



March 22, 2024

Dear Superintendent Cosby:

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

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

Strengths of the Reading Achievement Plan:

- Several data points are included, as well as an analysis of why that data is important.
- The root cause analysis asked for educator input. The ultimate conclusion from the analysis provided is a factor that is within the district's control.
- The goals are specific and connected to the data provided.
- RAP goals extend beyond early elementary.

This plan will benefit from:

- The Strategies to Support Learners section just has links to two curriculum programs. Consider adding specific strategies that will be implemented.
- Consider adding specifics about the professional development that will be provided.

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

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

Sincerely,



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

READING ACHIEVEMENT PLAN

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

Trotwood Madison City Schools

DISTRICT IRN: 048694

DISTRICT ADDRESS:

3594 N. Snyder Road

Trotwood, Ohio 45426

PLAN COMPLETION DATE:

LEAD WRITERS:

Rachael Murdock, Director of Curriculum and School Improvement

Danielle Byrd, K-5 Curriculum Coordinator

Dr. Kurt Schulze, 6-12 Curriculum Coordinator

Jill Adams, Grants Facilitator

Ashley Anderson, Coordinator of Data, Educational Technology, & Assessment

OHIO'S LANGUAGE AND LITERACY VISION

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

In addition, the Ohio Department of Education 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.

CULTURALLY RESPONSIVE PRACTICE*

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

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

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

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

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

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

Name	Title/Role	Location	Email
Dr. Reva Cosby	Superintendent	District	revacosby@trotwood.k12.oh.us
Rachael Murdock	Director of Curriculum and School Improvement	District	rachaelmurdock@trotwood.k12.oh.us

Name	Title/Role	Location	Email
Danielle Byrd	K-5 Curriculum Coordinator	District	daniellebyrd@trotwood.k12.oh.us
Dr. Kurt Schulze	6-12 Curriculum Coordinator	District	kurtschulze@trotwood.k12.oh.us
Jill Adams	Grants Facilitator	District	jilladms@trotwood.k12.oh.us
Ashley Anderson	Coordinator of Data, Educational Technology, & Assessment	District	ashleyanderson@trotwood.k12.oh.us
Nelson Stone	Ram Nation Principal	District	nelsonstone@trotwood.k12.oh.us
Tracy Mallory	Director of Student Services/SPED	District	tracymallory@trotwood.k12.oh.us
Cecily Bursey	Student Services Coordinator	District	cecilybursey@trotwood.k12.oh.us
Ella Jordan- Isaac	Family/Community Engagement,/ Communication Director	District	ellaisaac@trotwood.k12.oh.us
Tabitha Hardin	Principal	Westbrook Village (4th-5th)	tabithahardin@trotwood.k12.oh.us
Lisa Welton	Instructional Coach	Madison Park (2nd-3rd)	lisawelton@trotwood.k12.oh.us
Maria Taylor	Instructional Coach	Early Learning Center (PreK-1st)	mariataylor@trotwood.k12.oh.us
Aisha Wilburn	Principal	Early Learning Center (PreK-1st)	aishawilburn@trotwood.k12.oh.us
Lesile Allen	PreK-5 SPED Coordinator	District	lesileallen@trotwood.k12.oh.us
Cheri Bryant	6-12 SPED Coordinator	District	cheribryant@trotwood.k12.oh.us
Angela Bruno	Music Teacher/ Union President	Middle School	angelabruno@trotwood.k12.oh.us
Daniel Gibson	Principal	Middle School	danielgibson@trotwood.k12.oh.us

Name	Title/Role	Location	Email
Brittany Jones	Assistant Principal	Middle School	brittanyjones@trotwood.k12.oh.us
Jeannine Zeigler	Instructional Coach	Middle School	jeanninezeigler@trotwood.k12.oh.us
Michael McCray	Principal	High School	michaelmccray@trotwood.k12.oh.us
Dr. Tasha Millerton	Assistant Principal	High School	tashamillerton@trotwood.k12.oh.us
James Mickey	Assistant Principal	High School	jamesmickey@trotwood.k12.oh.us
Rhonda Traylor	Instructional Coach	High School	rhondatraylor@trotwood.k12.oh.us

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

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

Development

The District’s Curriculum Team collaborated to develop the Reading Achievement plan which aligns with the district’s vision and goals established by Trotwood’s Board of Education, Executive Cabinet, and District Leadership Team. The plan was developed using K-12 ELA formative and summative data with a focus on data trends from the last three years to drive decision-making.

Monitoring

The Curriculum Team and District Leadership team will monitor through the design of the Ohio Improvement Process. Monitoring of the plan will be ongoing and adjustments made accordingly based on building and district assessment data. An annual review of the plan will be conducted with revisions made based on district goals, Ohio State Testing Data, and Ohio’s Plan to Raise Literacy Achievement as well as Dyslexia Legislation.

Communication of the plan will be with the local school board, district leadership team, principals, instructional coaches, families, and community stakeholders.

SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT AND EQUITY EFFORTS*

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section 3302.04, 3302.10, 3301.0715(G) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.

The Reading Achievement plan reflects the following district initiatives and goals and is in alignment with the strategic plan. Both plans will be supported and monitored by DLT, BLT, and TBTs. The regular meetings of the team will allow for consistent monitoring and communication.

Goal one of TMSC is that by the end of the 2024 school year, the Trotwood-Madison School district will increase the number of students PK-12 on or above grade level proficiency by 20% annually in all core content areas as measured by local, state, and national assessments.

Strategy 1.1: Establish a district-wide Multi-tiered System of Support (MTSS) through the implementation of evidence-based academic instruction supporting the diverse needs of all students.

Adult Implementation Indicators:

