A practice guide is a publication that presents recommendations for educators to address challenges in their classrooms and schools. They are based on reviews of research, the experiences of practitioners, and the expert opinions of a panel of nationally recognized experts.

Intervention: For some students, quality classroom reading instruction is not enough. When progress-monitoring assessments indicate that students are not making enough progress with quality classroom reading instruction alone, schools can provide extra small-group reading intervention to ensure that all children learn to read in the early grades (see Denton & Mathes, 2003; Fletcher, Denton, Fuchs, & Vaughn, 2005; Vaughn, Wanzek, Woodruff, & Linan-Thompson, 2007).

LETRS: LETRS is a literacy professional development resource for teachers. LETRS provides teachers with the skills they need to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.

Morphology: The study of words, how they are formed, and their relationship to other words in the same language. It analyzes the structure of words and parts of words, such as stems, root words, prefixes, and suffixes.

MTSS: Multi-tiered system of support. This framework has a tiered infrastructure that uses data to help match academic and social-emotional behavior assessment and instructional resources to each student's needs.

In this tiered, data-informed framework, educators work to ensure that the majority of students respond to core instruction. Students who need additional support for enrichment or remediation are identified by data and provided that support with the right focus and intensity.

Ohio's Plan to Raise Literacy Achievement: Serves as a guide to evidence-based language and literacy teaching and learning for all learners from birth through grade 12. Acquiring language and literacy skills affects learners' access to, and interest in, content materials and instruction at all grade levels and all aspects of their lives. This plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence based practices in all manners of educational settings. The plan focuses on the need for differentiated core instruction across a multi-tiered system of supports that aligns to the science of reading as well as Ohio's K-12 Social and Emotional Learning Standards.

Oral Reading Fluency: Oral reading fluency is the ability to read a passage of text aloud accurately, at an appropriate rate, and with expression (i.e., with appropriate expression, including appropriate pausing and oral interpretation of the text).

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

Phonemic Awareness: The ability to hear, identify, and manipulate individual sounds-phonemes--in spoken words. Before children learn to read print, they need to become more aware of how the sounds in words work. Phonological awareness is an umbrella term that includes four developmental levels:

- Word awareness
- Syllable awareness
- Onset-rime awareness
- Phonemic awareness

Phonemic awareness is the understanding that spoken language words can be broken into individual phonemes—the smallest unit of spoken language.

Phonics: Phonics is the relationship between the letters of written language and the sounds of spoken language. Children's reading development is dependent on their understanding of the alphabetic principle — the idea that letters and letter patterns represent the sounds of spoken language. Phonics is "a system of teaching reading that builds on the alphabetic principle, a system of which a central component is the teaching of correspondences between letters or groups of letters and their pronunciations" (Adams, 1990, p. 50). Decoding is the process of converting printed words to spoken words. Readers use phonics skills, beginning with letter/sound correspondences, to pronounce words and then attach meaning to them. As readers develop, they apply other decoding skills, such as recognizing word parts (e.g., roots and affixes) and the ability to decode multisyllable words. Students also learn to apply decoding skills to irregular words that are almost decodable.

R-TFI: Reading Tiered Fidelity Inventory. The purpose of the R-TFI is to provide schools with a school-level fidelity tool to assess the reading components of an MTSS framework.

Scarborough's Rope (The Reading Rope): The Reading Rope consists of lower and upper strands. The word-recognition strands (phonological awareness, decoding, and sight recognition of familiar words) work together as the reader becomes accurate, fluent, and increasingly automatic with repetition and practice. Concurrently, the language-comprehension strands (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge) reinforce one another and then weave together with the word-recognition strands to produce a skilled reader. This does not happen overnight; it requires instruction and practice over time (2018, International Dyslexia Association).

Teacher Based Teams (TBT): Collaborative teams are essential for shared leadership and effective communication. District, building and teacher-based teams share responsibility for improving student achievement as part of a system-wide improvement focus. Members of the TBT may include General education subject area teachers, Intervention specialists, Related services specialists, Related arts teachers, Instructional coaches; and Paraprofessionals.

Teaching and Learning Review (TLR): The Teaching and Learning Review of Instructional Implementation tools have their foundation in the common features and criteria of effective instruction found in numerous and varied research-based publications. The Review provides a snapshot of instructional practices of teacher and student actions that impact student learning during a period of time. The purpose of the Review is to provide district leadership with data to identify best practices as well as guide decisions and next steps to address identified areas of need across the district.

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

The Big Five: Refers to the five essential components of reading, being phonics, phonemic awareness, vocabulary, fluency, and comprehension.

The Simple View of Reading: The Simple View of Reading (SVR) was proposed by researchers Gough and Tunmer in 1986. It was developed to reconcile "The Reading Wars" argument of the 1980s, between advocates of bottom up processing (decoding) and those who supported top down processing (language comprehension.) The Simple View of Reading shows us that, while reading is a complex activity, it can be represented as two interdependent processes: Word recognition (decoding) and language comprehension.

UFLI: UFLI (University of Florida Literacy Institute) Foundations, an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.

Vocabulary: Vocabulary development is closely connected to comprehension. The larger the reader's vocabulary (either oral or print), the easier it is to make sense of the text. According to the National Reading Panel, vocabulary can be learned incidentally through storybook reading or listening to others, and vocabulary should be taught both directly and indirectly.

APPENDIX B: LITERACY ASSESSMENT INVENTORY

SCSD Literacy Assessment Inventory
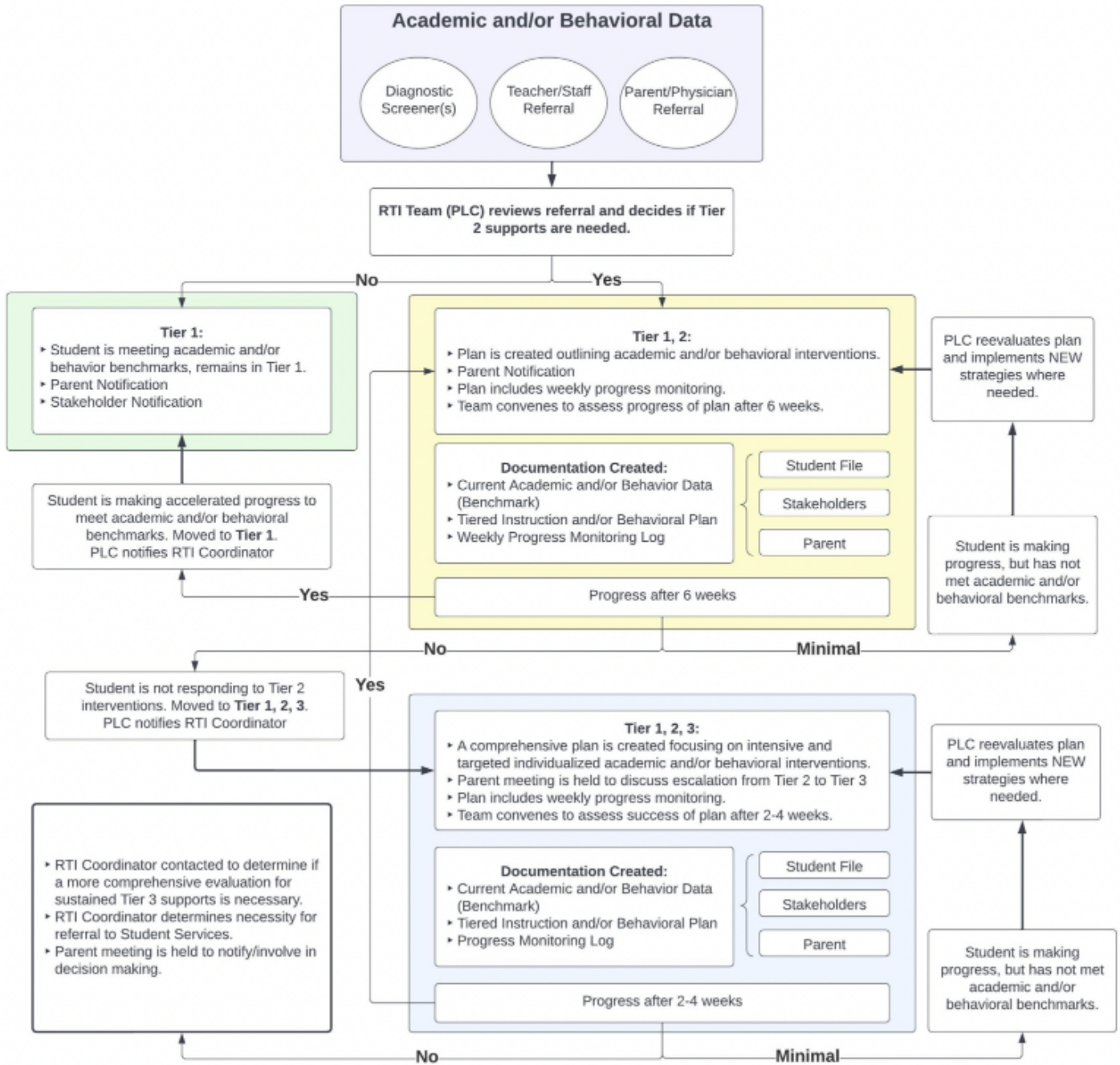
APPENDIX C: LITERACY FRAMEWORKS

K-3 Literacy Framework
4-12 Literacy Framework

APPENDIX D: MTSS FRAMEWORK

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

Response to Intervention Flowchart

The RTI flowchart depicted below embeds the process inside of the grade level/department professional learning community (PLC). The RTI process will be monitored by the RTI Coordinator as indicated in the flowchart. Communication between the PLC and RTI Coordinator is essential in monitoring the status of students, necessary documentation, and parental involvement. If tier 2 and 3 interventions are unsuccessful, the RTI Coordinator will be contacted for additional considerations.