100% of staff will

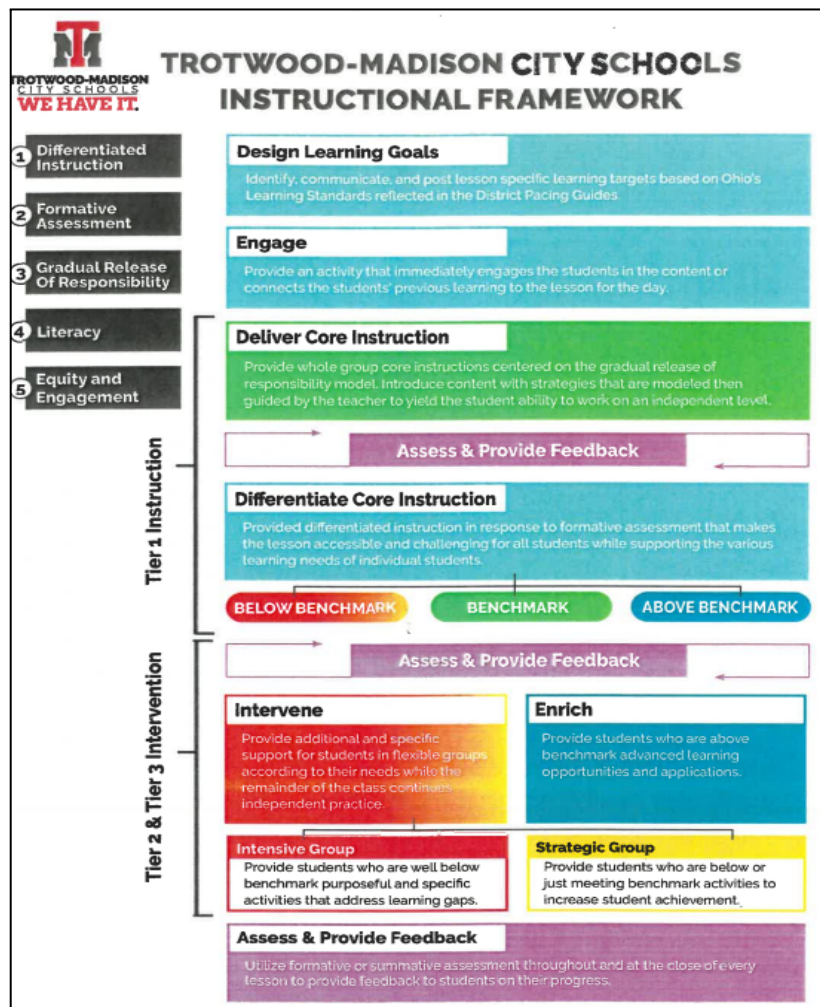
- implement grade-level standards through effective use of learning targets through classroom visits, lesson plans, and TBT meeting minutes.
- demonstrate effective implementation of gradual release of responsibility model/framework through classroom visits, lesson plans, and TBT meeting minutes.
- demonstrate effective implementation of the TMCS instructional framework through classroom visits, lesson plans, and TBT meeting minutes.

Student Performance Measure:

100% of students will demonstrate incremental progress on district benchmarking assessments.

District Initiative of Instructional Framework:

In the 2021-2022 school year the district implemented TMCS Instructional Framework to support teaching and learning (a graphic representation is below). The Foundations of the TMCS Instructional Framework are the Five Pillars of Instruction: Differentiated Instruction, Formative Assessment, Gradual Release of Responsibility, Literacy, and Equity and Engagement. The Literacy Pillar emphasizes that reading and writing must happen across the content areas to build scholars' skills to read, write, speak, and listen to varying levels and types of informational and fictional texts.



District initiatives to support continuous improvement, equity, and follow Ohio's Plan to Raise Literacy Achievement are as follows:

- *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* by Zareeta Hammond: district-wide book study.
- PD sessions for teachers & 1:1 coaching sessions
- K-5 ELA curriculum that reflects the aspects of diversity, equity, and inclusion.
- Implementation of Instructional Coaches in every building
- 2 Reading Specialists per Elementary building
- LETRS training for K-12 teachers/District-wide
- ELA Curriculum Adoption of high-quality instructional materials to align with State Standards & Ohio Reading Achievement Plan and address Multi-Tier Instruction.
 - K-5
 - McGraw Hill Wonders 2023 edition
 - Reading Horizons K-5
 - Heggerty K-3
 - 6-12
 - HMH Into Literature 6-12
 - Zinc Reading Labs 6-8
- Student Supports (Student Supports: Student Encouragers, Parent Engagers, Social Workers, Mental Health Therapists, Resiliency Coordinators).

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

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

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

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

Ohio's State Test (OST) in English Language Arts Percentage of students scoring as proficient or above on the ELA OST:

Grade	22-23	21-22	20-21
Grade 3	38	38.2	18.2
Grade 4	17.1	20.6	17
Grade 5	36.9	20.5	29
Grade 6	19.1	22.9	13.9
Grade 7	29.7	22.2	24.4
Grade 8	20.3	20.4	15.5
ELA II	23.2	28.8	26.9

Percentage of students scoring in the limited range on the ELA OST:

Grade	20-21*	21-22*	22-23
Grade 3	62	33	40.2
Grade 4	64	57	61
Grade 5	44	46	35
Grade 6	58	46	55.2
Grade 7	49	37	41.2
Grade 8	65	62	54.5
ELA II	42	51	45.2

* Numbers from the CRS not the state report card

Percentage of students scoring in the Basic range on the ELA OST:

Grade	20-21*	21-22*	22-23
Grade 3	20	33	21.7
Grade 4	18	23	21
Grade 5	25	33	28.1
Grade 6	29	31	25.7
Grade 7	25	41	29.1
Grade 8	20	19	25.2
ELA II	31	25	31.6

* Numbers from the CRS not the state report card

Percentage of students on the 2023 ELA OST:

Grade	Subscore 1 Informational Text			Subscore 2 Literary Text			Subscore 3 Writing		
	Below Prof.	Near Prof.	Above Prof.	Below Prof.	Near Prof.	Above Prof.	Below Prof.	Near Prof.	Above Prof.
Grade 3	49	33	18	53	29	18	59	29	12
Grade 4	66	24	10	61	28	10	73	15	12
Grade 5	40	44	16	47	33	19	57	35	8
Grade 6	64	26	10	57	29	13	83	14	3
Grade 7	53	36	11	50	34	17	61	17	21
Grade 8	54	31	15	50	40	10	72	22	5
ELA II	66	26	9	61	28	10	73	17	10

*** Numbers from the CRS not the state report card**

Kindergarten Readiness Assessment (KRA)

Score Category	Score Range Description	21-22	22-23	23-24
Demonstrating Readiness (overall score range 270-298)	Meaning they are entering kindergarten with sufficient skills, knowledge, and abilities to engage with kindergarten-level instruction.	12.3%	8.2%	19.8%
Approaching Readiness (overall score range 258-269)	Will need support to be able to engage with kindergarten-level instruction.	35.2%	36.8%	29.9%
Emerging Readiness (overall score range 202-257)	Will need significant support to engage in kindergarten-level instruction.	52.5%	55%	50.3 %

The following tables show the percentage of students who scored as “On Track” according to the cut scores on alternative assessments for the Third Grade Reading Guarantee established by ODE and NWEA. As well as Acadience Early Literacy ‘On Track’ data.

K-3 Diagnostic NWEA Measures of Academic Progress (MAP)						
	21-22		22-23		23-24	
Grade	Fall	Spring	Fall	Spring	Fall	Spring
Kindergarten	No Data	No Data	33%	32%	17%	
1st grade	18%	41%	30%	17%	18%	
2nd grade	16%	22%	15%	20%	19%	
3rd grade	13%	15%	24%	22%	17%	

K-3 Diagnostic Acadience On-Track						
	21-22		22-23		23-24	
Grade	Fall	Spring	Fall	Spring	Fall	Spring
Kindergarten	45%	65%	47%	66%	53%	
1st grade	29%	32%	46%	36%	41%	
2nd grade	33%	32%	36%	30%	34%	
3rd grade	40%	40%	40%	34%	32%	

NWEA Measures of Academic Progress (MAP) 4th-10th Grade Lo & Lo Average				
	22-23		23-24	
Grade	Fall	Spring	Fall	Spring
4th Grade	72%	69%	67%	
5th Grade	71%	65%	73%	
6th Grade	77%	77%	66%	
7th Grade	71%	78%	70%	
8th Grade	71%	72%	71%	
9th Grade	57%	67%	72%	
10th Grade	72%	74%	51%	

MAP Areas of Concerns K-10th

The Fall 2023 MAP scores indicate:

Kindergarten

- 27% of students in Kindergarten scored in the “Lo” (<21%) Instructional Area of Vocabulary Use and Functions
- 21% of students in Kindergarten scored in the “Lo” (<21%) Instructional Area of Foundational Skills

First

- 35% of students in 1st grade scored “Lo” (<21%) in the Instructional Area of Vocabulary Use and Functions.
- 38% of students in 1st grade scored “Lo” (<21%) in the Instructional Area of Foundational Skills

Second

- 58% of students in 2nd grade scored “Lo” (<21%) in the Instructional Area of Vocabulary: Acquisition and Use
- 61% of students in 2nd grade scored “Lo” (<21%) in the Instructional Area of Informational Text: Language Craft and Structure

Third Grade

- 49% of students in 3rd Grade scored in the “Lo” (<21%) in Informational Text: Language, Craft, and Structure.
- 47% of students in 3rd Grade scored in the “Lo” (<21%) in Literacy Text: Language, Craft, and Structure

Fourth Grade

- 51% of students in 4th Grade scored in the “Lo” (<21%) in Informational Text: Language, Craft, and Structure.
- 48% of students in 4th Grade scored in the “Lo” (<21%) range in Informational Text: Key Ideas and Details

Fifth Grade

- 51% of students in 5th Grade scored in the “Lo” (<21%) Literary Text: Language, Craft, and Structure
- 50% of students in 5th Grade scored in the “Lo” (<21%) Literary Text: Key Ideas and Details

Sixth Grade

- 43% of students in 6th grade scored in the “Lo” (<21%) range in Informational Text: Language, Craft, and Structure
- 40% of students in 6th grade scored in the “Lo” (<21%) range in Literary Text: Language, Craft, and Structure

Seventh Grade

- 45% of students in 7th grade scored in the “Lo” (<21%) range in Informational Text: Language, Craft, and Structure
- 45% of students in 7th grade scored in the “Lo” (<21%) range in Informational Text: Key Ideas and Details

Eighth Grade

- 48% of students in 8th grade scored in the “Lo” (<21%) range in Informational Text: Language, Craft, and Structure
- 51% of students in 8th grade scored in the “Lo” (<21%) range in Informational Text: Key Ideas and Details

Ninth Grade

- 42% of students in 9th grade scored in the “Lo” (<21%) range in Informational Text: Language, Craft, and Structure
- 42% of students in 9th grade scored in the “Lo” (<21%) range in Literary Text: Key Ideas and Details

Tenth Grade

- 29% of students in 10th grade scored in the “Lo” (<21%) range in Informational Text: Language, Craft, and Structure

- 29% of students in 10th grade scored in the “Lo” (<21%) range in Informational Text: Key Ideas and Details

Analysis

- K-1 students' low achieving Foundation Skills is representative of the low benchmark scores in Acadience.
- Students in Kindergarten have made decent growth from Fall to spring, but it seems to not be sustained as students move into 1st grade.
- First-grade students make growth (15%-41%) from Fall to Spring but then scores drop significantly in the fall of 2nd grade (15%). The format of the test at grade two changes to the students reading the test rather than having the test read to them.
- 2nd-10th grade students across the district score low in Informational Text: Language, Craft, and Structure.
- K-10 benchmark data indicates that from Fall one year to Fall of the next year, student's scores decrease significantly.

Acadience Reading Diagnostic Assessment K-5									
Benchmark Reading Composite Score									
Percentage of students who scored <u>Below</u> or <u>Well Below</u> benchmark									
Grade	21-22			22-23			23-24		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Kinder	55%	36%	35%	53%	50%	34%	47%		
First	71%	67%	68%	54%	64%	64%	59%		
Second	67%	69%	68%	64%	69%	70%	66%		
Third	60%	71%	60%	60%	70%	66%	68%		
Fourth	65%	*ND	82%	67%	73%	79%	59%		
Fifth	81%	*ND	88%	79%	81%	71%	77%		

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

First Sound Fluency						
Percentage of students who scored <u>Below</u> or <u>Well Below</u> benchmark						
	21-22		22-23		23-24	
Grade	Fall	Winter	Fall	Winter	Fall	Winter
Kinder	52%	24%	47%	27%	36%	

Phoneme Segmentation Fluency						
Percentage of students who scored <u>Below</u> or <u>Well Below</u> benchmark						
	21-22		22-23		23-24	
Grade	Winter	Spring	Winter	Spring	Winter	Spring
Kinder	25%	24%	45%	23%		

Nonsense Word Fluency (NWF), Correct Letter Sounds (CLS)						
Percentage of students who scored <u>Below</u> or <u>Well Below</u> benchmark						
	21-22		22-23		23-24	
Grade	Winter	Spring	Winter	Spring	Winter	Spring
Kinder	36%	38%	41%	40%		

Phoneme Segmentation Fluency			
Percentage of students who scored <u>Below</u> or <u>Well Below</u> benchmark			
Grade	Fall 21-22	Fall 22-23	Fall 23-24
First	65%	39%	52%

Nonsense Word Fluency (NWF), Correct Letter Sounds (CLS)						
Percentage of students who scored <u>Below</u> or <u>Well Below</u> benchmark						
	21-22		22-23		23-24	
Grade	Fall	Spring	Fall	Spring	Fall	Spring
First	70%	59%	50%	59%	55%	
Second	71%	NT	63%	NT	71%	NT

Nonsense Word Fluency (NWF), Words Read Correctly (WRC)			
Percentage of students who scored <u>Below</u> or <u>Well Below</u> benchmark			
Grade	Fall 21-22	Fall 22-23	Fall 23-24
First	74%	59%	59%
Second	70%	54%	62%

Oral Reading Fluency (ORF), Accuracy (Advance Phonics & Word Attack Skills)					
Percentage of students who scored <u>Below</u> or <u>Well Below</u> benchmark					
Grade	Fall 21-22	Spring	Fall 22-23	Spring	Fall 23-24
Second	66%	63%	64%	65%	69%
Third	54%	41%	58%	59%	65%
Fourth	57%	61%	52%	57%	58%
Fifth	81%	77%	58%	61%	64%

**Oral Reading Fluency (ORF),
Accurate and Fluency Reading**

Percentage of students who scored Below or Well Below benchmark

Grade	Fall 21-22	Spring	Fall 22-23	Spring	Fall 23-24	Spring
Second	71%	73%	73%	76%	72%	
Third	59%	64%	60%	67%	66%	
Fourth	60%	71%	76%	68%	63%	
Fifth	74%	75%	71%	68%	79%	

Analysis:

- In Kindergarten we have consistently moved more students out of the well below and below categories from fall to winter in sound fluency. However, we still have around 25% in the winter for the below and well below categories.
- Last year we saw an 18% reduction in the below and well-below score category of students in kindergarten from winter to spring in the skill of phoneme segmentation fluency.
- In most cases for grades 1-5 for each skill listed in the charts above, there are still more than 50% of students who are well below or below in the spring. Significant progress is not seen from fall to spring despite the large initial percentage.