Academic and/or Behavioral Data

- Diagnostic Screener(s)
- Teacher/Staff Referral
- Parent/Physician Referral

RTI Team (PLC) reviews referral and decides if Tier 2 supports are needed.

No / **Yes**

Tier 1:
- Student is meeting academic and/or behavior benchmarks, remains in Tier 1.
- Parent Notification
- Stakeholder Notification

Tier 1, 2:
- Plan is created outlining academic and/or behavioral interventions.
- Parent Notification
- Plan includes weekly progress monitoring.
- Team convenes to assess progress of plan after 6 weeks.

Documentation Created:
- Current Academic and/or Behavior Data (Benchmark)
- Tiered Instruction and/or Behavioral Plan
- Weekly Progress Monitoring Log

Student File
Stakeholders
Parent

PLC reevaluates plan and implements NEW strategies where needed.

Student is making accelerated progress to meet academic and/or behavioral benchmarks. Moved to **Tier 1**. PLC notifies RTI Coordinator

Progress after 6 weeks

Student is making progress, but has not met academic and/or behavioral benchmarks.

Yes

No / **Minimal**

Student is not responding to Tier 2 interventions. Moved to **Tier 1, 2, 3**. PLC notifies RTI Coordinator

Yes

Tier 1, 2, 3:
- A comprehensive plan is created focusing on intensive and targeted individualized academic and/or behavioral interventions.
- Parent meeting is held to discuss escalation from Tier 2 to Tier 3
- Plan includes weekly progress monitoring.
- Team convenes to assess success of plan after 2-4 weeks.

Documentation Created:
- Current Academic and/or Behavior Data (Benchmark)
- Tiered Instruction and/or Behavioral Plan
- Progress Monitoring Log

Student File
Stakeholders
Parent

PLC reevaluates plan and implements NEW strategies where needed.

- RTI Coordinator contacted to determine if a more comprehensive evaluation for sustained Tier 3 supports is necessary.
- RTI Coordinator determines necessity for referral to Student Services.
- Parent meeting is held to notify/involve in decision making.

Progress after 2-4 weeks

Student is making progress, but has not met academic and/or behavioral benchmarks.

No / **Minimal**

	Tier 1 Instruction	Tier 1 Plus Tier 2 Intervention	Tier 1 Plus Tier 3 Intervention
Description	Primary prevention of reading failure Core structured literacy curriculum and instruction	Secondary prevention of reading failure Structured literacy intervention targeting students' specific reading concerns	Tertiary prevention of reading failure Individualized plan to intensify and coordinate structured literacy intervention
Effectiveness Criteria	At least 80% of students reach grade-level expectations	Additional 15-20% of students reach grade-level expectations	Remaining 0-5% of students reach grade-level expectations
Where	Regular Classroom	Regular classroom or other location determined by the school	Location determined by the school
Who Delivers	Classroom teacher with support for differentiation and planning for universal design for learning	Classroom teacher with support of others determined by the school	Reading Specialist delivers
Who Receives	**All Students**	Some students who are at risk or haven't responded to **effective** Tier 1 instruction	A few students with significant reading difficulties or those who haven't responded to **effective** Tier 1 and Tier 2 instruction
Group Size	Whole class, with small group of 5-7 students	Small groups (3-5 students recommended)	Small groups of students who need to work on the same skill (1-3 students recommended)
Time	Minimum of 90 minutes every day	30 minutes five times per week in addition to Tier 1 instruction	60 minutes every day in addition to Tier 1 instruction
Assessment	Universal screening three times per year	Progress monitoring at least every other week but determined by	Progress monitoring weekly

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		grade-level team	
Regular and Ongoing Engagement with Parents and Care Givers	Information, materials and events about literacy teaching and learning, curriculum, goals and ways to support literacy development at home	Information, materials and events matched to the literacy needs of specific students, ways to support literacy needs at home and receive feedback from families and caregivers	Information, materials and training matched to the literacy needs and goals of individual students, ways to intensify support at home and receive feedback from families and caregivers

Appendix E: Decision Trees

Intervention Decision Trees

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