The Ohio English Language Proficiency Assessment (OELPA)

The Ohio English Language Proficiency Assessment (OELPA)			
	20-21	21-22	22-23
Performance Levels	Spring	Spring	Spring
Emerging	10% (1 Student)	21% (5 Students)	30% (8 Students)
Progressing	90% (9 Students)	67% (16 Students)	59% (16 Students)
Proficient	0%	13% (3 Students)	11% (3 Students)

Percentage of students scoring in the limited range on the ELA AASCD:

Grade	20-21	21-22	22-23
Grade 3	100% (1 Student)	No Students Tested	No Students Tested
Grade 4	100% (1 Student)	No Students Tested	100% (2 Students)
Grade 5	No Students Tested	No Students Tested	No Students Tested
Grade 6	No Students Tested	No Students Tested	No Students Tested
Grade 7	0%	No Students Tested	No Students Tested
Grade 8	100% (1 Student)	No Students Tested	100% (1 Student)
ELA II	75% (3 Students)	100% (3 Students)	33% (1 Student)

Percentage of students scoring in the Basic range on the ELA AASCD:

Grade	20-21	21-22	22-23
Grade 3	0%	0%	No Students Tested
Grade 4	0%	0%	0%
Grade 5	No Students Tested	0%	No Students Tested
Grade 6	No Students Tested	0%	No Students Tested
Grade 7	100% (1 Student)	0%	No Students Tested
Grade 8	0%	0%	0%
ELA II	0%	0%	67% (2 Students)

SAT Data

SAT			
	Spring 21	Spring 22	Spring 23
Number of Test Takers	No Data	119	182
Evidence Based Reading & Writing (Column Y)		412 (200-800)	406 (200-800)
Reading Subscore (Column AA)		21 (10-40)	21 (10-40)

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.

An analysis of the internal and external factors that contributed to low reading achievement.

Internal Factors:

K-10 benchmark data (MAP and Acadience) indicates that from the Fall of one year to the Fall of the next year, student's scores decrease significantly.

Lack of high expectations and student engagement beyond compliance in Tier 1 grade-level content.

Inconsistent use of district curricular materials district-wide.

Inconsistent implementation of ELA Intervention tools in grades 6-12.

High Staff turnover:

- 2021-2022: 60 staff resignations, retirements, or terminations
- 2022-2023: 99 staff resignations, retirements, or terminations
- 2023-2024 (June 1, 2023-December 15, 2023): 48 staff resignations, retirements, or terminations

High staff absences and insufficient pool of substitute/reserve teachers (10 Reserve Teachers for the entire district).

Multiple building transitions due to the district's structure of our elementary buildings. Elementary grades are divided into 3 buildings (Early Learning Center Prek-1, Madison Park 2nd-3rd, Westbrook Village 4th-5th). In addition, the Early Learning Center has had 3 different principals within the last 5 years.

External Factors:

The Kindergarten Readiness data indicates that 19% of kindergarteners demonstrate readiness skills, while 29.9% enter at approaching readiness, and another 50.3% enter at an emerging level of readiness. MAP data indicates that 21% of students in Kindergarten scored in the "Lo" (<21%) Instructional Area of Foundational Skills; overall 17% are "On Track" according to the cut scores on alternative assessments for the Third Grade Reading Guarantee established by ODE and NWEA.

85.8% of students are Economically Disadvantaged.

District Student Attendance is 90% which is below the 95% goal and the Chronic Absenteeism rate is 42.4%.

Student Mobility is 14.7%.

Median Household Income (in 2022 dollars), 2018-2022: \$46,442.

64% of Single-parent households compared to the State average 27% and National average of 25%.

Poverty rate of 25% compared to the State average of 13% and the National average of 11%.

SECTION 3 PART C: ROOT CAUSE ANALYSIS

Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement.

Problem Statement:

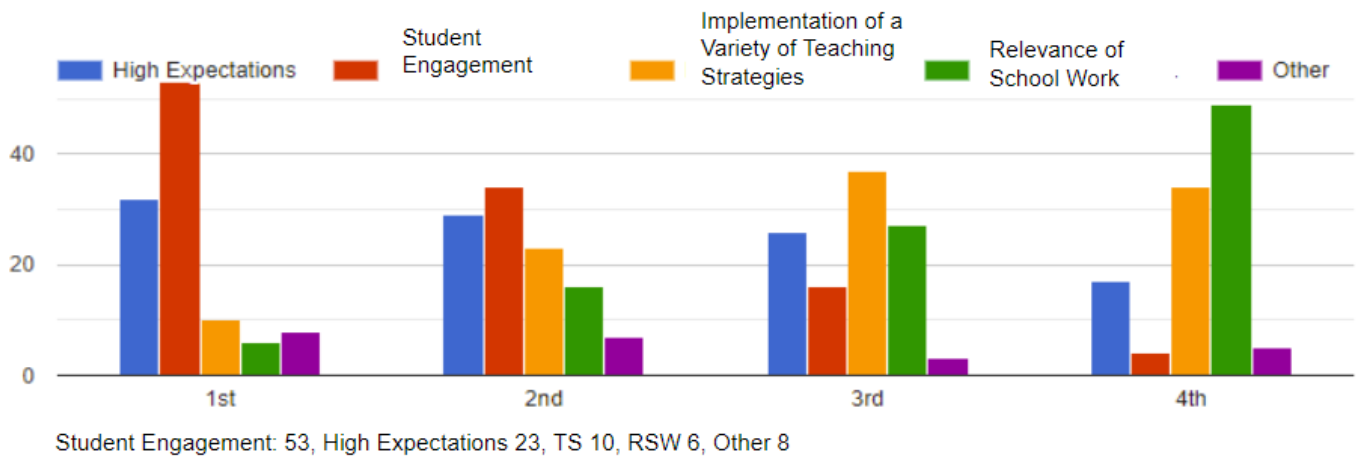
Not all teachers are holding students to high expectations and engaging students in Tier 1 grade-level content and in some cases students are only engaging with compliance learning tasks.

Inconsistency of Tier 1 instruction is evident, as not all educators are effectively setting high expectations, engaging students in grade-level content, and navigating the complexities of learning that go beyond mere compliance. This lack of uniformity in instructional practices poses a significant hurdle in fostering student engagement and promoting meaningful learning experiences.

We believe the low expectations and lack of engaging work beginning in the lower grades compounds as our students move on to upper grades, resulting in a lower mastery level of not only basic skills but also application and critical thinking skills.

Reason(s): The graph below is a visual representation of a survey of all staff to identify the district's "Problem of Practice."

Please rank the "problems of practice" with 1 being highest priority and 4 being the lowest priority.



Problem Statement: Kindergarten

In Kindergarten, 40% of students score below or well below in Nonsense Words Fluency, Correct Letter Sounds at the end of the year as measured by Acadience.

Reason(s): The list below summarizes the results of a root cause analysis activity the curriculum department completed with the district instructional coaches.

- Lack of student engagement
- Not all students attended preschool
- Lack of students practicing the skill for mastery
- Students don't know letters and sounds
- High teacher absence rate
- Teachers are not all using district curriculum/using their own methods instead
- Core instruction is not systematic
- Progress monitoring isn't occurring with fidelity
- Lack of strong classroom management skills in adults

Problem Statement: 1st-2nd NWF

In 1st grade, 52% of students score below or well below in Phoneme Segmentation Fluency, 55% of

students score below or well below in Nonsense Words Fluency, Correct Letter Sounds, and 59% of students score below or well below in Nonsense Words Fluency, Words Read Correctly as measured by Acadience.

In 2nd grade, 71% of students score below or well below in Nonsense Words Fluency, Correct Letter Sounds, and 62% of students score below or well below in Nonsense Words Fluency, Words Read Correctly, and 69% lack Oral Reading Fluency, Accuracy as measured by Acadience

Reason(s): The list below summarizes the results of a root cause analysis activity the curriculum department completed with the district instructional coaches.

- Lack of transfer activities to practice/master phonics skills that have been taught
- Not enough time spent reading
- Students beginning the year well below grade level
- Lack of intentional instruction to close gaps
- Lack of consistent, systemic instruction in phonics and phonemic awareness
- Teachers are not using district curriculum with consistency and fidelity
- Low expectations are set for students
- High teacher absence rate

Problem Statement: 3rd Acadience and OST

In 3rd grade, 65% of students score below or well below in ORF Accuracy (*Advance Phonics & Word Attack Skills*) and 66% of students score below or well below in ORF Accuracy and Fluency as measured by Acadience. In the 22-23 school year, 38% of students scored proficient or above on the ELA OST.

Reason(s): The list below summarizes the results of a root cause analysis activity the curriculum department completed with the district instructional coaches.

- Lack of student engagement
- Teachers are not using resources with consistency or fidelity
- Students start the year well below grade level
- Students don't spend enough time reading, or practicing reading
- Lack of consistent, systemic instruction in phonics and phonemic awareness
- Lack of transfer activities to practice/master phonics skills that have been taught
- Difficulty balancing teaching students to read and teaching grade-level standards
- Lack of intentional instruction to close gaps students display

Problem Statement: 4-8 Acadience, MAP & OST

In 4th and 5th grades, 58-79% of our students lack Oral Reading Fluency, Accuracy and Fluency as measured by Acadience.

The data indicates that of our students are scoring in the lowest reporting category on NWEA ELA MAP:

- 4th: 49%
- 5th: 49%
- 6th: 39%
- 7th: 43%
- 8th: 45%

The data indicates that 17-36% of our students scored proficient or above on the ELA OST.

Reason(s): The list below summarizes the results of a root cause analysis activity the curriculum department completed with the district instructional coaches.

- Teachers lack experience, and are uncomfortable with teaching phonics and phonemic awareness
- Students have limited opportunities to self-select texts
- Teachers in 4th grade are self-contained and some are teaching reading for the first time
- Adult expectations for all students are not high enough
- Student vocabulary is limited
- Students do not have the opportunity to read independently
- Secondary teachers are not experienced in teaching reading
- The district curriculum is not being used consistently by all staff
- Students have deficits in fluency and comprehension skills

Problem Statement: 9-12 OST and MAP data

The data is indicating that 40-60% of our students are scoring in the lowest reporting category, with Informational text being the biggest area of need.

ELA MAP scores:

- 9th: 39%
- 10th: 24%

The data indicates that 23% of our students scored proficient or above on the ELA OST.

Reason(s): The list below summarizes the results of a root cause analysis activity the curriculum department completed with the district instructional coaches.

- Students are not provided with opportunities to engage in the work
- Teachers are not teaching to the complexity of grade-level standards
- Classrooms are too teacher-focused
- Teachers are not fully utilizing the curriculum and/or are substituting below grade-level materials
- Students skills are significantly below grade level
- Instruction is not differentiated to meet all student needs

Summary of Analysis

Our analysis indicates a consistent lack of regular use of the district adopted curriculum by teachers and a lack of high expectations for students across all buildings.

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

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

Goal Statement: 1

By May 2026, Trotwood-Madison City Schools aims to have a well-established comprehensive K-12 literacy system designed to involve all learners in Tier 1 grade-level instruction, with a focus on promoting educational equity as measured by data meetings and professional developments.

100% of teachers will use district-adopted instructional materials with fidelity as measured by walkthrough data and 100% of teachers will attend identified professional development sessions on

evidenced-based literacy practices as measured by attendance records.

Goal Statement 2:

By May 2026, Trotwood-Madison City Schools aims to have increased the percentage of kindergarten learners meeting or exceeding targets for phonemic awareness and Nonsense Word Fluency, and Correct Letter Sounds by 20% annually as measured by Acadience.

Goal Statement 3:

By May 2026, Trotwood-Madison City Schools aims to have increased the percentage of first-grade students meeting or exceeding targets for Phoneme Segmentation Fluency and Nonsense Word Fluency by 20% annually as measured by Acadience.

By May 2026, Trotwood-Madison City Schools aims to have increased the percentage of second-grade students meeting or exceeding targets for Nonsense Word Fluency and Oral Reading Fluency Accuracy by 20% annually as measured by Acadience.

Goal Statement 4:

By May 2026, Trotwood-Madison City Schools aims to have increased the percentage of third-grade students meeting or exceeding targets for Oral Reading Fluency as measured by Acadience by 20% annually.

By May 2026, Trotwood-Madison City Schools aims to have increased the percentage of third-grade students proficient or above on the ELA OST by 20% annually.

Goal Statement 5:

By May 2026, Trotwood-Madison City Schools aims to have increased the number of students in grades 4 and 5 on or above grade level proficiency by 20% annually in the areas of Oral Reading Fluency, Accuracy, and Fluency as measured by Acadience.

By May 2026, Trotwood-Madison City Schools aims to have increased the number of students in grades 4th-5th on or above grade level proficiency by 20% annually as measured by NWEA ELA MAP and OST.

Goal Statement 6:

By May 2026, Trotwood-Madison City Schools aims to have increased the number of students in grades 7-12th on or above grade level proficiency by 20% annually as measured by NWEA ELA MAP and OST.

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:

- By May 2026, Trotwood Schools aim to have a well-established comprehensive K-12 literacy system designed to involve all learners in Tier 1 grade-level instruction, with a focus on promoting educational equity.

Evidence-Based Strategy or Strategies:

- Implement Tier 1 instruction that furnishes every student with high-quality, foundational classroom instruction aligned to research-based strategies.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement district-approved curriculum with fidelity.	Provide all students with grade-level Tier 1 content every day.	Provide training in evidence-based strategies to engage all learners.
Timeline	2024-2026	2024-2026	2024-2026
Lead Person(s)	Curriculum Department Building Administration Instructional Coaches	Teachers	Curriculum Department Building Administration
Resources Needed	Release Time/Developmental Time Supports from admin and curriculum Funding	Release Time/Developmental Time Supports from admin and curriculum Funding	Release Time/Developmental Time Supports from admin and curriculum Effective trainers Funding
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Guidance & expectation document Coaching Implementation Walks	Licensed teachers in every room Scaffolding support for below grade level students	Professional development provided to all instructional staff Follow up feedback from walkthroughs and/or coaching

	Action Step 1	Action Step 2	Action Step 3
	monitoring & recording		
Measure of Success	100% of teacher utilizing the grade level adopted curriculum	There will be an increase in growth and achievement as seen on MAP and OST	Teachers will be offered and attend PD and then been seen utilizing the new information in the classroom.
Description of Funding	Combination of grants and general fund	Combination of grants and general fund	Combination of grants and general fund
Check-in/Review Date	Ongoing	Ongoing	August November February

Goal # 2 Action Map

Goal Statement:

- By May 2026, Trotwood Schools aim to increase the percentage of kindergarten learners meeting or exceeding targets for phonemic awareness and Nonsense Word Fluency, Correct Letter Sounds by 20% annually as measured by Acadience.

Evidence-Based Strategy or Strategies:

- *Develop awareness of the segments of sound in speech and how they link to letters.*
 - [LINK](#) - Pg 20
- *Teach students to decode words, analyze word parts, and write and recognize words.*
 - [LINK](#) - Pg 28

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement a high-quality core program for teaching Foundational skills that is	Provide professional development and Instructional coaching to support classroom implementation of Science of Reading	Create and utilize a scope and sequence and pacing guide to ensure instructional alignment to OLS.

	Action Step 1	Action Step 2	Action Step 3
	grounded in the science of reading.	evidence-based language literacy practices.	
Timeline	2024-2025	2024-2026	2024-2026
Lead Person(s)	Building Principals Curriculum Dept.	Curriculum Department Building Administration	Curriculum Department Building Administration
Resources Needed	Implementation Training	Release Time/Developmental Time Supports from admin and curriculum Effective trainers Funding	Release Time/Developmental Time Supports from admin and curriculum Effective trainers Funding
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Training in LETRS to instruct teachers on what literacy skills need to be taught, why, and how to plan to teach the skills. Training and coaching in the Reading Horizons Phonics program.	Professional development provided to all instructional staff Follow up feedback from walkthroughs and/or coaching	Common pacing guide and scope of sequence document to be used. ensure alignment between adopted materials and ODE model curriculum Deep understanding of content standards
Measure of Success	Completion of end-of-the-unit assessments. Completion certificate	Teachers will be offered and attend PD and then be seen utilizing the new information in the classroom.	Completed scope and sequence and pacing guides aligned to Ohio standards and adopted materials.
Description of Funding	Combination of grants and general fund	Combination of grants and general fund	Combination of grants and general fund
Check-in/Review Date	BOY MOY EOY	August November February	Summer August January

Goal # 3 Action Map

Goal Statement:

- By May 2026, Trotwood Schools aim to increase the percentage of first-grade meeting or exceeding targets for Phoneme Segmentation Fluency and Nonsense Word Fluency by 20% as measured by Acadience.
- By May 2026, Trotwood Schools aim to increase the percentage of second-grade students meeting or exceeding targets for Nonsense Word Fluency and Oral Reading Fluency Accuracy by 20% annually as measured by Acadience.

Evidence-Based Strategy or Strategies:

- *Develop awareness of the segments of sound in speech and how they link to letters*
 - [LINK](#) - Pg 20
- *Teach students to decode words, analyze word parts, and write and recognize words.*
 - [LINK](#) - Pg 28
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.
 - [LINK](#) - Pg 38

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement a high-quality core program for teaching Foundational skills that is grounded in the science of reading.	Provide professional development and Instructional coaching to support classroom implementation of Science of Reading evidence-based language literacy practices.	Create and utilize a scope and sequence and pacing guide to ensure instructional alignment to OLS.
Timeline	2024-2025	2024-2026	2024-2026
Lead Person(s)	Building Principals Curriculum Dept.	Curriculum Department Building Administration	Curriculum Department Building Administration

	Action Step 1	Action Step 2	Action Step 3
Resources Needed	Implementation Training	Release Time/Developmental Time Supports from admin and curriculum Effective trainers Funding	Release Time/Developmental Time Supports from admin and curriculum Effective trainers Funding
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Training in LETRS to instruct teachers on what literacy skills need to be taught, why, and how to plan to teach the skills. Training and coaching in the Reading Horizons Phonics program.	Professional development provided to all instructional staff Follow up feedback from walkthroughs and/or coaching	Common pacing guide and scope of sequence document to be used. ensure alignment between adopted materials and ODE model curriculum Deep understanding of content standards
Measure of Success	Completion of end-of-the-unit assessments. Completion certificate	Teachers will be offered and attend PD and then be seen utilizing the new information in the classroom.	Completed scope and sequence and pacing guides aligned to Ohio standards and adopted materials.
Description of Funding	Combination of grants and general fund	Combination of grants and general fund	Combination of grants and general fund
Check-in/Review Date	BOY MOY EOY	August November February	Summer August January

Goal # 4 Action Map

Goal Statement:

- By May 2026, Trotwood Schools aim to increase the percentage of 3rd-grade students meeting or exceeding targets for Oral Reading Fluency and proficient or above on the ELA OST by 20% annually as measured by Acadience.

Evidence-Based Strategy or Strategies:

- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.
 - [LINK](#) - Pg 38

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement a high-quality core program for teaching oral reading fluency skills that is grounded in the science of reading.	Peer coaching focused on classroom implementation of evidence-based language and literacy practices.	Create and utilize a scope and sequence and pacing guide to ensure instructional alignment to OLS.
Timeline	2024-2026	2024-2026	2024-2026
Lead Person(s)	Curriculum Department Building Administration	Curriculum Department Building Administration	Curriculum Department Building Administration
Resources Needed	Release Time/Developmental Time Supports from admin and curriculum Effective trainers Funding	Release Time/Developmental Time Supports from admin and curriculum Effective trainers Funding	Release Time/Developmental Time Supports from admin and curriculum Effective trainers Funding
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional development provided to all instructional staff Follow up feedback from walkthroughs and/or coaching	Professional development provided to all instructional staff Follow up feedback from walkthroughs and/or coaching	Common pacing guide and scope of sequence document to be used.

	Action Step 1	Action Step 2	Action Step 3
			ensure alignment between adopted materials and ODE model curriculum Deep understanding of content standards
Measure of Success	Teachers will be offered and attend PD and then be seen utilizing the new information in the classroom.	Teachers will be offered and attend PD and then be seen utilizing the new information in the classroom.	Completed scope and sequence and pacing guides aligned to Ohio standards and adopted materials.
Description of Funding	Combination of grants and general fund	Combination of grants and general fund	Combination of grants and general fund
Check-in/Review Date	August November February	August November February	Summer August January

Goal # 5 Action Map

Goal Statement:

- By May 2026, Trotwood Schools aim to increase the number of students in grades 4 and 5 on or above grade level proficiency by 20% annually in the areas of Oral Reading Fluency, Accuracy and Fluency as measured by Acadience.
- By May 2026, Trotwood Schools aim to increase the number of students on or above grade level proficiency by 20% annually in the areas of informational text as measured by NWEA ELA MAP.

Evidence-Based Strategy or Strategies:

- Provide purposeful fluency-building activities to help students read effortlessly
 - [LINK](#) - Pg. 12

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement a high-quality core program for teaching oral reading fluency skills that is grounded in the science of reading.	Peer coaching focused on classroom implementation of evidence-based language and literacy practices.	Create and utilize a scope and sequence and pacing guide to ensure instructional alignment to OLS.
Timeline	2024-2026	2024-2026	2024-2026
Lead Person(s)	Curriculum Department Building Administration	Curriculum Department Building Administration	Curriculum Department Building Administration
Resources Needed	Release Time/Developmental Time Supports from admin and curriculum Effective trainers Funding	Release Time/Developmental Time Supports from admin and curriculum Effective trainers Funding	Release Time/Developmental Time Supports from admin and curriculum Effective trainers Funding

	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 provided to all instructional staff Follow up feedback from walkthroughs and/or coaching	Professional development provided to all instructional staff Follow up feedback from walkthroughs and/or coaching	Common pacing guide and scope of sequence document to be used. ensure alignment between adopted materials and ODE model curriculum Deep understanding of content standards
Measure of Success	Teachers will be offered and attend PD and then be seen utilizing the new information in the classroom.	Teachers will be offered and attend PD and then be seen utilizing the new information in the classroom.	Completed scope and sequence and pacing guides aligned to Ohio standards and adopted materials.
Description of Funding	Combination of grants and general fund	Combination of grants and general fund	Combination of grants and general fund
Check-in/Review Date	August November February	August November February	Summer August January

Goal # 6 Action Map

Goal Statement:

- By May 2026, Trotwood Schools aim to increase the number of students in grades 6-10 on or above grade level proficiency by 20% annually in the areas of informational text as measured by NWEA ELA MAP.

Evidence-Based Strategy or Strategies:

- Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information
 - [LINK](#) Pg - 68

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement a high-quality core program for teaching complex informational text selections that is grounded in the science of reading.	Peer coaching focused on classroom implementation of evidence-based language and literacy practices.	Create and utilize a scope and sequence and pacing guide to ensure instructional alignment to OLS.
Timeline	2024-2026	2024-2026	2024-2026
Lead Person(s)	Curriculum Department Building Administration	Curriculum Department Building Administration	Curriculum Department Building Administration
Resources Needed	Release Time/Developmental Time Supports from admin and curriculum Effective trainers Funding	Release Time/Developmental Time Supports from admin and curriculum Effective trainers Funding	Release Time/Developmental Time Supports from admin and curriculum Effective trainers Funding
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional development provided to all instructional staff Follow up feedback from walkthroughs and/or coaching	Professional development provided to all instructional staff Follow up feedback from walkthroughs and/or coaching	Common pacing guide and scope of sequence document to be used.

	Action Step 1	Action Step 2	Action Step 3
			ensure alignment between adopted materials and ODE model curriculum Deep understanding of content standards
Measure of Success	Teachers will be offered and attend PD and then be seen utilizing the new information in the classroom.	Teachers will be offered and attend PD and then be seen utilizing the new information in the classroom.	Completed scope and sequence and pacing guides aligned to Ohio standards and adopted materials.
Description of Funding	Combination of grants and general fund	Combination of grants and general fund	Combination of grants and general fund
Check-in/Review Date	August November February	August November February	Summer August January

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

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

This section should specify the evidence being collected, specific times it is being collected and who is collecting it. This will help the district monitor the extent to which schools are implementing the action steps in Section 6 and measuring progress toward the performance goals in Section 5. In addition, this section should identify what will be done to facilitate improvement when the data being collected shows learners are not progressing toward the performance goals.

Monitoring of goals outlined in the Reading Achievement plan will be done through analysis of student performance data and tracking of adult implementation. Progress toward each goal will be measured through assessments such as Acadience, NWEA MAP, ODE Readiness/Benchmark Assessments, Ohio State Test, and curriculum-based formative assessments. Teacher Based Teams (TBT's), Building Leadership Teams (BLT's), District Leadership Teams (DLT), and Curriculum Team will be expected to analyze the results of student performance data (see Evidence Collection Process below). Teams will discuss what evidence-based strategies are being used for students making positive growth gains and for students not making adequate progress toward goals.

The Instructional Coaching and Professional Development will be used to build the capacity of teachers and building leaders implementation of tier-1 curriculum with fidelity, and increase expertise in teaching the Science of Reading. Teachers will also be provided with vendor implementation walks as needed.

RIMPs will continue to be used to monitor "Off Track" students receiving Tier 2 and Tier 3 interventions per the DEW and Dyslexia requirements.

If data collection indicates that student learners are not progressing toward performance goals, strategies, and interventions will be revisited for improvement.

1. Root Cause Analysis of the plan and literacy instruction
2. Data Analysis:
 - Revisit fidelity of Ohio 5-step process
 - Analysis of specific areas where learners are struggling
3. Formative assessment:
 - Revisit use and collection of formative assessment data
 - Use results to adjust instruction and create targeted groups for different instruction
4. Tier 1 Instruction:
 - Revisit fidelity of curriculum implementation and coaching practices
 - Checking for understanding and provide feedback

Evidence Collection Process

Data Source:	Specific Time:	Data Collection Lead Person(s):
Curriculum-based Assessments	Bi-weekly /ongoing	Teachers Instructional Coaches TBT BLT
Acadience(K-5)	Benchmark 3 times per year (BOY, MOY, EOY) <ul style="list-style-type: none"> Progress Monitoring (Every 2-3 weeks for below or well below students) Dyslexia Tier 1 & Tier 2 screening will be in accordance with Ohio's Dyslexia requirements 	Teachers Instructional Coaches K-5 Curriculum Coordinator
NWEA MAP	Benchmark 3 times per year (BOY, MOY, EOY)	Teachers Instructional Coaches TBTs/BLTs/DLT Curriculum Team
ODE Readiness/Benchmark Assessment	2 times a year (BOY & MOY)	Instructional Coaches, TBTs/BLTs/DLT Curriculum Team
Ohio State Test (OST)	Fall and Spring 3rd grade only Spring (4th-12th)	Building Principals TBTs/BLTs/DLT Curriculum Team

Tools and Procedures to Monitor Adult Implementation:

- Ohio 5-Step Process (TBTs, BLTs, DLT)
- Curriculum walkthrough tools (used by Instructional Coaches, Building Principals, Curriculum Coordinators, and Vendors)
- BLT walkthroughs
- Attendance at professional development relative to evidence based instructional practice will be tracked.

SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

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

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

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

Develop awareness of the segments of sound in speech and how they link to letters. - Describe how your programs integrate the evidence based strategy

- Heggerty Research [LINK](#)
- Reading Horizons [LINK](#)

SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)*

Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:

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

Districts and community schools are required to describe all three of the components (effectiveness, progress, and improvement upon previously used strategies) included in this subsection. Districts are encouraged to describe how the evidence-based strategies identified will support a school's multi-tiered system of support, Universal Design for Learning and data-based decision-making. How will educators be supported in implementing evidence-based practices and interventions? How will adult implementation be measured and monitored? What mechanisms will be in place to ensure fidelity of adult implementation?

How will we ensure effectiveness?

K-3 teachers will equip students with the crucial building blocks of reading through daily, sequential phonics and phonological awareness lessons, using engaging materials and the proven LETRS approach. Building on this foundation, grades 4-5 will delve deeper into advanced word study and phonics. All students will thrive on focused, standards-aligned instruction that explicitly teaches targeted skills and provides ample opportunities for supported practice. By examining both core instruction and intervention elements, we will ensure every student receives high-quality reading instruction.

In grades 6-12 to deepen reading proficiency, teachers will seamlessly integrate vocabulary, comprehension, fluency, and advanced word study instruction within their core lesson plans. This integration will include reading strategies to equip students with focused, standards-based practice that explicitly teaches targeted skills. By comprehensively examining all instructional components (core and intervention), we will deliver high-quality, grade-level text-based instruction for every student.

Ongoing professional development will be provided for the district-adopted curriculum and Science of Reading, implementation of the train the coach-coaching model, and district expectation of instructional non-negotiables such as the expectation to use district-adopted curriculum to engage all students in core instruction.

How will we show progress?

Progress will be monitored through the Ohio 5-Step process. Implementation of TBTs with fidelity to foster collaboration, data-driven decision-making, and a supportive learning environment. Teacher-based-teams will analyze student assessment data to identify trends, strengths, and areas for improvement. This data-driven approach will help inform instructional decisions and interventions. Acadience Progress Monitoring data will help Teams track student progress over time and adjust teaching strategies based on the assessment data. Building Leadership Teams will regularly analyze student performance data, teacher effectiveness, and other relevant metrics to inform decisions and interventions. The District leadership team will oversee the collection and analysis of data related to student performance, and other key indicators. District leadership teams will use this data to make informed decisions, identify areas for improvement, and track progress toward district goals.

Data use to track progress toward RAP goals:

- Acadience Data
- MAP Data
- Readiness Assessments
- Short Cycle Assessment
- OST Data

Improve upon strategies utilized during the two prior consecutive school years.

We will continue to use High-quality core instructional materials such as McGraw-Hill Wonders 2023 edition, Heggerty (K-3 and as intervention resources for 4-5), and Reading Horizon Discovery and Elevate (adopted 21-22). The district will enhance the fidelity of the implementation of the district-approved curriculum through BLT and Curriculum team walkthroughs and the use of TBT planning.

Continued coaching support for teachers such as instructional coaching and/or vendor coaching to assist teachers with curriculum, data, daily core instruction, and district initiatives. If funding allows the district will continue the use of reading specialists for students in Tier 2 and Tier 3 instructional support in literacy. Through principal and teacher feedback, the curriculum team has concluded additional training and coaching in Reading Horizon Discovery and Elevate is needed to support teachers. In October of 2023 teachers in grades K-5 were provided with training in Reading Horizons and each building had an implementation coaching day in December of 2023. The district is implementing a coaching-the-coach model as part of its efforts to strengthen in-house capacity building.

In compliance with the Dyslexia Support Laws teachers in K-3 were trained in LETRS (Language Essentials for Teachers of Reading and Spelling) beginning 21-22 school year. We will continue to provide teachers with effective evidence-based literacy strategies to deepen their knowledge to inform and adjust instructional practices. The professional development outlined in the plan will provide teachers with ongoing support as determined by data, walkthroughs, and building principals and instructional coaches' feedback.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

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

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

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

The district’s professional development plan will focus on building strong and lasting internal capacity in literacy among educators. The plan aims to establish a systematic and coherent framework for the development of literacy skills and tier-1 core instruction.

Professional Development Plan Template Part A

LEA/Early Childhood Provider or Consortium Lead Name: Trotwood Madison City Schools							
IRN or ODE/ODJFS License Number: 048694							
Professional Development Contact Name/Phone Email: Rachael Murdock/937-854-3050 rachaelmurdock@trotwood.k12.oh.us							
Goal: The TMCS District will utilize professional development in language and literacy development to increase both the knowledge and implementation of evidence-based language and literacy practices at the district, school, and classroom level. The district will also support a coaching model for instructional coaching.							
Evidence-Based Practice or Intervention: Aligned professional development around language and literacy development.							
(Check all that apply for each activity.)							
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. In grades K-12, Instructional Coaches will provide ongoing, embedded professional development to ELA teachers on data-analysis and instructional strategies.	2023/2026	X	X	X	X	X	X
2. K-5 Reading Horizon Training	2023/2026	X		X	X	X	X

3. 6-12 Teaching the Science of Reading	2024/2026	X	X	X			X
4. Deconstructing Standards	2024/2026	X		X	X	X	X
Resources Required	Outcomes/Evaluation						
1. District Instructional Coaches	Instructional Coaches and will provide professional development to their respective staff members on data analysis, instructional planning, lesson feedback, and instructional practices. This will be evidenced and evaluated through agendas, professional development schedules, teacher sign-in sheets, and walkthrough tools.						
2. Vendor Coaches District Instructional Coaches	2. Instructional Coaches and Vendors will provide professional development to their respective staff members on direct/explicit phonological and phonics instruction strategies. This will be evidenced and evaluated through agendas, professional development schedules, teacher sign-in sheets, and walkthrough tools.						
3. Montgomery County Educational Service Center (MCESC)	3. MCESC instructional coaches will provide professional development to the teachers, instructional coaches, and principals on Reading of Science instruction strategies. This will be evidenced and evaluated through agendas, professional development schedules, sign-in sheets, and evaluation surveys.						
4. Hamilton County Educational Service Center	4. HCESC instructional coaches will provide professional development to the teachers, instructional coaches, and principals on Deconstructing Standards and Scaffolding Instruction. This will be evidenced and evaluated through agendas, professional development schedules, sign-in sheets, and evaluation surveys.						

APPENDICES

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

[Heggerty](#)

[Reading Horizons](#)

[Acadience](#)

[NWEA MAP](#)

NA: Skill Not Assessed